

Montana 6 Intervention / Academic Support

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	Intervention / Academic Support
Course category	Local Program
Standards family	Other / Local Standards
Framework	Montana Content Standards for English Language Arts and Literacy (2011) and Montana PK-12 Mathematics Content Standards (adopted 2025, implemented 2026)
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 — Punctuation in Print, and Below Zero

Unit 3: Mechanics, Writing and Signed Numbers · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is that punctuation doing, and what is left of a number line?
Standards	Capitalization, Punctuation and Spelling -> L.6.2 Locating Rational Numbers on a Line -> MT.6.NS.6 <i>2 standards this week; full text in the standards table.</i>
Learning target	"I can say what punctuation is doing, and place any number on a line."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify capitalization, punctuation and spelling in published texts.
- Students will locate rational numbers on a number line.

Success criteria (student-friendly)

- "I explain a punctuation mark's job."
- "I place negatives correctly."
- "I place fractions between integers."

Academic vocabulary

comma, colon, semicolon, apostrophe; integer, negative, opposite, interval

Materials and technology

- Published extracts
- Number lines
- Notebooks
- Whiteboards
- Marker pegs

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

A punctuation mark's function explained, and mixed numbers placed on a line.

Family communication

Ask your child what a semicolon is for.

Day 41 — What Is That Mark Doing There

Week 9, Day 1 • Unit 3 • Standards: L.6.2, MT.6.NS.6

Focus	ELA diagnostic.
Learning target	"I can say what punctuation is doing, and place any number on a line."
Vocabulary in use	comma, colon, semicolon, apostrophe; integer, negative, opposite, interval
Local date	_____

Learning sequence

Connect: punctuation pupils have been corrected on. Teach: an extract where pupils explain what each mark DOES rather than name it. Try: shared explanation of two. Apply: pupils explain four. Reflect: pupils can usually name a comma and rarely say what one is for.

Check for understanding

Student explains a punctuation mark's function.

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 — Marks That Change the Meaning

Week 9, Day 2 · Unit 3 · Standards: L.6.2, MT.6.NS.6

Focus	ELA repair - this week's standard.
Learning target	"I can say what punctuation is doing, and place any number on a line."
Vocabulary in use	comma, colon, semicolon, apostrophe; integer, negative, opposite, interval
Local date	_____

Learning sequence

Connect: function. Teach: pairs of sentences differing only in punctuation and meaning completely differently, plus capitalization and spelling patterns in the same extract. Try: shared comparison. Apply: pupils write one such pair. Reflect: punctuation is not decoration and this is how to prove it.

Check for understanding

Student shows how punctuation changes meaning.

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 — What Is Left of Zero

Week 9, Day 3 · Unit 3 · Standards: L.6.2, MT.6.NS.6

Focus	Maths diagnostic.
Learning target	"I can say what punctuation is doing, and place any number on a line."
Vocabulary in use	comma, colon, semicolon, apostrophe; integer, negative, opposite, interval
Local date	_____

Learning sequence

Connect: Week 7's number line. Teach: extending it left and asking pupils to place -3, $-\frac{1}{2}$, -2.5 - chosen because each catches a different misconception. Try: shared placement. Apply: pupils place six. Reflect: the classic error is treating negatives as if the minus sign were decoration.

Check for understanding

Student's placement errors on the negative side are identified.

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 — Everything Has a Place

Week 9, Day 4 · Unit 3 · Standards: L.6.2, MT.6.NS.6

Focus	Maths repair - this week's standard.
Learning target	"I can say what punctuation is doing, and place any number on a line."
Vocabulary in use	comma, colon, semicolon, apostrophe; integer, negative, opposite, interval
Local date	_____

Learning sequence

Connect: the errors. Teach: that every rational number has exactly one place on the line, and locating fractions and decimals BETWEEN integers by subdividing intervals. Try: guided placement. Apply: pupils place eight mixed numbers. Reflect: this line is used in Weeks 10, 11 and 13, so it is worth over-teaching.

Check for understanding

Student locates rational numbers correctly on a number line.

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 — New Extract, New Line

Week 9, Day 5 · Unit 3 · Standards: L.6.2, MT.6.NS.6

Focus	Both, on new material.
Learning target	"I can say what punctuation is doing, and place any number on a line."
Vocabulary in use	comma, colon, semicolon, apostrophe; integer, negative, opposite, interval
Local date	_____

Learning sequence

Connect: the week. Teach: unseen extract and unseen placements, plus retrieval of Week 7. Try: none. Apply: pupils complete. Reflect: standards ELA 16 and Math 10 recorded.

Check for understanding

Student applies both skills to unseen material.

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) and Montana PK-12 Mathematics Content Standards (adopted 2025, implemented 2026). MONTANA PUBLISHES NO CONTENT STANDARDS FOR INTERVENTION OR ACADEMIC SUPPORT, and this entry does not pretend otherwise. There is no intervention course of study, no intervention rule in ARM 10.53, and no set of intervention codes to transcribe. What an intervention block actually teaches is the grade's own English language arts and mathematics content, taught again with more time and a different approach, so THIS ROW REGISTERS THE STATE'S OWN GRADE 6 ELA AND MATHEMATICS STANDARDS and says plainly that that is what it is doing. EVERY CODE AND STATEMENT ON THIS ROW IS TAKEN UNCHANGED FROM THE MONTANA GRADE 6 ENGLISH LANGUAGE ARTS AND MONTANA GRADE 6 MATHEMATICS ROWS OF THIS SAME REGISTRY -- it is not a second transcription of the source documents, because a second transcription could drift from the first and a buyer comparing the intervention product with the subject product would find two different texts for one standard. The full source, version and access details for each are the ones recorded on those rows. THIS STATE PUBLISHES NO INTERVENTION STANDARDS, AND THIS ROW SAYS SO RATHER THAN INVENTING SOME. There is no Montana course of study for intervention or academic support, no intervention rule in ARM 10.53, and no set of intervention codes anywhere to transcribe. What an intervention block teaches is the grade's own English language arts and mathematics, taught again with more time and a different route in, so THIS ROW REGISTERS MONTANA'S OWN GRADE 6 ELA AND MATHEMATICS STANDARDS. THE THIRTY-SIX ENGLISH LANGUAGE ARTS STRANDS AND THIRTY-SIX MATHEMATICS STRANDS IN THIS YEAR ARE THE SAME STRANDS AS THE GRADE 6 ENGLISH LANGUAGE ARTS AND GRADE 6 MATHEMATICS PRODUCTS, and the codes here are taken from those two rows by reference rather than transcribed a second time -- a second transcription can drift, and a buyer who owns the intervention planner and the mathematics planner would then find two different texts for one standard. IF YOU ALREADY OWN THE GRADE 6 ENGLISH LANGUAGE ARTS AND GRADE 6

MATHEMATICS PLANNERS, YOU ALREADY HAVE THESE STANDARDS. What this product adds is a different YEAR over them: nine units that alternate literacy and mathematics, built for a support block rather than for a first teaching of the content. Retrieved 2026-07-27 from <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/>