
Alaska 3 World Languages / Bilingual Education

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	Alaska
Grade	3 (Elementary)
Subject	World Languages / Bilingual Education
Course category	Language / Optional
Standards family	World Languages / Language Programs
Framework	Alaska Content Standards: World Languages
Issuing agency	Alaska Department of Education and Early Development
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 — Who the Story Is About

Unit 3: Understanding What I Hear and Read · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Who are the people in this story?
Standards	Who the Story Is About -> A.1 Alaska Content Standards: World Languages / A student should be able to communicate in two or more languages, one of which is English — understand written and oral communication in two or more languages.
Learning target	"I can identify and describe the main characters of a story."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify the main characters of a story.
- Students will describe a character simply.

Success criteria (student-friendly)

- "I name the characters."
- "I say who matters most."
- "I describe one simply."

Academic vocabulary

character, main, story, describe, who

Materials and technology

- Simple stories in the target language (teacher-supplied)
- Character cards
- Language notebooks
- Talk mats
- Audio source

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 characters identified with one described.

Family communication

Ask your child who was in the story they read.

Day 41 — People in a Story

Week 9, Day 1 · Unit 3 · Standards: A.1

Focus	Noticing characters.
Learning target	"I can identify and describe the main characters of a story."
Vocabulary in use	character, main, story
Local date	_____

Learning sequence

Connect: main idea. Teach: stories have people or animals in them. Try: shared reading. Apply: children list. Reflect: teacher chooses the story.

Check for understanding

Student lists the characters in a story.

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 — Who Matters Most

Week 9, Day 2 · Unit 3 · Standards: A.1

Focus	Main versus minor.
Learning target	"I can identify and describe the main characters of a story."
Vocabulary in use	character, main, story
Local date	_____

Learning sequence

Connect: listing. Teach: main characters appear throughout and act. Try: shared reasoning. Apply: children identify. Reflect: criterion given.

Check for understanding

Student identifies the main character with a reason.

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 — Describing a Character

Week 9, Day 3 · Unit 3 · Standards: A.1

Focus	Simple description.
Learning target	"I can identify and describe the main characters of a story."
Vocabulary in use	character, main, story
Local date	_____

Learning sequence

Connect: identifying. Teach: describing with known adjectives. Try: shared practice. Apply: children describe. Reflect: vocabulary reused.

Check for understanding

Student describes a character in the target language.

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 — What the Character Does

Week 9, Day 4 · Unit 3 · Standards: A.1

Focus	Actions.
Learning target	"I can identify and describe the main characters of a story."
Vocabulary in use	character, main, story
Local date	_____

Learning sequence

Connect: description. Teach: naming what a character does. Try: shared practice. Apply: children state actions. Reflect: verbs practised.

Check for understanding

Student states what a character does.

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 — Telling a Partner About a Character

Week 9, Day 5 · Unit 3 · Standards: A.1

Focus	Communicating.
Learning target	"I can identify and describe the main characters of a story."
Vocabulary in use	character, main, story
Local date	_____

Learning sequence

Connect: our descriptions. Teach: telling someone who has not read it. Try: shared practice. Apply: children tell. Reflect: clarity coached.

Check for understanding

Student tells a partner about a character.

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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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.

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Source citation

Alaska Department of Education and Early Development. Alaska Content Standards: World Languages. THIS IS A ONE-PAGE DOCUMENT WITH NO GRADE SPECIFICITY OF ANY KIND. Three content standards A, B and C with FOURTEEN SUB-POINTS between them, and THE SAME FOURTEEN APPLY FROM KINDERGARTEN THROUGH GRADE TWELVE. EVERY ALASKA WORLD-LANGUAGES ROW IN THIS SERIES CARRIES THE IDENTICAL FOURTEEN ITEMS. THIS PLAN TEACHES THE YEAR AT TWO PROFICIENCY LEVELS, Novice High and Intermediate Low, which is why its teaching strands come in pairs -- and BOTH HALVES MAP TO THE SAME FOURTEEN STANDARDS, because Alaska publishes only one set. THE PROFICIENCY PROGRESSION IS THE PLAN'S, NOT THE STATE'S. THE STANDARDS ASSUME BILINGUALISM RATHER THAN A NAMED LANGUAGE: standard A is "communicate in two or more languages, ONE OF WHICH IS ENGLISH", and NO LANGUAGE IS NAMED ANYWHERE IN THE DOCUMENT OR IN THIS PLAN. Six of the fourteen sub-points are about CULTURE rather than language; the plan teaches culture as comparison, NAMES NO CULTURE AS REQUIRED CONTENT, and never presents any culture as more or less advanced than another. A HERITAGE SPEAKER IN THE ROOM IS A STUDENT, NOT A RESOURCE. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/World-Languages.pdf>