
Montana 7 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	7 (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 — Sizing Up a Digital Source

Unit 3: Digital Sources, Read Against Each Other · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Who made this, for whom, and why?
Standards	Subject, Occasion, Audience, Purpose, Tone -> RI.7.7 Reading Standards for Informational Text / Integration of Knowledge and Ideas — Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). W.7.8 Writing Standards / Research to Build and Present Knowledge — Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Learning target	"I can assess a digital source on all six counts."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will assess subject, occasion, audience, purpose, tone and credibility of various digital sources.
- Students will treat credibility as a judgement with reasons.

Success criteria (student-friendly)

- "I identify subject, occasion and audience."
- "I state purpose and tone."
- "I judge credibility with reasons."

Academic vocabulary

subject, occasion, audience, purpose, tone, credibility; source, author

Materials and technology

- A supplied set of digital sources
- Notebooks
- Chart paper
- Assessment frames
- 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 digital source assessed on all six counts with reasons.

Family communication

Ask your child how they decided whether to trust something online.

Day 41 — Six Questions, Every Time

Week 9, Day 1 • Unit 3 • Standards: RI.7.7, W.7.8

Focus	The framework.
Learning target	"I can assess a digital source on all six counts."
Vocabulary in use	subject, occasion, audience, purpose, tone, credibility; source, author
Local date	_____

Learning sequence

TEACHER NOTE: ALL DIGITAL SOURCES IN THIS UNIT ARE TEACHER-SUPPLIED. No pupil is sent to search the open internet in this plan, no account is created, and nothing is published outside the school. Connect: what pupils already do online. Teach: the six things this week's standard names, as a routine applied to every source. Try: shared assessment of one. Apply: pupils assess two. Reflect: a routine beats judgement because it runs even when you are in a hurry.

Check for understanding

Student assesses a source on all six counts.

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 — Occasion Is the One Nobody Asks

Week 9, Day 2 · Unit 3 · Standards: RI.7.7, W.7.8

Focus	The overlooked term.
Learning target	"I can assess a digital source on all six counts."
Vocabulary in use	subject, occasion, audience, purpose, tone, credibility; source, author
Local date	_____

Learning sequence

Connect: the six. Teach: occasion - what prompted this to be made, and when - which explains more about a source than almost anything else, and which dates it. Try: shared discussion. Apply: pupils establish occasion for three sources. Reflect: a source without a date is a source you cannot weigh.

Check for understanding

Student establishes a source's occasion and date.

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 — Purpose and Tone Together

Week 9, Day 3 · Unit 3 · Standards: RI.7.7, W.7.8

Focus	Two that interact.
Learning target	"I can assess a digital source on all six counts."
Vocabulary in use	subject, occasion, audience, purpose, tone, credibility; source, author
Local date	_____

Learning sequence

Connect: occasion. Teach: reading tone as evidence of purpose - a source that is angry, cheerful or neutral is telling you what it wants from you. Try: shared reading. Apply: pupils infer purpose from tone for three sources. Reflect: this is Week 5's tone work applied to sources.

Check for understanding

Student infers a source's purpose partly from its tone.

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 — Credibility Is Not a Feeling

Week 9, Day 4 • Unit 3 • Standards: RI.7.7, W.7.8

Focus	Judgement with reasons.
Learning target	"I can assess a digital source on all six counts."
Vocabulary in use	subject, occasion, audience, purpose, tone, credibility; source, author
Local date	_____

Learning sequence

Connect: purpose. Teach: the reasons that make a source more or less credible - who made it, what they know, what they want, whether it can be checked - and that a source wanting something is not thereby untrustworthy. Try: shared judgement. Apply: pupils judge three with stated reasons. Reflect: 'it looks professional' is not a reason.

Check for understanding

Student judges credibility with stated reasons.

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 Source, Fully Assessed

Week 9, Day 5 • Unit 3 • Standards: RI.7.7, W.7.8

Focus	RI.7.7, W.7.8 assessed.
Learning target	"I can assess a digital source on all six counts."
Vocabulary in use	subject, occasion, audience, purpose, tone, credibility; source, author
Local date	_____

Learning sequence

Connect: the week. Teach: a written assessment of one unseen supplied source. Try: shared setup. Apply: pupils write. Reflect: this week's standard recorded.

Check for understanding

Student produces a full six-part assessment of a digital source.

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 ENTRY IS THE GRADE 7 ROW of the Montana Content Standards for English Language Arts and Literacy, and it registers ALL FORTY-ONE GRADE 7 STANDARDS: nine reading literature, ten reading informational text, ten writing, six speaking and listening and six language. TWO ABSENCES ARE THE DOCUMENT'S, NOT THIS ROW'S, AND ONLY ONE OF THEM IS UNUSUAL. RL.7.8 does not exist because the Reading Standards for Literature have no standard 8 in any grade -- standard 8 is an argument-and-evidence standard and it lives only in the informational strand. THE OTHER IS WORTH KNOWING IF YOU ALSO OWN THE GRADE 6 PLANNER: THAT ROW HAS NO L.6.3, because the document's grades 6-8 Knowledge of Language row codes its grade 6 cell "(L.6.2)", duplicating the standard above it, so L.6.3 appears nowhere in the source. Grade 7's cell is coded normally, so L.7.3 is here and all six Language standards are registered. Nothing was

invented to fill either gap. 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>