
Montana PreK Language and Communication

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	PreK (Early Childhood)
Subject	Language and Communication
Course category	Early Learning Domain
Standards family	English Language Arts / Literacy
Framework	Montana Early Learning Standards (2014)
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 — Words for Things We Use

Unit 3: Words for My World · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is this really called?
Standards	Vocabulary Development -> Standard 3.1 Core Domain 3: Communication / Receptive Communication (Listening and Understanding) — Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to further learning. Standard 3.2 Core Domain 3: Communication / Expressive Communication (Speaking and Signing) — Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.
Learning target	"I can use the real name for things."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will name classroom objects precisely rather than generically.
- Children will use a new word in a sentence the same day.

Success criteria (student-friendly)

- "I say the exact word."
- "I use it in a sentence."
- "I ask when I do not know."

Academic vocabulary

scissors, easel, container, shelf, tool

Materials and technology

- Labelled object baskets
- Word wall (picture-based)
- Real tools
- Photo cards
- Chart paper

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

Child names 4 of 5 target objects precisely.

Family communication

Send home five object words used this week.

Day 41 — That Thing Has a Name

Week 9, Day 1 · Unit 3 · Standards: Standard 3.1, Standard 3.2

Focus	Replacing 'thing' with the noun.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: teacher plays a character who says 'thing' for everything. Model: teacher supplies precise names. Practice: children name real objects. Play: labelled baskets.

Check for understanding

Child replaces 'thing' with a precise noun.

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 — Tools We Use

Week 9, Day 2 · Unit 3 · Standards: Standard 3.1, Standard 3.2

Focus	Naming classroom tools.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: introduce five tools. Model: teacher demonstrates and names each. Practice: children fetch by name. Play: tool centre.

Check for understanding

Child fetches 4 of 5 tools by name.

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 — Word of the Day

Week 9, Day 3 · Unit 3 · Standards: Standard 3.1, Standard 3.2

Focus	A daily target word routine.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: introduce the word-of-the-day routine. Model: teacher uses the word three times. Practice: children use it once each. Play: word wall card added.

Check for understanding

Child uses the target word in a sentence.

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 — Asking What It Is Called

Week 9, Day 4 · Unit 3 · Standards: Standard 3.1, Standard 3.2

Focus	Requesting a label.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: 'what is that called?' introduced. Model: teacher asks about an unfamiliar object. Practice: children ask about a mystery object. Play: mystery object box.

Check for understanding

Child asks for a label using the frame.

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 — Our Word Wall

Week 9, Day 5 · Unit 3 · Standards: Standard 3.1, Standard 3.2

Focus	Consolidating the week's words.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: review the week's words. Model: teacher uses each in a sentence. Practice: children choose a word to act out. Play: word wall stays posted.

Check for understanding

Child uses three of the week's words.

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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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.

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Source citation

Montana Office of Public Instruction. Montana Early Learning Standards (2014). Codes and statements are transcribed from the 2014 MONTANA EARLY LEARNING STANDARDS, which the document's own cover dates 2014 and which OPI still publishes at the URL above. It carries FORTY-SEVEN NUMBERED STANDARDS running 1.1 to 4.23 across FOUR CORE DOMAINS -- 1 Emotional and Social, 2 Physical, 3 Communication, 4 Cognition -- so a standard number identifies a standard uniquely without needing its domain. THE 2014 DOCUMENT IS THE ONLY MONTANA EARLY LEARNING DOCUMENT THAT CARRIES CODES AT ALL. The document OPI currently links from its K-12 Content Standards page is the MONTANA EARLY LEARNING DEVELOPMENTAL DOMAINS AND CONTENT STANDARDS, ADOPTED APRIL 2024, the standards chapter of Administrative Rules of Montana 10.63 (<https://opifiles.mt.gov/Portals/182/Page%20Files/Early%20Literacy/Ch.%2063%20Early%20Childhood%20Education%20Standards.pdf>). THAT 2024 DOCUMENT CONTAINS NO STANDARD NUMBERS OF ANY KIND -- it states its domains and clusters as running prose and bullets over nine pages -- so no code can be cited from it and none is invented here. The 2024 rule is visibly derived from the 2014 standards, its cluster bullets being near-verbatim rewrites of the 2014 statements with "Children" changed to "students", which is why the 2014 codes remain the honest citation for the same content. THE 2014 DOCUMENT WAS PRODUCED JOINTLY: the Early Childhood Services Bureau of the Montana Department of Public Health and Human Services funded it, Dr. Cindy O'Dell led the revision with the Early Learning Standards Task Force, and the Early Childhood Project at Montana State University Bozeman and OPI are named as partners; OPI is registered as the agency because OPI publishes it and is the agency the school-submission reader will expect. EVERY STANDARD IS PRINTED THREE TIMES in the 2014 document -- in the table of contents, on its sub-domain introduction page, and as the heading of its own developmental-continuum page -- and all three printings are compared here, with the form printed in the MAJORITY of the three registered and every disagreement disclosed on the row that carries it. The PDF's text layer uses typographic ligatures; these are normalised to plain ASCII

letter pairs when transcribing, which changes no words. The per-standard pages carry "Benchmarks", "Indicators" and "Learning Opportunities" columns spanning an Infancy-to-preschool developmental continuum; NONE OF THOSE ARE STANDARDS, they interleave unreliably when the PDF is read as text, and none is registered. THE STANDARD STATEMENT IS WHAT IS REGISTERED. THIS ENTRY IS CORE DOMAIN 3, COMMUNICATION, the ORAL LANGUAGE half. Core Domain 3 comprises EIGHT STANDARDS, 3.1 through 3.8, split across three products. THIS ROW REGISTERS THREE -- 3.1 receptive communication, 3.2 expressive communication and 3.3 social communication, which are the oral standards this row covers. STANDARDS 3.5, 3.7 AND 3.8 ARE NOT REGISTERED HERE (Emergent Literacy - Reading) NOR IS 3.6 (Emergent Literacy - Writing); each is aligned on its own row so no two products claim the same standard. STANDARD 3.4, ENGLISH LANGUAGE LEARNERS: DUAL LANGUAGE ACQUISITION, IS NOT REGISTERED ON ANY MONTANA PREK ROW AND IS THE ONE STANDARD OF THE FORTY-SEVEN THIS SERIES DOES NOT CLAIM: it asks that children develop competency in their home language while becoming proficient in English, which is a programme-level obligation to a specific group of children rather than a thread this planner teaches, and claiming it would misdescribe the product. TWO SOURCE DISCREPANCIES ON THIS ROW. Standard 3.1's statement ends 'contribute to further learning' in two printings and 'contribute to learning' in one; the majority form is registered. Standard 3.3 reads 'skills that help them interact and communicate' in two printings and 'skills to interact and communicate' in one; the majority form is registered. Retrieved 2026-07-27 from <https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf>