

---

# Alabama 6 World Languages

**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            | Alabama                                                   |
| Grade            | 6 (Middle)                                                |
| Subject          | World Languages                                           |
| Course category  | Language                                                  |
| Standards family | World Languages / Language Programs                       |
| Framework        | 2017 Alabama Course of Study: World Languages             |
| Issuing agency   | Alabama State 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 — Finding Detail in New Territory

### Unit 3: Out of Familiar Territory · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How much can you get from a text about something you know nothing about?                                                                                          |
| Standards          | <b>Finding Detail in New Territory → Intermediate High 2b Communication / Interpretive Mode</b> — Relate main ideas and significant details on unfamiliar topics. |
| Learning target    | "I can find the main idea and the details that matter in an unfamiliar text."                                                                                     |
| Local dates        | _____ (enter your school dates)                                                                                                                                   |

### Measurable objectives

- Students will relate main ideas and significant details on unfamiliar topics.
- Students will decide which details are significant.

### Success criteria (student-friendly)

- "I state the main idea."
- "I choose details that support it."
- "I keep going past words I do not know."

### Academic vocabulary

topic-signalling phrases, detail markers, inference language

### Materials and technology

- Unfamiliar-topic texts the teacher supplies
- Notebooks
- Chart paper
- Highlighters
- Class devices

### 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**

Main ideas and significant details related from an unfamiliar text.

**Family communication**

Ask your child what a text was about, in the target language.

# Day 41 — Unfamiliar Is Not Impossible

## Week 9, Day 1 · Unit 3 · Standards: Intermediate High 2b

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | The standard's actual demand.                                                 |
| Learning target   | "I can find the main idea and the details that matter in an unfamiliar text." |
| Vocabulary in use | topic-signalling phrases, detail markers, inference language                  |
| Local date        | _____                                                                         |

### Learning sequence

Connect: Week 4's short texts, which were familiar. Teach: that standard 2b says ON UNFAMILIAR TOPICS, and that comprehension without prior knowledge is a different skill from comprehension with it. Try: shared reading of a deliberately unfamiliar text. Apply: pupils note what they got anyway. Reflect: most pupils get more than they expect.

### Check for understanding

Student states what they understood from an unfamiliar text.

### 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 — Main Idea First, Detail Second

### Week 9, Day 2 · Unit 3 · Standards: Intermediate High 2b

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | Order of attack.                                                              |
| Learning target   | "I can find the main idea and the details that matter in an unfamiliar text." |
| Vocabulary in use | topic-signalling phrases, detail markers, inference language                  |
| Local date        | _____                                                                         |

### Learning sequence

Connect: unfamiliar texts. Teach: reading for the whole before the parts, because a detail without a main idea cannot be judged significant. Try: shared modelling. Apply: pupils state a main idea before looking at detail. Reflect: reversing the order is the commonest failure.

### Check for understanding

Student states a main idea before selecting details.

### 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 — Which Details Are Significant

### Week 9, Day 3 · Unit 3 · Standards: Intermediate High 2b

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | Selection.                                                                    |
| Learning target   | "I can find the main idea and the details that matter in an unfamiliar text." |
| Vocabulary in use | topic-signalling phrases, detail markers, inference language                  |
| Local date        | _____                                                                         |

### Learning sequence

Connect: main ideas. Teach: that SIGNIFICANT means load-bearing for the main idea, not merely interesting, and testing a detail by removing it. Try: shared testing. Apply: pupils select three significant details and justify one. Reflect: the standard's word is significant, not all.

### Check for understanding

Student justifies why a detail is significant.

### 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 — Two Texts on One Unfamiliar Topic

### Week 9, Day 4 · Unit 3 · Standards: Intermediate High 2b

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | Corroboration.                                                                |
| Learning target   | "I can find the main idea and the details that matter in an unfamiliar text." |
| Vocabulary in use | topic-signalling phrases, detail markers, inference language                  |
| Local date        | _____                                                                         |

### Learning sequence

Connect: selection. Teach: reading a second text on the same unfamiliar topic and noticing what it confirms and what it adds. Try: shared comparison. Apply: pupils note one confirmation and one addition. Reflect: a second source is how you check comprehension without an answer key.

### Check for understanding

Student identifies what a second text confirms and adds.

### 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 — Main Ideas and Details on a New Topic

### Week 9, Day 5 · Unit 3 · Standards: Intermediate High 2b

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | Intermediate High 2b assessed.                                                |
| Learning target   | "I can find the main idea and the details that matter in an unfamiliar text." |
| Vocabulary in use | topic-signalling phrases, detail markers, inference language                  |
| Local date        | _____                                                                         |

### Learning sequence

Connect: the week. Teach: an unseen text on an unfamiliar topic. Try: shared setup. Apply: pupils relate main ideas and significant details. Reflect: Intermediate High 2b recorded.

### Check for understanding

Student relates main ideas and significant details from an unseen text.

### 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 Alabama State 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 Alabama State 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.alabamaachieves.org/wp-content/uploads/2021/03/2017-World-Languages-COS.pdf> and local school or district guidance.

## Source citation

Alabama State Department of Education. 2017 Alabama Course of Study: World Languages. Adopted 2017. IMPORTANT -- this course of study does NOT publish grade-specific standards for world languages. Grades K-8 are organised by PROFICIENCY RANGE, not by grade, and the document deliberately declines to bind a range to a grade: it states that 'the novice learner might be a student in any grade from kindergarten through Grade 6'. There is therefore no such thing as 'the standards for this grade', and none is claimed here. This product covers the Intermediate High Proficiency Range, and the codes below are the Intermediate High standards, cited by proficiency range rather than by grade because that is how the source is written. WHICH RANGES A YEAR COVERS IS A DESIGN DECISION, not a transcription: it assumes a programme beginning in Kindergarten and advancing one range a year. A district whose programme starts later, runs less contact time, or places pupils differently will sit elsewhere on the scale -- confirm your own programme's proficiency placement before submitting this plan. Retrieved 2026-07-27 from <https://www.alabamaachieves.org/wp-content/uploads/2021/03/2017-World-Languages-COS.pdf>