
Montana 10 English II / Grade 10 English Language Arts

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	10 (High)
Subject	English II / Grade 10 English Language Arts
Course category	English Language Arts
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 — Perspectives Beyond the Grade-Level Focus

Unit 3: Across Texts, and Across Subjects · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What do two texts from different worlds say to each other?
Standards	Perspectives Beyond the Grade-Level Focus -> RL.9-10.7 Reading Standards for Literature / Integration of Knowledge and Ideas — Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts," and Breughel's Landscape with the Fall of Icarus, and Painting: American Progress, by John Gast (circa 1872) with "Birthright," a poem, by M. L. Smoker in Another Attempt at Rescue). RL.9-10.9 Reading Standards for Literature / Integration of Knowledge and Ideas — Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, how a later author draws on a play by Shakespeare, or how American Indian stories and oral histories appear in contemporary works, such as James Welch's Fools Crow, where the author retells the Pikuni traditional story, "Star Boy.")
Learning target	"I can compare and contrast perspectives across text types and viewpoints."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus.

Success criteria (student-friendly)

- "I compare texts of different types on a genuine common question."
- "I contrast their perspectives with evidence."
- "I reach a conclusion the comparison earns."

Academic vocabulary

compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence

Materials and technology

- Department-chosen texts of several types
- Notebooks
- Comparison frames

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.

Support area	This week's plan
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.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Student produces an evidenced comparison across text types.

Family communication

Ask your child which two texts they compared, and what the comparison showed.

Day 41 — The Standard That Opens the Door

Week 9, Day 1 · Unit 3 · Standards: RL.9-10.7, RL.9-10.9

Focus	Scope.
Learning target	"I can compare and contrast perspectives across text types and viewpoints."
Vocabulary in use	compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence
Local date	_____

Learning sequence

TEACHER NOTE: THIS IS THE ONE STANDARD EXPLICITLY 'NOT LIMITED TO THE GRADE-LEVEL LITERARY FOCUS'. Texts from the United States, the British Isles and before 1600 belong here legitimately, and this is where a department can bring in what its students already know. Connect: comparison needs something shared. Teach: the standard names five text types - fiction, nonfiction, informational, digital, multimodal - and three kinds of viewpoint - historical, cultural, global. A comparison works only if the texts genuinely address a COMMON QUESTION; without one it produces a list of differences that means nothing. Try: shared framing of common questions for supplied pairs. Apply: students choose two texts of different types and frame the question they share. Reflect: the question is chosen by you, and it is the whole design.

Check for understanding

Student selects texts of different types and frames a genuine common question.

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 — Comparing Across Different Kinds of Text

Week 9, Day 2 · Unit 3 · Standards: RL.9-10.7, RL.9-10.9

Focus	Type differences.
Learning target	"I can compare and contrast perspectives across text types and viewpoints."
Vocabulary in use	compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence
Local date	_____

Learning sequence

Connect: a poem and a report do not argue the same way. Teach: each type has its own means - fiction argues by situation and consequence; nonfiction by claim and evidence; informational by selection and arrangement; digital and multimodal by image, sound, sequence and what the user controls. Comparing requires translating each into what it CLAIMS before setting them side by side. Try: shared extraction of the claim from three supplied texts of different types. Apply: students state what each of their texts claims about the shared question. Reflect: get to the claim, then compare.

Check for understanding

Student extracts comparable claims from texts of different 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 43 — Contrasting Without Faking a Balance

Week 9, Day 3 · Unit 3 · Standards: RL.9-10.7, RL.9-10.9

Focus	Honest contrast.
Learning target	"I can compare and contrast perspectives across text types and viewpoints."
Vocabulary in use	compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence
Local date	_____

Learning sequence

Connect: not every disagreement has two equal sides. Teach: honest contrast states each perspective in its strongest form, identifies where they truly differ rather than where they use different words, and does not manufacture symmetry - if one text is far better evidenced, that is a finding. Note also where they AGREE, which is often the more surprising result. Try: shared analysis of a supplied comparison that faked balance. Apply: students contrast their two texts and identify a genuine agreement. Reflect: the agreement between opposed texts is usually the interesting part.

Check for understanding

Student contrasts perspectives honestly and identifies real agreement.

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 — Multimodal Texts Argue Differently

Week 9, Day 4 · Unit 3 · Standards: RL.9-10.7, RL.9-10.9

Focus	Multimodal.
Learning target	"I can compare and contrast perspectives across text types and viewpoints."
Vocabulary in use	compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence
Local date	_____

Learning sequence

Connect: the standard names digital and multimodal explicitly. Teach: a multimodal text argues through the relationship BETWEEN its modes - image against caption, music against footage, what is shown against what is said - and the strongest claims are often the ones never stated in words, which makes them harder to argue with and easier to absorb. Try: shared analysis of a supplied multimodal text, separating the modes. Apply: students analyse one multimodal text's unstated claim. Reflect: the unstated claim is the one to name.

Check for understanding

Student identifies the unstated claim of a multimodal 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 45 — The Comparison, Written

Week 9, Day 5 · Unit 3 · Standards: RL.9-10.7, RL.9-10.9

Focus	The week's product.
Learning target	"I can compare and contrast perspectives across text types and viewpoints."
Vocabulary in use	compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence
Local date	_____

Learning sequence

Teach: the finished piece states the common question, each text's perspective with evidence, where they converge and diverge, and what the comparison establishes that neither text establishes alone - which is the only reason to compare. Try: shared drafting of that final claim. Apply: students write and file the comparison. Reflect: if the conclusion could have come from one text, the comparison did no work.

Check for understanding

Student produces a comparison whose conclusion requires both texts.

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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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 GRADE'S ENGLISH STANDARDS ARE NOT WRITTEN FOR GRADE 10 ALONE. This state publishes its reading, writing, speaking, listening and language standards as a GRADES 9-10 BAND, so English I and English II are held to the SAME fifty-eight standards and the state names no period, region or date bound for either year. THIS ROW THEREFORE REGISTERS THE SAME FORTY-FIVE STANDARDS AS THE ENGLISH I PLANNER IN THIS SERIES; what differs is the year's reading, which this plan takes from 1600 to the present so that the two years do not repeat one another. That sequence is this plan's choice, not the state's requirement. WHAT IS NOT OPTIONAL IS TEXTS BY AND ABOUT AMERICAN INDIANS: eleven of the fifty-eight require it inside the standard itself and three name MONTANA American Indians specifically, which is Indian Education for All under Article X, section 1(2) of the state constitution and MCA 20-1-501. The thirteen standards

this row does not register are literacy-in-history/social-studies and literacy-in-science standards for reading in OTHER subjects' classrooms; four of the seventeen are registered here against the week that reads disciplinary text, and the rest belong to the history and science courses. 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>