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# Virginia 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            | Virginia                                                  |
| Grade            | 8 (Middle)                                                |
| Subject          | World Languages                                           |
| Course category  | Language                                                  |
| Standards family | World Languages / Language Programs                       |
| Framework        | Virginia Standards of Learning                            |
| Issuing agency   | Virginia 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 — 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 -&gt; WI.10 strand</b> — text   |
| 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.                                                                                 |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| 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: WI.10

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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: WI.10

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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: WI.10

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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: WI.10

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| 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: WI.10

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| Focus             | WI.10 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.
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