
Oklahoma 2 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	Oklahoma
Grade	2 (Elementary)
Subject	World Languages / Bilingual Education
Course category	Language / Optional
Standards family	World Languages / Language Programs
Framework	Oklahoma Academic Standards for World Languages (2022)
Issuing agency	Oklahoma 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 — Presenting Myself in More Detail

Unit 3: Presenting and Comparing · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How much can I now say about myself?
Standards	Presenting Myself in More Detail -> WL.G4.15 Goal 4: Comparisons — I can provide some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future in a wide variety of settings which become more general and specialized as higher proficiency develops. WL.G4.16 Goal 4: Comparisons — I can apply knowledge of sound and writing systems in spontaneous communicative situations progressing to analyzing and explaining how tone and nuance are expressed as higher proficiency develops.
Learning target	"I can present about myself using a variety of phrases."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will present information about selves using a variety of words and phrases.
- Students will present to an audience.

Success criteria (student-friendly)

- "I use several phrases."
- "I speak to an audience."
- "I am understood."

Academic vocabulary

present, introduce, audience, detail, variety

Materials and technology

- Presentation frames
- Prompt cards
- Chart paper
- Partner mats
- Recording sheets

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

Observation: child presents about themselves using varied phrases.

Family communication

Ask your child to introduce themselves in the target language.

Day 41 — What I Can Say About Me

Week 9, Day 1 · Unit 3 · Standards: WL.G4.15, WL.G4.16

Focus	Content gathering.
Learning target	"I can present about myself using a variety of phrases."
Vocabulary in use	present, introduce, audience
Local date	_____

Learning sequence

Connect: our phrases. Teach: gathering what we can say. Try: shared listing. Apply: children list. Reflect: more than last year.

Check for understanding

Student lists information they can give about themselves.

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 — Putting It in an Order

Week 9, Day 2 · Unit 3 · Standards: WL.G4.15, WL.G4.16

Focus	Structure.
Learning target	"I can present about myself using a variety of phrases."
Vocabulary in use	present, introduce, audience
Local date	_____

Learning sequence

Connect: our content. Teach: an order that makes sense. Try: guided ordering. Apply: children order. Reflect: structure charted.

Check for understanding

Student orders their presentation sensibly.

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 — Practising With a Partner

Week 9, Day 3 · Unit 3 · Standards: WL.G4.15, WL.G4.16

Focus	Rehearsal.
Learning target	"I can present about myself using a variety of phrases."
Vocabulary in use	present, introduce, audience
Local date	_____

Learning sequence

Connect: our order. Teach: rehearsing before presenting. Try: partner rehearsal. Apply: children practise. Reflect: feedback given.

Check for understanding

Student rehearses their presentation with a peer.

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 — Presenting to the Group

Week 9, Day 4 · Unit 3 · Standards: WL.G4.15, WL.G4.16

Focus	Delivery.
Learning target	"I can present about myself using a variety of phrases."
Vocabulary in use	present, introduce, audience
Local date	_____

Learning sequence

Connect: rehearsal. Teach: presenting clearly. Try: small-group presenting. Apply: children present. Reflect: encouragement given.

Check for understanding

Student presents about themselves to a group.

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 — Listening to Each Other

Week 9, Day 5 · Unit 3 · Standards: WL.G4.15, WL.G4.16

Focus	Week 9 consolidation.
Learning target	"I can present about myself using a variety of phrases."
Vocabulary in use	present, introduce, audience
Local date	_____

Learning sequence

Connect: our presentations. Teach: listening and responding. Try: guided listening. Apply: children respond. Reflect: audience skills named.

Check for understanding

Student responds appropriately to a peer's presentation.

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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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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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

Oklahoma State Department of Education. Oklahoma Academic Standards for World Languages (2022). Oklahoma keys world languages on ACTFL PROFICIENCY, not on grade, and defines the sublevel abbreviations itself - Novice Low (NL) through Advanced Mid (AM). Goal 1 (Communication) is written on that ladder; Goals 2-5 (Culture, Connections, Comparisons, Communities) are not laddered and apply at every level, so they are cited alongside the level. The document prints "can-do" statements without citation numbers, so the sequence number in each code is added by this product; the proficiency level is Oklahoma's own. Scope: proficiency NL + goals 2-5. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/world-languages.html>