
Alaska 4 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	4 (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 — Writing About What Interests Me

Unit 3: Culture, Content and Comparison · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I write about something I actually care about?
Standards	Writing About Interests -> A.2 Alaska Content Standards: World Languages / A student should be able to communicate in two or more languages, one of which is English — write and speak understandably in two or more languages. C.2 Alaska Content Standards: World Languages / A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace — use experiences with language and culture to explore the student's personal interests and career options.
Learning target	"I can write about a topic that interests me."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will write about topics of interest.
- Students will choose their own topic.

Success criteria (student-friendly)

- "I choose my topic."
- "I write several connected sentences."
- "I use words I looked up as well as words I knew."

Academic vocabulary

interest, topic, vocabulary, look up, draft

Materials and technology

- Dictionaries or word lists
- Writing frames
- Notebooks
- Chart paper
- Picture prompts

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.

Support area	This week's plan
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.
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

A short piece on a self-chosen topic.

Family communication

Ask your child what they wrote about.

Day 41 — Choosing My Topic

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

Focus	Choice.
Learning target	"I can write about a topic that interests me."
Vocabulary in use	interest, topic, vocabulary
Local date	_____

Learning sequence

Connect: presenting. Teach: choosing something we actually want to say something about. Try: shared choosing. Apply: pupils choose. Reflect: motivation matters more here than anywhere; PUPILS CHOOSE and nothing personal is required.

Check for understanding

Student chooses a topic of personal interest.

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 — Finding the Words I Need

Week 9, Day 2 • Unit 3 • Standards: A.2, C.2

Focus	Looking up.
Learning target	"I can write about a topic that interests me."
Vocabulary in use	interest, topic, vocabulary
Local date	_____

Learning sequence

Connect: our topics. Teach: looking up a few key words, and checking a word means what you think. Try: shared practice. Apply: pupils build a small word list. Reflect: THE CHECKING STEP MATTERS - the first dictionary entry is often the wrong sense.

Check for understanding

Student looks up and checks a word they need.

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 — Writing the First Draft

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

Focus	Drafting.
Learning target	"I can write about a topic that interests me."
Vocabulary in use	interest, topic, vocabulary
Local date	_____

Learning sequence

Connect: our words. Teach: writing through without stopping to perfect. Try: shared drafting. Apply: pupils draft. Reflect: draft before polish.

Check for understanding

Student produces a first draft.

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 — Making It Clearer

Week 9, Day 4 · Unit 3 · Standards: A.2, C.2

Focus	Revision.
Learning target	"I can write about a topic that interests me."
Vocabulary in use	interest, topic, vocabulary
Local date	_____

Learning sequence

Connect: drafts. Teach: checking a reader could follow it, and fixing what they could not. Try: shared revision. Apply: pupils revise. Reflect: clarity as the criterion, not correctness alone.

Check for understanding

Student revises their draft for clarity.

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 — Sharing the Writing

Week 9, Day 5 · Unit 3 · Standards: A.2, C.2

Focus	Audience.
Learning target	"I can write about a topic that interests me."
Vocabulary in use	interest, topic, vocabulary
Local date	_____

Learning sequence

Connect: revision. Teach: sharing with a partner or the teacher. Try: shared sharing. Apply: pupils share. Reflect: agreement required; nothing is displayed without it.

Check for understanding

Student shares their writing with a reader.

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.
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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.

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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, the two the plan sets for this year, 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, and is not presented as if Alaska had published levels. 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>