
West Virginia 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	West Virginia
Grade	8 (Middle)
Subject	Intervention / Academic Support
Course category	Local Program
Standards family	Other / Local Standards
Framework	West Virginia College- and Career-Readiness Standards
Issuing agency	West 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 — 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	Discussing Claims From Multiple Sources -> LM.6-8.11, LM.6-8.12, LM.6-8.13 Discussing Devices in Prose and Poetry -> M.8.19, M.8.20 Interpreting $y = mx + b$ -> ELA.8.30, ELA.8.31 <i>7 standards this week; full text in the standards table.</i>
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: LM.6-8.11, LM.6-8.12, LM.6-8.13, M.8.19, M.8.20, ELA.8.30, ELA.8.31

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: LM.6-8.11, LM.6-8.12, LM.6-8.13, M.8.19, M.8.20, ELA.8.30, ELA.8.31

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: LM.6-8.11, LM.6-8.12, LM.6-8.13, M.8.19, M.8.20, ELA.8.30, ELA.8.31

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: LM.6-8.11, LM.6-8.12, LM.6-8.13, M.8.19, M.8.20, ELA.8.30, ELA.8.31

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: LM.6-8.11, LM.6-8.12, LM.6-8.13, M.8.19, M.8.20, ELA.8.30, ELA.8.31

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.
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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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