
Montana 9 English I / Grade 9 English Language Arts

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	9 (High)
Subject	English I / Grade 9 English Language Arts
Course category	English Language Arts
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 — Perspectives Across Different Kinds of Text

Unit 3: Perspectives, and Listening Critically · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What happens when two texts disagree about the same thing?
Standards	Perspectives Across Fiction and Multimodal Texts -> RL.9-10.7 Reading Standards for Literature / Integration of Knowledge and Ideas — Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts," and Breughel's Landscape with the Fall of Icarus, and Painting: American Progress, by John Gast (circa 1872) with "Birthright," a poem, by M. L. Smoker in Another Attempt at Rescue). RL.9-10.9 Reading Standards for Literature / Integration of Knowledge and Ideas — Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, how a later author draws on a play by Shakespeare, or how American Indian stories and oral histories appear in contemporary works, such as James Welch's Fools Crow, where the author retells the Pikuni traditional story, "Star Boy.")
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will compare and contrast perspectives across text types.
- Students will account for what each text type can and cannot do.

Success criteria (student-friendly)

- "I compare rather than describe in turn."
- "I account for what each text type can do."
- "I identify where the disagreement actually lies."

Academic vocabulary

perspective, multimodal, compare, contrast, disagreement

Materials and technology

- Texts of several kinds you supply
- Paper and pencils
- Board or large paper
- Comparison grids
- Reading journals

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.

Support area	This week's plan
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.
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 comparison of perspectives across at least three text types.

Family communication

Ask your child which two texts they compared and where they disagreed.

Day 41 — Five Kinds in One Standard

Week 9, Day 1 • Unit 3 • Standards: RL.9-10.7, RL.9-10.9

Focus	The range.
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Vocabulary in use	perspective, multimodal, compare
Local date	_____

Learning sequence

Connect: reading across disciplines. Teach: comparing across kinds is harder and more valuable than comparing two novels - each kind can do things the others cannot. Try: shared listing of what each kind does well. Apply: students state one strength of each. Reflect: the range is required, not optional.

Check for understanding

Student states what each text type can do that the others cannot.

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 — Finding the Actual Disagreement

Week 9, Day 2 · Unit 3 · Standards: RL.9-10.7, RL.9-10.9

Focus	Precision.
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Vocabulary in use	perspective, multimodal, compare
Local date	_____

Learning sequence

Connect: the kinds. Teach: that two texts rarely disagree about everything, and that locating the precise point - a fact, an emphasis, a value, a definition - is what turns a vague contrast into an analysis. Try: shared location on a described pair. Apply: students locate one. Reflect: most 'disagreements' turn out to be about a definition.

Check for understanding

Student locates the precise point on which two texts disagree.

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 — Comparing, Not Describing Twice

Week 9, Day 3 · Unit 3 · Standards: RL.9-10.7, RL.9-10.9

Focus	The discipline.
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Vocabulary in use	perspective, multimodal, compare
Local date	_____

Learning sequence

Connect: the disagreement. Teach: that a comparison states a RELATION - more, less, whereas, both - and that a paragraph on each text is not one however good each paragraph is. Try: shared conversion. Apply: students write comparative statements.

Check for understanding

Student writes statements comparing rather than describing in turn.

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 — What the Form Contributed

Week 9, Day 4 · Unit 3 · Standards: RL.9-10.7, RL.9-10.9

Focus	Medium.
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Vocabulary in use	perspective, multimodal, compare
Local date	_____

Learning sequence

Connect: comparison. Teach: that some of the difference between two texts comes from the FORM rather than the view - a documentary can show, an essay can argue, a poem can compress - so an honest comparison separates what the perspective contributed from what the medium did. Try: shared separation. Apply: students separate the two. Reflect: this is the subtlest move in the week.

Check for understanding

Student separates a perspective's contribution from the medium's.

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 — The Perspective Comparison Written

Week 9, Day 5 • Unit 3 • Standards: RL.9-10.7, RL.9-10.9

Focus	RL.9-10.7, RL.9-10.9 assessed.
Learning target	"I can compare perspectives across fiction, nonfiction, digital and multimodal texts."
Vocabulary in use	perspective, multimodal, compare
Local date	_____

Learning sequence

Connect: separation. Teach: writing the comparison across at least three kinds with the disagreement located and the medium accounted for. Try: shared drafting. Apply: students write it. Reflect: this week's standard assessed; it returns in Week 36.

Check for understanding

Student writes a comparison of perspectives across three text types.

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 GRADE'S ENGLISH STANDARDS ARE NOT WRITTEN FOR GRADE 9 ALONE. This state publishes its reading, writing, speaking, listening and language standards as a GRADES 9-10 BAND, so English I and English II are held to the SAME fifty-eight standards and the state names no period, region or date bound for either year. The world literature emphasis in this plan is therefore the district's choice, not the state's requirement. WHAT IS NOT OPTIONAL IS TEXTS BY AND ABOUT AMERICAN INDIANS: eleven of the fifty-eight require it inside the standard itself and three name MONTANA American Indians specifically, which is Indian Education for All under Article X, section 1(2) of the state constitution and MCA 20-1-501. THIS ROW REGISTERS FORTY-FIVE OF THE FIFTY-EIGHT. The thirteen it does not register are literacy-in-history/social-studies and literacy-in-science standards for reading in OTHER subjects' classrooms; four of the seventeen are

registered here against the week that reads disciplinary text, and the remaining thirteen belong to the history and science courses rather than to English. 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>