
Wisconsin 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	Wisconsin
Grade	8 (Middle)
Subject	World Languages
Course category	Language
Standards family	World Languages / Language Programs
Framework	Wisconsin Academic Standards
Issuing agency	Wisconsin Department of Public Instruction
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	Finding Key Information in Announcements -> WL.IT.1.a.n3 strand — text WL.IT.1.b.n1 strand — 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.

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: WL.IT.1.a.n3, WL.IT.1.b.n1

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: WL.IT.1.a.n3, WL.IT.1.b.n1

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: WL.IT.1.a.n3, WL.IT.1.b.n1

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: WL.IT.1.a.n3, WL.IT.1.b.n1

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: WL.IT.1.a.n3, WL.IT.1.b.n1

Focus	WL.IT.1.a.n3, WL.IT.1.b.n1 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

- 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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