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# Virginia K English Language Arts / Reading

**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            | Virginia                                                  |
| Grade            | K (Early Childhood)                                       |
| Subject          | English Language Arts / Reading                           |
| Course category  | Core                                                      |
| Standards family | English Language Arts / Literacy                          |
| Framework        | Virginia Standards of Learning                            |
| Issuing agency   | Virginia 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 — Blending My First Words

### Unit 3: First Words I Can Read · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                     |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do sounds become a word?                                                                                                                        |
| Standards          | <b>Phonics and Decoding</b> -> K.LU.2 strand — text<br><b>Phonological and Phonemic Awareness</b> -> K.FFR.1 strand — text<br>K.FFR.3 strand — text |
| Learning target    | "I can push three sounds together and read the word."                                                                                               |
| Local dates        | _____ (enter your school dates)                                                                                                                     |

#### Measurable objectives

- Students will blend onsets and rimes in single-syllable spoken words.
- Students will decode CVC words with short a in isolation.

#### Success criteria (student-friendly)

- "I say each sound."
- "I say them faster."
- "I say the whole word."

#### Academic vocabulary

blend, sound, word, read, vowel

#### Materials and technology

- Magnetic letters
- Elkonin boxes
- Word cards for -at and -ap
- Blending board
- Individual whiteboards

#### 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**

Decoding check: child reads five short-a CVC words in isolation.

**Family communication**

Say /m/ /a/ /t/ slowly and let your child tell you the word.

## Day 41 — Onset and Rime

Week 9, Day 1 · Unit 3 · Standards: K.LU.2, K.FFR.1, K.FFR.3

|                   |                                                       |
|-------------------|-------------------------------------------------------|
| Focus             | Blending two spoken parts.                            |
| Learning target   | "I can push three sounds together and read the word." |
| Vocabulary in use | blend, sound, word                                    |
| Local date        | _____                                                 |

### Learning sequence

Warm-up: sound isolation. Model: teacher says /m/ ... /at/. Guided: class blends. Practice: partners blend ten pairs. Close: blending routine named.

### Check for understanding

Student blends an onset and rime into a whole word.

### 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 — The -at Family

Week 9, Day 2 · Unit 3 · Standards: K.LU.2, K.FFR.1, K.FFR.3

|                   |                                                       |
|-------------------|-------------------------------------------------------|
| Focus             | Reading a rime family.                                |
| Learning target   | "I can push three sounds together and read the word." |
| Vocabulary in use | blend, sound, word                                    |
| Local date        | _____                                                 |

### Learning sequence

Warm-up: onset-rime blending. Model: teacher builds mat, sat, pat. Guided: class swaps the onset. Practice: children build -at words. Close: word family chart.

### Check for understanding

Student reads three words in the -at family.

### 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 — Three Sounds, One Word

Week 9, Day 3 · Unit 3 · Standards: K.LU.2, K.FFR.1, K.FFR.3

|                   |                                                       |
|-------------------|-------------------------------------------------------|
| Focus             | Full phoneme blending.                                |
| Learning target   | "I can push three sounds together and read the word." |
| Vocabulary in use | blend, sound, word                                    |
| Local date        | _____                                                 |

### Learning sequence

Warm-up: -at words. Model: teacher blends /s/ /a/ /t/ with boxes. Guided: class blends. Practice: children blend eight CVC words. Close: blending board routine.

### Check for understanding

Student blends three phonemes into a CVC word.

### 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 — The -ap Family

Week 9, Day 4 · Unit 3 · Standards: K.LU.2, K.FFR.1, K.FFR.3

|                   |                                                       |
|-------------------|-------------------------------------------------------|
| Focus             | A second short-a rime.                                |
| Learning target   | "I can push three sounds together and read the word." |
| Vocabulary in use | blend, sound, word                                    |
| Local date        | _____                                                 |

### Learning sequence

Warm-up: blending drill. Model: teacher builds map, tap, nap. Guided: class swaps onsets. Practice: children build -ap words. Close: family chart extended.

### Check for understanding

Student reads three words in the -ap family.

### 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 — Reading Words on My Own

Week 9, Day 5 · Unit 3 · Standards: K.LU.2, K.FFR.1, K.FFR.3

|                   |                                                       |
|-------------------|-------------------------------------------------------|
| Focus             | Independent CVC decoding.                             |
| Learning target   | "I can push three sounds together and read the word." |
| Vocabulary in use | blend, sound, word                                    |
| Local date        | _____                                                 |

### Learning sequence

Warm-up: word family review. Model: teacher reads a mixed list. Guided: choral read. Practice: individual word-card reading. Close: first decodable sentence read.

### Check for understanding

Student decodes five mixed short-a CVC words independently.

### 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

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- 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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