
Oregon PreK Language and Communication

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	Oregon
Grade	PreK (Early Childhood)
Subject	Language and Communication
Course category	Early Learning Domain
Standards family	English Language Arts / Literacy
Framework	Oregon Early Learning and Kindergarten Guidelines
Issuing agency	Oregon Department of Education
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 — Words for Things We Use

Unit 3: Words for My World • Month 3 • Quarter 1 • Semester 1 • Instructional Days 41–45

Essential question	What is this really called?
Standards	Vocabulary Development -> P-LC1 LC — DEVELOPMENTAL PROGRESSION INDICATORS STANDARDS Age 3 Age 4–5/Not Yet in Kindergarten By Entry to Kindergarten By End of Kindergarten • With the support of a trusted adult or peer, understands and responds (verbally and nonverbally) to increasingly longer sentences, simple questions, and simple stories. • Understands and responds (verbally and nonverbally) to c
Learning target	"I can use the real name for things."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will name classroom objects precisely rather than generically.
- Children will use a new word in a sentence the same day.

Success criteria (student-friendly)

- "I say the exact word."
- "I use it in a sentence."
- "I ask when I do not know."

Academic vocabulary

scissors, easel, container, shelf, tool

Materials and technology

- Labelled object baskets
- Word wall (picture-based)
- Real tools
- Photo cards
- Chart paper

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.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
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 names 4 of 5 target objects precisely.

Family communication

Send home five object words used this week.

Day 41 — That Thing Has a Name

Week 9, Day 1 · Unit 3 · Standards: P-LC1

Focus	Replacing 'thing' with the noun.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: teacher plays a character who says 'thing' for everything. Model: teacher supplies precise names. Practice: children name real objects. Play: labelled baskets.

Check for understanding

Child replaces 'thing' with a precise noun.

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 — Tools We Use

Week 9, Day 2 · Unit 3 · Standards: P-LC1

Focus	Naming classroom tools.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: introduce five tools. Model: teacher demonstrates and names each. Practice: children fetch by name. Play: tool centre.

Check for understanding

Child fetches 4 of 5 tools by name.

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 — Word of the Day

Week 9, Day 3 · Unit 3 · Standards: P-LC1

Focus	A daily target word routine.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: introduce the word-of-the-day routine. Model: teacher uses the word three times. Practice: children use it once each. Play: word wall card added.

Check for understanding

Child uses the target word in a sentence.

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 — Asking What It Is Called

Week 9, Day 4 · Unit 3 · Standards: P-LC1

Focus	Requesting a label.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: 'what is that called?' introduced. Model: teacher asks about an unfamiliar object. Practice: children ask about a mystery object. Play: mystery object box.

Check for understanding

Child asks for a label using the frame.

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 Word Wall

Week 9, Day 5 · Unit 3 · Standards: P-LC1

Focus	Consolidating the week's words.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: review the week's words. Model: teacher uses each in a sentence. Practice: children choose a word to act out. Play: word wall stays posted.

Check for understanding

Child uses three of the week's 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.

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.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Oregon Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

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

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Oregon Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx> and local school or district guidance.

Source citation

Oregon Department of Education. Oregon Early Learning and Kindergarten Guidelines. Retrieved 2026-07-27 from <https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx>