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# North Dakota 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            | North Dakota                                                     |
| Grade            | 7 (Middle)                                                       |
| Subject          | English Language Arts / Reading                                  |
| Course category  | Core                                                             |
| Standards family | English Language Arts / Literacy                                 |
| Framework        | North Dakota English Language Arts Content Standards K-12 (2023) |
| Issuing agency   | North Dakota Department 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          | <b>Subject, Occasion, Audience, Purpose, Tone</b> -> 7.C.5, 7.C.6, 7.C.1, 7.C.2 — 4 standards; full text in the standards table |
| 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.                                                                 |
| 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 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: 7.C.5, 7.C.6, 7.C.1, 7.C.2

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| 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: 7.C.5, 7.C.6, 7.C.1, 7.C.2

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| 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: 7.C.5, 7.C.6, 7.C.1, 7.C.2

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| 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: 7.C.5, 7.C.6, 7.C.1, 7.C.2

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| 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: 7.C.5, 7.C.6, 7.C.1, 7.C.2

|                   |                                                                         |
|-------------------|-------------------------------------------------------------------------|
| Focus             | 7.C.5, 7.C.6, 7.C.1, 7.C.2 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

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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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**This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.**

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## Source citation

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