
Ohio 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	Ohio
Grade	6 (Middle)
Subject	World Languages
Course category	Language
Standards family	World Languages / Language Programs
Framework	Ohio's Learning Standards for World Languages and Cultures (adopted 2020)
Issuing agency	Ohio Department of Education and Workforce
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	Finding Detail in New Territory -> NM.2.2 — Identify familiar or everyday behaviors in other cultures. INT-C.
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: NM.2

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: 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: NM.2

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: NM.2

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: NM.2

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: NM.2

Focus	NM.2 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: NM.2 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.
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Ohio Department of Education and Workforce. Ohio's Learning Standards for World Languages and Cultures (adopted 2020). Ohio keys world languages on PROFICIENCY, not on grade, across seven levels from Novice Low (NL) through Advanced Low (AL). The level cited here is the one a K-12 sequence would realistically be working in at this grade. Scope: proficiency NM. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/World-Languages-and-Cultures/Ohio-s-Learning-Standards-for-World-Languages-and>