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# Oklahoma 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            | Oklahoma                                                  |
| Grade            | 6 (Middle)                                                |
| Subject          | World Languages                                           |
| Course category  | Language                                                  |
| 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 — 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</b> -> <b>WL.G2.13, WL.G2.14, WL.G2.15, WL.G2.16</b> — 4 standards; full text in the standards table |
| 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: WL.G2.13, WL.G2.14, WL.G2.15, WL.G2.16

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| 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: WL.G2.13, WL.G2.14, WL.G2.15, WL.G2.16

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| 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: WL.G2.13, WL.G2.14, WL.G2.15, WL.G2.16

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| 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: WL.G2.13, WL.G2.14, WL.G2.15, WL.G2.16

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| 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: WL.G2.13, WL.G2.14, WL.G2.15, WL.G2.16

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | WL.G2.13, WL.G2.14, WL.G2.15, WL.G2.16 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: WL.G2.13, WL.G2.14, WL.G2.15, WL.G2.16 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

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- 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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## 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 NM + goals 2-5. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/world-languages.html>