

# Montana 7 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            | 7 (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 — Choosing Words on Purpose, and Precision

### Unit 3: Choosing Words, Choosing Operations · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Which word, for this reader, for this purpose?                                                                                                                                                                                                        |
| Standards          | <b>Vocabulary That Conveys and Enhances -&gt; L.7.6</b><br><b>Words Suited to Purpose and Audience -&gt; L.7.3, L.7.6</b><br><b>Practice: Attending to Precision -&gt; MT.MP.3</b><br><i>4 standards this week; full text in the standards table.</i> |
| Learning target    | "I can choose words for a purpose and a reader, and be precise in mathematics."                                                                                                                                                                       |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                       |

#### Measurable objectives

- Students will use vocabulary that conveys and enhances meaning in writing.
- Students will choose words suited to purpose and audience.
- Students will attend to precision.

#### Success criteria (student-friendly)

- "I replace a vague word with an exact one."
- "I adjust vocabulary for a different reader."
- "I state units and round sensibly."

#### Academic vocabulary

precise, vague, audience, register, unit, degree of accuracy

#### Materials and technology

- Pupils' own drafts
- Notebooks
- Chart paper
- Rulers

#### 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. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 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

Vocabulary revised for purpose and audience; a solution stated precisely.

### Family communication

Ask your child which word they changed and why.

## Day 41 — Replacing a Vague Word With an Exact One

Week 9, Day 1 · Unit 3 · Standards: L.7.6, L.7.3, MT.MP.3

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | English: vocabulary in writing.                                                 |
| Learning target   | "I can choose words for a purpose and a reader, and be precise in mathematics." |
| Vocabulary in use | precise, vague, audience, register, unit, degree of accuracy                    |
| Local date        | _____                                                                           |

### Learning sequence

TEACHER NOTE: THIS IS ONE OF THREE WEEKS CARRYING TWO ENGLISH STANDARDS (Weeks 9, 21, 33), because Grade 7 English has 39 standards and there are 36 weeks. Connect: pupils' own writing. Teach: finding the vague words - things, stuff, good, a lot - and replacing each with the exact one, which usually requires deciding what was actually meant. Try: shared revision of a paragraph. Apply: pupils revise their own. Reflect: vagueness is usually undecided thinking, not a small vocabulary.

### Check for understanding

Student replaces vague vocabulary with precise vocabulary.

### 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 — Writing It for a Different Reader

Week 9, Day 2 · Unit 3 · Standards: L.7.6, L.7.3, MT.MP.3

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | English: words for purpose and audience.                                        |
| Learning target   | "I can choose words for a purpose and a reader, and be precise in mathematics." |
| Vocabulary in use | precise, vague, audience, register, unit, degree of accuracy                    |
| Local date        | _____                                                                           |

### Learning sequence

Connect: precision. Teach: that the right word depends on who is reading and why - the same content for a classmate, for a teacher, for someone who knows nothing about it. Try: shared rewriting of two sentences for two readers. Apply: pupils rewrite a paragraph for a stated reader. Reflect: 'simpler' and 'for a different reader' are not the same instruction.

### Check for understanding

Student adjusts vocabulary for a stated purpose and audience.

### 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 — Saying Exactly What You Mean in Mathematics

Week 9, Day 3 · Unit 3 · Standards: L.7.6, L.7.3, MT.MP.3

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | Mathematics: precision.                                                         |
| Learning target   | "I can choose words for a purpose and a reader, and be precise in mathematics." |
| Vocabulary in use | precise, vague, audience, register, unit, degree of accuracy                    |
| Local date        | _____                                                                           |

### Learning sequence

Connect: precision in writing. Teach: the mathematical version - stating units, defining symbols, using equals to mean equals, and not writing a chain that is not true. Try: shared correction of an imprecise solution. Apply: pupils correct two. Reflect: the equals sign is the most misused symbol in the subject.

### Check for understanding

Student writes a solution with correct units and symbols.

### 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 — How Accurate Is Accurate Enough

Week 9, Day 4 · Unit 3 · Standards: L.7.6, L.7.3, MT.MP.3

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | Mathematics: rounding.                                                          |
| Learning target   | "I can choose words for a purpose and a reader, and be precise in mathematics." |
| Vocabulary in use | precise, vague, audience, register, unit, degree of accuracy                    |
| Local date        | _____                                                                           |

### Learning sequence

Connect: precision. Teach: choosing a degree of accuracy that suits the situation, and why a twelve-figure calculator answer is usually wrong to report. Try: shared discussion of three contexts. Apply: pupils round three answers appropriately and justify. Reflect: over-precision is its own kind of imprecision.

### Check for understanding

Student chooses and justifies an appropriate degree of accuracy.

### 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 — Week 9 Check: Word Choice and Precision

Week 9, Day 5 · Unit 3 · Standards: L.7.6, L.7.3, MT.MP.3

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Focus             | Both, proved.                                                                   |
| Learning target   | "I can choose words for a purpose and a reader, and be precise in mathematics." |
| Vocabulary in use | precise, vague, audience, register, unit, degree of accuracy                    |
| Local date        | _____                                                                           |

### Learning sequence

ENGLISH-ONLY: revise a paragraph for precision, then rewrite it for a different reader. MATHEMATICS-ONLY: two solutions written precisely with justified accuracy. BOTH: one of each. Connect: the week. Teach: the criteria. Try: shared modelling. Apply: pupils complete. Reflect: recorded against the standards.

### Check for understanding

Student completes the check for the subject(s) they are taught.

### 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

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- 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.
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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 7 ELA AND MATHEMATICS STANDARDS. The codes here are taken from the grade 7 English language arts and grade 7 mathematics rows of this same registry 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 7 ENGLISH LANGUAGE ARTS AND GRADE 7 MATHEMATICS PLANNERS, YOU ALREADY HAVE THESE STANDARDS. What this product adds is a different YEAR over them: nine units that alternate literacy and numeracy,

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/>