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# Texas 8 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            | Texas                                                                                           |
| Grade            | 8 (Middle)                                                                                      |
| Subject          | World Languages                                                                                 |
| Course category  | Language                                                                                        |
| Standards family | World Languages / Language Programs                                                             |
| Framework        | Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 114 -- Languages Other Than English |
| Issuing agency   | Texas Education Agency                                                                          |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                                       |

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

## 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 — Notices, Messages and Announcements

### Unit 3: Understanding Real Material · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do you find the one thing you need in a text full of things you do not?                                                                                                                                                  |
| Standards          | <b>Finding Key Information in Announcements</b> -> §114.39(c)(1)(C) <b>Interpersonal communication: speaking and writing</b> — ask and tell others what they need to, should, or must do in spoken and written conversation; |
| Learning target    | "I can find the key information in an announcement or message."                                                                                                                                                              |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                              |

### Measurable objectives

- Students will locate key information in announcements and messages.
- Students will connect the information to daily activities.

### Success criteria (student-friendly)

- "I find what I was looking for without reading everything."
- "I use the format to predict where information sits."
- "I act on what I found."

### Academic vocabulary

announcement, message, scan, format, key information

### Materials and technology

- Authentic-style material you supply
- Paper and pencils
- Board or large paper
- Printed texts
- Devices if available

### 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

Key information located in several announcements and acted on.

### Family communication

Ask your child how they find information in a text they cannot fully read.

# Day 41 — You Do Not Have to Understand It All

Week 9, Day 1 · Unit 3 · Standards: §114.39(c)(1)(C)

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | The liberating point.                                           |
| Learning target   | "I can find the key information in an announcement or message." |
| Vocabulary in use | announcement, message, scan                                     |
| Local date        | _____                                                           |

## Learning sequence

Connect: restating. Teach: finding a time, a price or a place needs nothing like full comprehension - which is how real people use a language they are learning. Try: shared scanning for one fact. Apply: students find three facts in texts they cannot fully read. Reflect: this is the most immediately usable skill in the course.

## Check for understanding

Student locates a specific fact in a text they cannot fully read.

## 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 — Format Tells You Where to Look

Week 9, Day 2 • Unit 3 • Standards: §114.39(c)(1)(C)

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | Structure as a clue.                                            |
| Learning target   | "I can find the key information in an announcement or message." |
| Vocabulary in use | announcement, message, scan                                     |
| Local date        | _____                                                           |

### Learning sequence

Connect: scanning. Teach: that a notice, a timetable and a message each put information in predictable places, and that recognising the TYPE of text tells you where to look before you read a word. Try: shared type-identification. Apply: students predict where information sits, then check. Reflect: format knowledge transfers across languages.

### Check for understanding

Student predicts where information sits from a text's format.

### 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 — Numbers, Times and Names

Week 9, Day 3 · Unit 3 · Standards: §114.39(c)(1)(C)

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | The easy anchors.                                               |
| Learning target   | "I can find the key information in an announcement or message." |
| Vocabulary in use | announcement, message, scan                                     |
| Local date        | _____                                                           |

### Learning sequence

Connect: format. Teach: that numerals, times, dates and proper names are often readable without knowing the language, that they anchor a scan, and how the target language writes dates and times differently. Try: shared anchor-finding. Apply: students use anchors to locate information. Reflect: date order differs and it matters - this returns in Week 22.

### Check for understanding

Student uses numeric and name anchors to navigate a 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 44 — Connected to Daily Activities

Week 9, Day 4 · Unit 3 · Standards: §114.39(c)(1)(C)

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | The standard's own scope.                                       |
| Learning target   | "I can find the key information in an announcement or message." |
| Vocabulary in use | announcement, message, scan                                     |
| Local date        | _____                                                           |

### Learning sequence

Connect: anchors. Teach: the material is ordinary - opening times, transport, a school notice, a message about a plan - rather than literary. Try: shared work across four ordinary types. Apply: students handle each. Reflect: ordinary material is where the language is actually used.

### Check for understanding

Student locates information across several ordinary text types.

### 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 — Acting on What You Found

Week 9, Day 5 · Unit 3 · Standards: §114.39(c)(1)(C)

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | §114.39(c)(1)(C) assessed.                                      |
| Learning target   | "I can find the key information in an announcement or message." |
| Vocabulary in use | announcement, message, scan                                     |
| Local date        | _____                                                           |

### Learning sequence

Connect: the types. Teach: a task where the information found determines what the student does next, so comprehension is demonstrated by action rather than by report. Try: shared task. Apply: students complete it. Reflect: this week's standard assessed on the action.

### Check for understanding

Student acts correctly on information located in a 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.
- Standards were transcribed from the official source.
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**Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.**

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## Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 114 -- Languages Other Than English. Texas publishes no separate elementary or middle school language standards. 19 TAC §114.4 states that for districts offering languages in elementary school "the expected student outcomes are the same as those designated at levels I-IV in Subchapter C", and §114.14 says the same for middle school, so the Level I proficiency standards are cited here on the state's own instruction. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>