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# West Virginia 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            | West Virginia                                                                                  |
| Grade            | PreK (Early Childhood)                                                                         |
| Subject          | Emergent Literacy – Writing                                                                    |
| Course category  | Early Learning Domain                                                                          |
| Standards family | English Language Arts / Literacy                                                               |
| Framework        | West Virginia Early Learning Standards / West Virginia College- and Career-Readiness Standards |
| Issuing agency   | West 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 — 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          | <b>Dictation and Storytelling</b> -> ELA.PK.39, ELA.PK.40, ELA.PK.41, ELA.PK.18 — 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: ELA.PK.39, ELA.PK.40, ELA.PK.41, ELA.PK.18

|                   |                                 |
|-------------------|---------------------------------|
| 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: ELA.PK.39, ELA.PK.40, ELA.PK.41, ELA.PK.18

|                   |                                 |
|-------------------|---------------------------------|
| 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: ELA.PK.39, ELA.PK.40, ELA.PK.41, ELA.PK.18

|                   |                                  |
|-------------------|----------------------------------|
| 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: ELA.PK.39, ELA.PK.40, ELA.PK.41, ELA.PK.18

|                   |                                 |
|-------------------|---------------------------------|
| 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: ELA.PK.39, ELA.PK.40, ELA.PK.41, ELA.PK.18

|                   |                                 |
|-------------------|---------------------------------|
| 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

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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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## Source citation

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