
Montana 1 English Language Arts / Reading

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	Montana
Grade	1 (Elementary)
Subject	English Language Arts / Reading
Course category	Core
Standards family	English Language Arts / Literacy
Framework	Montana Content Standards for English Language Arts and Literacy (2011)
Issuing agency	Montana Office 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 — Reading Smoothly

Unit 3: Reading With Fluency · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What makes reading sound smooth?
Standards	Reading Smoothly -> RF.1.4 Reading Standards: Foundational Skills / Fluency — Read with sufficient accuracy and fluency to support comprehension: Shared Reading -> RL.1.10 Reading Standards for Literature / Range of Reading and Level of Text Complexity — With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.10 Reading Standards for Informational Text / Range of Reading and Level of Text Complexity — With prompting and support, read informational texts appropriately complex for Grade 1.
Learning target	"I can read a text smoothly, not word by word."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will read grade-appropriate texts with accuracy and fluency.
- Students will read with appropriate phrasing and expression.

Success criteria (student-friendly)

- "I read the words correctly."
- "I group words together."
- "I read with expression."

Academic vocabulary

fluency, smooth, phrase, expression, punctuation

Materials and technology

- Grade-appropriate decodable texts
- Phrase-marked copies
- Audio model
- Partner reading spots
- Chart paper

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

Observation: child reads a passage with accuracy and phrasing.

Family communication

Take turns reading a page each and listen to each other.

Day 41 — What Smooth Reading Sounds Like

Week 9, Day 1 · Unit 3 · Standards: RF.1.4, RL.1.10, RI.1.10

Focus	Modelling fluency.
Learning target	"I can read a text smoothly, not word by word."
Vocabulary in use	fluency, smooth, phrase
Local date	_____

Learning sequence

Read: teacher models fluent and choppy. Teach: the difference. Practise: identifying. Write: criteria charted. Reflect: target set.

Check for understanding

Student distinguishes fluent from choppy reading.

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 — Reading in Phrases

Week 9, Day 2 · Unit 3 · Standards: RF.1.4, RL.1.10, RI.1.10

Focus	Phrasing.
Learning target	"I can read a text smoothly, not word by word."
Vocabulary in use	fluency, smooth, phrase
Local date	_____

Learning sequence

Read: phrase-marked text. Teach: grouping words. Practise: phrase reading. Write: phrases marked. Reflect: smoothness noticed.

Check for understanding

Student reads a marked text in phrases rather than word by word.

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 — Letting Punctuation Guide Me

Week 9, Day 3 · Unit 3 · Standards: RF.1.4, RL.1.10, RI.1.10

Focus	Punctuation and prosody.
Learning target	"I can read a text smoothly, not word by word."
Vocabulary in use	fluency, smooth, phrase
Local date	_____

Learning sequence

Read: punctuated text. Teach: stops and pauses. Practise: reading to punctuation. Write: marks noticed. Reflect: function named.

Check for understanding

Student pauses appropriately at punctuation.

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 — Reading With Expression

Week 9, Day 4 · Unit 3 · Standards: RF.1.4, RL.1.10, RI.1.10

Focus	Expression.
Learning target	"I can read a text smoothly, not word by word."
Vocabulary in use	fluency, smooth, phrase
Local date	_____

Learning sequence

Read: dialogue text. Teach: voices and feeling. Practise: expressive reading. Write: notes on tone. Reflect: engagement noted.

Check for understanding

Student reads a line with appropriate expression.

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 — Reading to a Partner

Week 9, Day 5 · Unit 3 · Standards: RF.1.4, RL.1.10, RI.1.10

Focus	Partner practice.
Learning target	"I can read a text smoothly, not word by word."
Vocabulary in use	fluency, smooth, phrase
Local date	_____

Learning sequence

Read: paired texts. Teach: listening and helping kindly. Practise: partner reading. Write: feedback given. Reflect: routine set.

Check for understanding

Student reads to a partner and receives feedback.

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 Montana Office of Public Instruction, 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 Montana Office of Public Instruction, 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://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20&%20Revision/ELA/Montana-Content-Standards-for-ELA-and-Literacy-Accessible-2017.pdf> and local school or district guidance.

Source citation

Montana Office of Public Instruction. Montana Content Standards for English Language Arts and Literacy (2011). Codes and statements are transcribed from the MONTANA CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY, which states on its own cover "Adopted November 2011" and "Including English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects"; the file OPI publishes is an accessibility-remediated 2017 re-issue of that 2011 adoption, not a later revision. Codes take the familiar STRAND.GRADE.NUMBER form -- RL reading literature, RI reading informational text, RF reading foundational skills, W writing, SL speaking and listening, L language, plus RH and RST for literacy in history/social studies and in science and technical subjects at the upper grades. MONTANA'S EDITION IS NOT PLAIN COMMON CORE. It carries Montana-specific INDIAN EDUCATION FOR ALL content written into the text of individual standards, as the Montana constitution's commitment to American Indian cultural heritage requires, and those words are part of the standard and are transcribed with it rather than trimmed to the national wording. A 2027 EDITION HAS BEEN ADOPTED WITH IMPLEMENTATION IN JULY 2027; the 2011 edition is the one in force for the 2026-27 school year and is what this series registers. THIS ENTRY IS THE GRADE 1 COLUMN of the 2011 Montana Content Standards for English Language Arts and Literacy, and it registers ALL FORTY GRADE 1 CODES THE DOCUMENT PRINTS: nine Reading Literature, ten Reading Informational Text, three Reading Foundational Skills, seven Writing, six Speaking and Listening and five Language. FOUR NUMBERS THAT EXIST AT OTHER GRADES ARE ABSENT AT GRADE 1 BY THE DOCUMENT'S OWN DESIGN and are not missing transcription: RL.1.8 is printed "(not applicable to literature)", L.1.3 is printed "(begins in grade 2)", and W.1.4 and W.1.9 are printed "(begins in grade 3)" and "(begins in grade 4)". A FIFTH ABSENCE IS THE DOCUMENT'S OWN ERROR AND IS DISCLOSED RATHER THAN REPAIRED: the grade 1 PHONOLOGICAL AWARENESS standard -- distinguishing long from short vowels, blending and segmenting single-syllable words -- is printed carrying the code (RF.1.1), which the

document has already used for grade 1 print concepts on an earlier page. The number that standard would carry under the national numbering, RF.1.2, APPEARS NOWHERE IN THE MONTANA DOCUMENT. Registering it under RF.1.1 would put two different standards on one code, and writing in RF.1.2 would print a citation on this product that a Montana reviewer cannot look up in the Montana source, so the phonological awareness teaching strand in this planner carries NO OFFICIAL CODE and says so. The teaching is unaffected; only the citation is missing, and it is missing because the state's document does not supply one. THE STANDARDS ARE LAID OUT AS THREE-COLUMN GRADE TABLES, so a text extractor interleaves the prose of three grades; every statement here was located by its own parenthesised code rather than by reading the layout, because column order cannot be trusted and a slip would silently file grade 2 prose under grade 1. WHERE A STANDARD CONTINUES INTO LETTERED SUB-POINTS OR A BULLET LIST, THE STEM IS WHAT IS REGISTERED, not the sub-points. MONTANA'S EDITION IS NOT PLAIN COMMON CORE: many standards carry Montana-specific Indian Education for All content and those words are part of the transcribed statement -- RL.1.2 requires stories by and about American Indians, RL.1.5 and RL.1.9 carry similar requirements, RI.1.3 requires texts by and about American Indians, and RI.1.4 requires recognising words and phrases with cultural significance to American Indians. A 2027 EDITION OF THE MONTANA ELA STANDARDS HAS BEEN ADOPTED WITH IMPLEMENTATION IN JULY 2027; THE 2011 EDITION REGISTERED HERE IS THE ONE IN FORCE FOR THE SCHOOL YEAR THIS PLANNER IS SOLD INTO, and a buyer planning for 2027-28 or later should check the newer edition before submitting. Retrieved 2026-07-27 from <https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20&%20Revision/ELA/Montana-Content-Standards-for-ELA-and-Literacy-Accessible-2017.pdf>