

---

# Oregon 8 Intervention / Academic Support

**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            | Oregon                                                    |
| Grade            | 8 (Middle)                                                |
| Subject          | Intervention / Academic Support                           |
| Course category  | Local Program                                             |
| Standards family | Other / Local Standards                                   |
| Framework        | Oregon Academic Content Standards                         |
| Issuing agency   | Oregon 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 — Discussing Claims From Multiple Sources / Discussing Devices in Prose and Poetry

### Unit 3: Scientific Notation, Perspective and Rhetoric · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                    |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What is already secure in Discussing Claims From Multiple Sources and Discussing Devices in Prose and Poetry and Interpreting $y = mx + b$ , and what is the exact step that is not?                                                                                                               |
| Standards          | <b>Discussing Claims From Multiple Sources</b> -> <b>8.L.1b, 8.L.1c, 8.L.1d</b> — 3 standards; full text in the standards table<br><b>Discussing Devices in Prose and Poetry</b> -> <b>8.NS.A.1 strand</b> — text<br><b>Interpreting <math>y = mx + b</math></b> -> <b>8.AFN.A.3 strand</b> — text |
| Learning target    | "I can say what I can already do here, and work on the exact bit I cannot."                                                                                                                                                                                                                        |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                    |

#### Measurable objectives

- Students will work toward discussing claims from multiple sources.
- Students will work toward discussing devices in prose and poetry.
- Students will work toward interpreting  $y = mx + b$ .

#### Success criteria (student-friendly)

- "I mark my own work honestly."
- "I name the step that broke rather than saying I do not get it."
- "I record what moved by the end of the week."

#### Academic vocabulary

secure, step, evidence, check, apply

#### Materials and technology

- The pupils' own earlier work
- Paper and pencils
- Whatever manipulatives or texts the room has
- Private record sheets
- Nothing that must be bought

#### 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

Each standard recorded as secure or not, in the pupil's own words, privately.

### Family communication

Ask your child which step they worked on this week and whether it moved.

# Day 41 — Week 9 English: Finding out what is already secure

Week 9, Day 1 · Unit 3 · Standards: 8.L.1b, 8.L.1c, 8.L.1d, 8.NS.A.1, 8.AFN.A.3

|                   |                                                                                |
|-------------------|--------------------------------------------------------------------------------|
| Focus             | Discussing Claims From Multiple Sources -- finding out what is already secure. |
| Learning target   | "I can say what I can already do here, and work on the exact bit I cannot."    |
| Vocabulary in use | secure, step, evidence                                                         |
| Local date        | _____                                                                          |

## Learning sequence

Connect: what this standard needs from earlier work. Teach: the standard stated in the pupil's own words and a worked example done aloud. Try: shared work on two items with the teacher thinking out loud. Apply: pupils attempt three items and MARK THEIR OWN, which is where the information is. Reflect: what is secure and what is not, recorded privately by each pupil. GROUPING TODAY IS BY WHAT THE MARKING SHOWED, formed now and dissolved at the end of the lesson - there is no standing group with a name in this class.

## Check for understanding

Student states what is secure and names the step that is not.

## 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 — Week 9 English: Working on the part that is not secure

Week 9, Day 2 · Unit 3 · Standards: 8.L.1b, 8.L.1c, 8.L.1d, 8.NS.A.1, 8.AFN.A.3

|                   |                                                                                   |
|-------------------|-----------------------------------------------------------------------------------|
| Focus             | Discussing Devices in Prose and Poetry -- working on the part that is not secure. |
| Learning target   | "I can say what I can already do here, and work on the exact bit I cannot."       |
| Vocabulary in use | secure, step, evidence                                                            |
| Local date        | _____                                                                             |

### Learning sequence

Connect: yesterday's own record. Teach: the specific step that broke, taught small rather than the whole standard taught again. Try: shared work on that step alone. Apply: pupils work at the point they actually stalled, in whatever grouping today's evidence produced. Reflect: pupils record whether the step moved. NO SCORE, CHART OR LEVEL IS DISPLAYED, READ OUT OR COMPARED; a pupil's record is theirs and is compared only with their own earlier work.

### Check for understanding

Student works at the step they identified and records whether it moved.

### 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 — Week 9 Mathematics: Finding out what is already secure

Week 9, Day 3 · Unit 3 · Standards: 8.L.1b, 8.L.1c, 8.L.1d, 8.NS.A.1, 8.AFN.A.3

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | Interpreting $y = mx + b$ -- finding out what is already secure.            |
| Learning target   | "I can say what I can already do here, and work on the exact bit I cannot." |
| Vocabulary in use | secure, step, evidence                                                      |
| Local date        | _____                                                                       |

### Learning sequence

Connect: what this standard needs from earlier work. Teach: the standard stated plainly and one worked example, reasoning shown rather than steps recited. Try: shared work on two items. Apply: pupils attempt three and MARK THEIR OWN. Reflect: secure and not-secure recorded privately. Grouping is by what the marking showed and lasts one lesson.

### Check for understanding

Student states what is secure and names the step that is not.

### 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 — Week 9 Mathematics: Working on the part that is not secure

Week 9, Day 4 · Unit 3 · Standards: 8.L.1b, 8.L.1c, 8.L.1d, 8.NS.A.1, 8.AFN.A.3

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | Interpreting $y = mx + b$ -- working on the part that is not secure.        |
| Learning target   | "I can say what I can already do here, and work on the exact bit I cannot." |
| Vocabulary in use | secure, step, evidence                                                      |
| Local date        | _____                                                                       |

### Learning sequence

Connect: yesterday's own record. Teach: the exact step that broke - usually one operation or one representation rather than the whole standard. Try: shared work on that step. Apply: pupils work at their own stalling point. Reflect: pupils record whether it moved. NOTHING IS DISPLAYED OR COMPARED.

### Check for understanding

Student works at the step they identified and records whether it moved.

### 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 — Week 9: Using it, and recording what is secure

Week 9, Day 5 · Unit 3 · Standards: 8.L.1b, 8.L.1c, 8.L.1d, 8.NS.A.1, 8.AFN.A.3

|                   |                                                                             |
|-------------------|-----------------------------------------------------------------------------|
| Focus             | Applying the week's standards in both subjects.                             |
| Learning target   | "I can say what I can already do here, and work on the exact bit I cannot." |
| Vocabulary in use | secure, step, evidence                                                      |
| Local date        | _____                                                                       |

### Learning sequence

Connect: the week's work in both subjects. Teach: the standard applied to something that is not a practice item - a real text, a real problem, a real question. Try: shared application. Apply: pupils apply and produce something they keep. Reflect: pupils record what is now secure and what is still not, in their own words. IF YOU TEACH ENGLISH ONLY, run this as the English application and stop; IF YOU TEACH MATHEMATICS ONLY, run it as the mathematics application and stop. Each version stands alone and neither references the other.

### Check for understanding

Student applies the week's standards and records what is now secure.

### 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.
- Not affiliated with or endorsed by Oregon Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

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

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## 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.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Oregon Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://www.oregon.gov/ode/educator-resources/standards/mathematics/Pages/MathStandards.aspx> and local school or district guidance.

## Source citation

Oregon Department of Education. Oregon Academic Content Standards. Retrieved 2026-07-27 from <https://www.oregon.gov/ode/educator-resources/standards/mathematics/Pages/MathStandards.aspx>