

---

# Montana 6 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            | 6 (Middle)                                                              |
| 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 — Planning a Narrative

### Unit 3: Narrative Writing · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What makes a story worth reading to the end?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Standards          | <p><b>Narrative, Argument and Explanatory Writing</b> -&gt; <b>W.6.1, W.6.2, W.6.3</b> — 3 standards; full text in the standards table</p> <p><b>Recurring: The Writing Process</b> -&gt; <b>W.6.4 Writing Standards / Production and Distribution of Writing</b> — Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.6.5 Writing Standards / Production and Distribution of Writing</b> — With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> |
| Learning target    | "I can plan a narrative with a clear shape and purpose."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

#### Measurable objectives

- Students will plan a narrative in which the development, organisation and style are appropriate to task, purpose and audience.
- Students will use the planning stage of the writing process.

#### Success criteria (student-friendly)

- "I decide audience and purpose."
- "I plan a shape with a conflict."
- "I plan an ending, not just a start."

#### Academic vocabulary

narrative, development, organisation, style, conflict

#### Materials and technology

- Planning frames
- Notebooks
- Chart paper
- Prompt cards
- Class devices

#### 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 narrative plan with conflict, shape and a decided ending.

### Family communication

Ask your child what their story's conflict is.

## Day 41 — Three Kinds of Writing, One Standard

Week 9, Day 1 · Unit 3 · Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Framing the year's writing.                              |
| Learning target   | "I can plan a narrative with a clear shape and purpose." |
| Vocabulary in use | narrative, development, organisation                     |
| Local date        | _____                                                    |

### Learning sequence

Connect: the writing process. Teach: that this week's standard contains three genres - narrative, argument and informative/explanatory - which fail in different ways, so each gets its own unit: narrative now, argument in Unit 5, informative in Unit 7. Try: shared comparison of the three. Apply: pupils state what each is for. Reflect: one standard, three units, because the genres are genuinely different work.

### Check for understanding

Student distinguishes the three kinds of writing by purpose.

### 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 — Audience, Purpose, Task

Week 9, Day 2 · Unit 3 · Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | The standard's own criteria.                             |
| Learning target   | "I can plan a narrative with a clear shape and purpose." |
| Vocabulary in use | narrative, development, organisation                     |
| Local date        | _____                                                    |

### Learning sequence

Connect: the genres. Teach: those three are decided first. Try: shared deciding. Apply: pupils decide all three. Reflect: without them, 'good writing' has no meaning.

### Check for understanding

Student states the task, purpose and audience for their narrative.

### 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 — Finding the Conflict

Week 9, Day 3 · Unit 3 · Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | The engine.                                              |
| Learning target   | "I can plan a narrative with a clear shape and purpose." |
| Vocabulary in use | narrative, development, organisation                     |
| Local date        | _____                                                    |

### Learning sequence

Connect: Week 7's conflict work. Teach: that a narrative without a conflict is an account, and how to find one worth eight hundred words. Try: shared generation. Apply: pupils choose a conflict. Reflect: reading and writing meeting deliberately.

### Check for understanding

Student states a conflict their narrative will turn on.

### 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 — Shaping It

Week 9, Day 4 · Unit 3 · Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Organisation.                                            |
| Learning target   | "I can plan a narrative with a clear shape and purpose." |
| Vocabulary in use | narrative, development, organisation                     |
| Local date        | _____                                                    |

### Learning sequence

Connect: conflict. Teach: planning a shape - what changes, when the reader learns what, where the turn is - and deciding the ending before drafting. Try: shared planning. Apply: pupils shape. Reflect: an ending decided late is usually an ending that does not work.

### Check for understanding

Student plans a shape including its ending.

### 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 — A Plan Ready to Draft

Week 9, Day 5 · Unit 3 · Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| Focus             | Planning complete.                                       |
| Learning target   | "I can plan a narrative with a clear shape and purpose." |
| Vocabulary in use | narrative, development, organisation                     |
| Local date        | _____                                                    |

### Learning sequence

Connect: the week. Teach: checking the plan against task, purpose and audience. Try: shared review. Apply: pupils finalise. Reflect: drafting is next week; the writing process's first stage recorded.

### Check for understanding

Student completes a narrative plan checked against the criteria.

### 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 6 COLUMN of the 2011 Montana Content Standards for English Language Arts and Literacy, and it registers FORTY CODES: nine Reading Literature, ten Reading Informational Text, ten Writing, six Speaking and Listening and five Language. TWO ABSENCES ARE THE DOCUMENT'S OWN DESIGN: RL.6.8 is printed "(not applicable to literature)", and the Reading Foundational Skills strand ends at grade 5, so there is no RF at this grade. THE THIRD ABSENCE IS A DEFECT IN THE SOURCE AND IS DECLARED RATHER THAN PAPERED OVER: in the grades 6-8 Knowledge of Language row the document CODES THE GRADE 6 CELL "(L.6.2)", repeating the capitalisation-punctuation-and-spelling code printed immediately above it, so THE CODE L.6.3 APPEARS NOWHERE IN THE DOCUMENT. The knowledge-of-language content is still taught in this year -- register, tone and adapting speech all have weeks -- but it is cited against the

codes the document does print, because registering L.6.3 would mean inventing a citation. The same row is mislabelled at grade 3, where the cell carries "(L.K.3)". ONE STATEMENT IS REPAIRED AND THE REPAIR IS DECLARED: the PDF's text layer omits the opening clause of SL.6.4 entirely, printing only "pertinent descriptions, facts, and details to accentuate..."; the clause restored is transcribed from the grade 7 and grade 8 cells of the same row, which print it identically before diverging, and the extractor fails loudly if the document is ever corrected. 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>