
Montana 5 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	5 (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 — Strategies for Unknown Words

Unit 3: Words Worth Knowing • Month 3 • Quarter 1 • Semester 1 • Instructional Days 41–45

Essential question	What do I do when I meet a word I do not know?
Standards	Strategies for Unknown Words -> L.5.4 Language Standards / Vocabulary Acquisition and Use — Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Using Context Clues -> L.5.4 Language Standards / Vocabulary Acquisition and Use — Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
Learning target	"I can choose a strategy to work out an unknown word."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
- Students will use context clues to determine meanings of unfamiliar spoken or written words.

Success criteria (student-friendly)

- "I name several strategies."
- "I choose one that suits the word."
- "I check my answer makes sense."

Academic vocabulary

strategy, context clue, multiple-meaning, clarify, flexibly

Materials and technology

- Texts chosen by the teacher
- Strategy cards
- Notebooks
- Dictionaries
- 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

A strategy chosen and applied to an unknown word.

Family communication

Ask your child how they work out a new word.

Day 41 — The Strategies We Have

Week 9, Day 1 • Unit 3 • Standards: L.5.4

Focus	Surveying strategies.
Learning target	"I can choose a strategy to work out an unknown word."
Vocabulary in use	strategy, context clue, multiple-meaning
Local date	_____

Learning sequence

Connect: word parts from Unit 1. Teach: context, word parts, a dictionary, or asking - four routes, and the standard says CHOOSING FLEXIBLY FROM A RANGE. Try: shared listing. Apply: pupils name them. Reflect: YEAR-LONG SKILL context clues (context clues) taught here where it belongs.

Check for understanding

Student names several strategies for an unknown 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 42 — Reading Around the Word

Week 9, Day 2 • Unit 3 • Standards: L.5.4

Focus	Context clues.
Learning target	"I can choose a strategy to work out an unknown word."
Vocabulary in use	strategy, context clue, multiple-meaning
Local date	_____

Learning sequence

Connect: strategies. Teach: the sentence before and after often defines the word without saying so. Try: shared practice. Apply: pupils use context. Reflect: TEACHER SUPPLIES ALL TEXTS.

Check for understanding

Student infers a word's meaning from context.

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 — Words With More Than One Meaning

Week 9, Day 3 · Unit 3 · Standards: L.5.4

Focus	Multiple-meaning words.
Learning target	"I can choose a strategy to work out an unknown word."
Vocabulary in use	strategy, context clue, multiple-meaning
Local date	_____

Learning sequence

Connect: context. Teach: for a multiple-meaning word, context does not suggest the meaning - it **SELECTS** it. Try: shared practice. Apply: pupils select the right sense. Reflect: a genuinely different task from inferring an unknown word.

Check for understanding

Student selects the correct sense of a multiple-meaning 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 44 — Choosing the Right Strategy

Week 9, Day 4 · Unit 3 · Standards: L.5.4

Focus	Flexibility.
Learning target	"I can choose a strategy to work out an unknown word."
Vocabulary in use	strategy, context clue, multiple-meaning
Local date	_____

Learning sequence

Connect: our strategies. Teach: a technical term needs a dictionary; a made-up word needs context; a long word needs its parts. Try: shared matching. Apply: pupils choose. Reflect: FLEXIBLY is the standard's word and the assessed skill.

Check for understanding

Student chooses a strategy suited to a particular 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 45 — Checking It Makes Sense

Week 9, Day 5 • Unit 3 • Standards: L.5.4

Focus	Verification.
Learning target	"I can choose a strategy to work out an unknown word."
Vocabulary in use	strategy, context clue, multiple-meaning
Local date	_____

Learning sequence

Connect: choosing. Teach: putting the meaning back into the sentence to check. Try: shared checking. Apply: pupils verify. Reflect: the check that prevents a confident wrong answer.

Check for understanding

Student checks an inferred meaning against the sentence.

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.

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- This is a **digital download**. Nothing is shipped.
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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 ENTRY IS THE GRADE 5 COLUMN of the 2011 Montana Content Standards for English Language Arts and Literacy, and it registers ALL FORTY-THREE GRADE 5 CODES THE DOCUMENT PRINTS: nine Reading Literature, ten Reading Informational Text, two Reading Foundational Skills, ten Writing, six Speaking and Listening and six Language. THREE ABSENCES ARE THE DOCUMENT'S OWN DESIGN, NOT AN OMISSION HERE: RL.5.8 is printed "(not applicable to literature)", and RF.5.1 and RF.5.2 do not exist because print concepts and phonological awareness finish at grade 1. THE SPEAKING AND LISTENING STRAND IS COMPLETE AT THIS GRADE. Grade 4 registers only five of its six, because the document prints the code SL.4.1 twice and never prints SL.4.6; at grade 5 all six are printed once each and all six are registered. Every statement is transcribed from the document; none is paraphrased. 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