
North Carolina PreK Emergent Literacy – Writing

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	North Carolina
Grade	PreK (Early Childhood)
Subject	Emergent Literacy – Writing
Course category	Early Learning Domain
Standards family	English Language Arts / Literacy
Framework	North Carolina Foundations for Early Learning and Development
Issuing agency	North Carolina Department of Public Instruction
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — You Say It, I Write It

Unit 3: Tell Me and I'll Write It · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What happens when the teacher writes my words?
Standards	Dictation and Storytelling -> LDC-12, LDC-13, LDC-14, LDC-15 — 4 standards; full text in the standards table
Learning target	"I can tell you what to write."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will dictate a sentence about their drawing.
- Children will watch their words being written.

Success criteria (student-friendly)

- "I say my words."
- "I watch you write."
- "I hear you read it back."

Academic vocabulary

dictate, write, words, say, read back

Materials and technology

- Drawing paper with a writing line
- Thick markers
- Clipboards
- Chart paper
- Sentence strips

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Child dictates a sentence about their work.

Family communication

Write down what the child says under their drawing.

Day 41 — My Words on Paper

Week 9, Day 1 • Unit 3 • Standards: LDC-12, LDC-13, LDC-14, LDC-15

Focus	Speech becomes print.
Learning target	"I can tell you what to write."
Vocabulary in use	dictate, write, words
Local date	_____

Learning sequence

Circle: teacher writes a child's words. Model: teacher says and writes slowly. Practice: children dictate a few words. Play: dictation at the drawing table.

Check for understanding

Child dictates words about their drawing.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Watch Me Write It

Week 9, Day 2 · Unit 3 · Standards: LDC-12, LDC-13, LDC-14, LDC-15

Focus	Observing the writing process.
Learning target	"I can tell you what to write."
Vocabulary in use	dictate, write, words
Local date	_____

Learning sequence

Circle: children watch each word appear. Model: teacher narrates while writing. Practice: children watch their words. Play: dictation centre.

Check for understanding

Child attends while their words are written.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Read It Back to Me

Week 9, Day 3 · Unit 3 · Standards: LDC-12, LDC-13, LDC-14, LDC-15

Focus	Print carries the exact message.
Learning target	"I can tell you what to write."
Vocabulary in use	dictate, write, words
Local date	_____

Learning sequence

Circle: teacher reads back exactly. Model: teacher points to each word. Practice: children hear their words read. Play: reading dictations.

Check for understanding

Child recognises their own dictated words.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Saying More

Week 9, Day 4 · Unit 3 · Standards: LDC-12, LDC-13, LDC-14, LDC-15

Focus	Extending dictation length.
Learning target	"I can tell you what to write."
Vocabulary in use	dictate, write, words
Local date	_____

Learning sequence

Circle: add another sentence. Model: teacher extends a dictation. Practice: children add a second sentence. Play: extended dictation.

Check for understanding

Child dictates two sentences.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Our Dictation Book

Week 9, Day 5 • Unit 3 • Standards: LDC-12, LDC-13, LDC-14, LDC-15

Focus	Collecting dictated work.
Learning target	"I can tell you what to write."
Vocabulary in use	dictate, write, words
Local date	_____

Learning sequence

Circle: assemble a class book. Model: teacher adds a page. Practice: children contribute pages. Play: book in the library corner.

Check for understanding

Child contributes a dictated page.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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