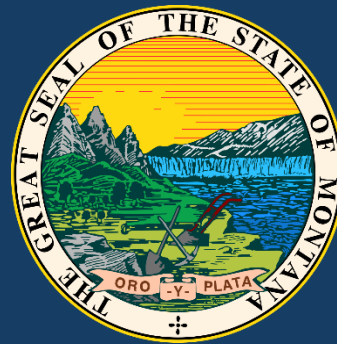


# MONTANA K-12 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS



Implementation July 1, 2027

MONTANA OFFICE OF PUBLIC INSTRUCTION (OPI)

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# INTRODUCTION TO THE K-12 MONTANA ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

This document outlines the Montana Content Standards for English Language Arts and Literacy. Adopted in 2025 and implemented in 2027, the standards are designed to expose students to ELA content that will ensure their readiness for college, career, and community engagement. The Montana Content Standards for English Language Arts and Literacy do not dictate curriculum or pedagogy, but rather, drive curriculum creation. The K-12 content standards describe what students should know, understand, and be able to do in these content standards. These K-12 standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school (Administrative Rule [10.53.101](#)).

The Montana English Language Arts and Literacy Content Standards also reflect the constitutional mandate to provide instruction that includes the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner (Montana Constitution [Article X Section 1\(2\)](#) and statutes [§20-1-501](#) and [§20-9-309 2\(c\)](#), MCA). This allows students to recognize and respect the historical and contemporary knowledge across the unique cultures of Montana's 12 federally recognized tribes, ensuring that the teaching of ELA in Montana integrates cultural understanding, respect, and relevance for all Montana students.

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## Purpose of this Document

This document serves as a comprehensive resource to support a K-12 perspective on ELA education in Montana and is designed to assist educators, schools, and districts in understanding and implementing the Montana Content Standards for English Language Arts and Literacy. While it does not provide in-depth, grade-specific guidance, those resources will be made available separately. Specifically, this resource aims to:

- Clarify the purpose and goals of the Montana Content Standards for English Language Arts and Literacy.
- Provide an overview of the standards for educators, families, students, and others invested in K-12 ELA education.
- Offer guidance on ELA instruction from a K-12 perspective, while directing users to grade-specific guidance documents for more detailed recommendations.
- Support schools and districts in implementing ELA practice and content standards effectively across all grade levels.

*For grade-level support, please refer to the **expanded grade-level specific guidance documents**, which outline special considerations, examples, and elaborations by grade.*

## Frequently Asked Questions - Navigating the K-12 Standards

### What are the standards?

**Content standards** define the knowledge or skills that every student should know and be able to do at the conclusion of a particular grade level (REL Southeast, 2020). Montana’s ELA content standards begin with kindergarten and continue through 12th grade, providing a clear progression of learning that builds a strong foundation in literacy concepts and skills related to reading, writing, speaking, and listening.

In addition, Montana includes K–12 ELA **literacy practices** intended to guide the development of cognitive and “soft” skills such as critical thinking, collaboration, and more in age-appropriate ways throughout a student’s education. Literacy practices are the broad habits, skills, and ways of thinking that are essential for effectively and authentically engaging with texts and the real world. They are intended to promote a deeper understanding of English language arts by encouraging students to develop and practice transferable skills necessary for to pursue diverse opportunities and success in post-secondary education, careers, and community participation in a rapidly evolving world. The literacy practices are designed to be integrated throughout the teaching and learning of ELA in combination with the ELA content standards.

### How should the coding scheme be read and understood?

The Montana Content Standards for English Language Arts and Literacy use a structured coding system to help educators, schools, and invested parties efficiently locate individual standards within the general framework. The coding structure is consistent across K-12, although the inclusion of sub-standards as referenced with lowercase letters should be noted specifically for Reading - Foundational standards in grades K-3.

#### *Elements across the K-12 Standards*

K-12 standards follow a coding scheme that includes the following elements:

**1. State indicator: MT**

Every Montana ELA content standard begins with the MT designation, signifying that the standard is unique to the state of Montana and reflects the standards Montana has codified within its Administrative Rules.

**2. Grade Level: Letter or Number**

*This element identifies the grade level of the standard:*

- Kindergarten is indicated by “**K**”
- Grades 1-8 are represented by their respective numbers (e.g., “1” for Grade 1)
- High School (9-12) standards are designated by “**9-10**” or “**11-12.**”

**3. Strand: Abbreviated Representation**



Each standard is categorized within a strand, represented by a short abbreviation. A **strand** within a set of K-12 content standards for ELA is a **broad organizational category** that groups related to standards around a key ELA concept or set of concepts (REL Southeast, 2020). Strands support the organizational structure and help illustrate the progression of literacy concepts and skills across grade levels. The strands within ELA include Reading, including the sub-strands of Foundational, Vocabulary, Fluency, and Comprehension; Writing; Research and Inquiry; and Speaking and Listening.

#### 4. Standard Item: Number

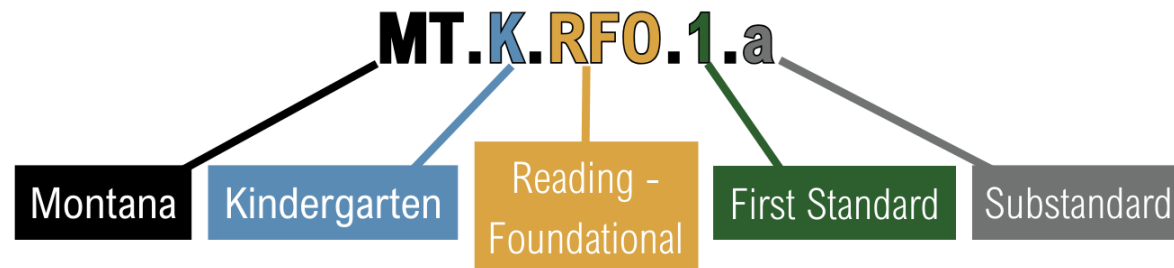
This element specified the standard's sequence within a particular strand. If a standard includes sub-items, as is the case for foundational reading standards in grades K-3, a letter may follow this number to indicate any subdivisions within the standard.

#### *K-12 Coding Scheme Exemplar*

For K-12 Standards, the structure follows the sequence **MT [Grade Level] [Strand] [Standard Number] [Substandard Letter]**, illustrated in the figure provided:

## State. Grade Level. Strand. Standard. Substandard

*Example:*



## MONTANA’S K-12 LITERACY PRACTICES

Montana’s Literacy Practices describe varieties of expertise that ELA educators at all levels should seek to develop in all students. These practices are based upon fundamental skills central to both ELA as well as general educational, career, and civic success.

As part of the revision process for Montana’s ELA standards, the revision task force reviewed research compiled by the Regional Education Laboratory (REL) Northwest (see Appendix H: References). In condensing the English Language Arts and Literacy Standards, they elected to create literacy practices. This decision followed the lead of the mathematics content standards revision team, who had adopted the Common Core’s Standards for Mathematical Practice in 2011 and revised them in 2023. While the ELA revision task force did not have prior Montana literacy practices to adapt, the adoption of these reflects similar literacy or humanities practices adopted by other states, as well as the Common Core Habits of Mind.

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### What is a Literacy Practice Standard?

In a broad sense, **literacy practices** are habits, behaviors, or ways of engaging in reading, writing, speaking, listening, and viewing used for meaningful purposes within a specific context. They are what students (and adults) *do* with texts, and they encompass skills (i.e., various reading strategies), social practices (collaboration or problem solving), and expectations surrounding reading and writing. The Literacy Practices differ from the grade-level ELA content standards in that they provide guidance for *how* students should engage with their learning, whereas the standards identify *what* students should learn by the end of a given grade level. Literacy practices broadly guide the instruction, and standards identify the skill. Literacy practices are not intended to be used as a checklist, a grading system, or a replacement for explicit and systematic literacy instruction.

The creation of Montana’s Literacy Practices was primarily based upon the Common Core descriptions of [Students Who are College and Career ready in reading, Writing, Speaking, Listening, and Language](#) and the [Montana’s Mathematical Practices](#) (adapted from the [Common Core State Standards for Mathematical Practice](#)). There is no one specific definition of literacy practices within the field of English language arts instructions; rather, researchers across disciplines have used the term to identify text-based and discipline-specific meaning making activities (Moje, 2008); multimodal meaning making (Kress, 2010); socio-cultural ways of using text (Street, 1995; Gee, 2015); and more. Montana’s Literacy Practices are unique but share similarities with the Common Core student descriptors and Montana’s Mathematical Practices linked above, as well as with frameworks that may be referred to within other states or contexts as graduate profiles, profiles of a learner, 21<sup>st</sup> century skills, literacy goals, lifelong practices, etc.

Montana’s Literacy Practices are intended to serve similar—although not identical—instructional purposes as Montana’s Mathematical Practices, which focus on the processes and practices students use to apply their mathematical knowledge flexibly, accurately, and efficiently across a variety of applications and scenarios (Harbin Miles & Williams, 2016). The Literacy Practices, while less instructionally prescriptive, also identify broad practices and purposes for which students should apply literacy knowledge across educational, interpersonal, job-related, and civic contexts. Teachers and designers of curricula, assessments, and professional development should connect Montana’s Literacy Practices to the English Language Arts and



Literacy Content Standards, as embedding literacy practices within instructional activities can enhance and enrich ELA learning. The Literacy Practices support learning and often directly connect to specific ELA standards. They are also written with the intent of skill and knowledge transfer; educators are encouraged to make explicit connections to other contexts—both across content areas and related to students’ own interests and career goals. As K-12 practices, Literacy Practices provide a guidepost for horizontal and vertical instructional coherence. Spaced repetition, or coming back to the practices in different learning contexts, is a learning practice that will improve retention of broad skills and help students transfer knowledge.

In addition to stating Montana’s eight Literacy Practices, the following section provides a rationale for each of the practices, broad embedded skills that may be used to further define the practices, and a description of associated ELA content standards. Grade-level guidance documents will include specific suggestions for how educators and families might support students in engaging in the individual practices. Appendix C illustrates correlations between the ELA standards and Literacy Practices that are most apparently exemplified by or associated with the standard; however, these are intended to be utilized as a starting point and are not prescriptive, nor do the suggested associations rule out unlisted Literacy Practices from being paired with a given standard.

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## Literacy Practice 1 – Broad Literacy Engagement

***Literate students routinely read a broad range of literary and informational texts for a variety of purposes.***

### Rationale

Routinely reading a wide range of literary and informational texts for varied purposes strengthens students’ overall comprehension and ability to navigate complex ideas. Because the ways we read differ depending on genre and purpose, exposing students to diverse texts helps them learn how to appropriately shift their reading strategies. For example, we know to approach a poem differently than we do a lab report, or an opinion piece differently than a historical narrative. Making purpose explicit to students by providing them with short, clear purpose statements before reading further deepens comprehension by helping them focus on what matters most in a given text.

Broad reading across subject areas also builds background knowledge and vocabulary, two of the most powerful contributors to reading comprehension and learning. Through encountering many genres, structures, and styles, students develop a stronger rhetorical awareness of how texts work—how an author’s choices about genre, text structure, audience, and purpose shape meaning. Regular reading across disciplines also supports writing development, as students study the features, language, and organizational patterns of the texts they encounter. By engaging widely and purposefully with texts, students become more flexible, informed, and confident readers and writers.

Broad reading includes attention by educators to text complexity, text accessibility, and knowledge-building coherence—not simply independent reading volume and variety. Educators should be careful to incorporate logical knowledge-building scope and sequences through the texts they teach in the classroom and include informational texts. Additionally, educators should attend to accessibility, providing supports for diverse learners within a Multi-Tiered System of Supports model and including texts by and about Montana Indigenous Peoples across grade bands that are not limited to specific units.

## Embedded Skills

This literacy practice is comprised of the following broad skills, which students should be encouraged to demonstrate in developmentally appropriate ways:

- ✓ Adjust reading strategies based on genre and purpose.
- ✓ Adapt language, tone, structure, and form to suit different audiences, purposes, and contexts.
- ✓ Read broadly across subject areas to increase background knowledge and vocabulary.
- ✓ Make connections and comparisons across texts and disciplines.
- ✓ Independently select and read texts in a range of genres suited to their interests.

## Associated ELA Strands and Standards

While Literacy Practices can be applied across standards as teachers see fit within their instructional planning, Literacy Practice 1 – Broad Literacy Engagement is closely associated with the English Language Arts and Literacy Content Standards strand of **Reading**, including the Reading sub-strands of **Foundational**, **Comprehension**, **Fluency**, and **Vocabulary** standards. See the broad standard types below and refer to Appendix C to identify specific grade-level standards that most closely align with Literacy Practice 1 – Broad Literacy Engagement.

### *Reading – Foundational*

- Understanding print concepts
- Understanding phonemic awareness
- Demonstrating decoding skills

### *Reading – Comprehension*

- Citing textual evidence to support inference and analysis
- Identifying, explaining, or analyzing central themes and main ideas
- Identifying, explaining, or analyzing key details
- Identifying, explaining, or analyzing text purposes
- Identifying, explaining, or analyzing text features



- Identifying, explaining, or analyzing text structure

#### *Reading – Fluency*

- Demonstrating grade-level accuracy, rate, and expression while reading

#### *Reading – Vocabulary*

- Defining, inferring, or determining the effect of the meaning of words and phrases in context

## **Literacy Practice 2 – Collaboration**

***Literate students collaborate with others using active communication skills.***

### **Rationale**

Practicing collaboration in literacy helps students become effective communicators who engage thoughtfully with peers to build understanding, co-construct meaning, and refine ideas. Collaborative literacy experiences—such as peer discussions, group analysis, co-writing, and peer feedback—support social competence, self-confidence, and positive classroom engagement, while allowing students opportunities to articulate their ideas, listen actively, and respond respectfully to others.

Collaboration allows students to develop Social and Emotional Learning (SEL) skills, particularly those identified in the CASEL competencies of Social Awareness, Relationship Skills, and Responsible Decision-Making and in the related competencies of the [Montana Whole Child Skill Development Competencies framework](#). Students develop social awareness by considering multiple perspectives, strengthen relationship skills through effective communication and using teamwork to problem solve, and practice responsible decision-making as they evaluate information and make choices together. By embedding collaborative literacy routines into instruction, students not only deepen comprehension and writing skills, but also develop essential interpersonal skills needed for academic, personal, and civic success.

### **Embedded Skills**

This literacy practice is comprised of the following broad skills, which students should be encouraged to demonstrate in developmentally appropriate ways:

- ✓ Provide and utilize peer feedback when engaging in a recursive process of writing.
- ✓ Participate in collaborative peer discussions.



- ✓ Negotiate with peers to solve problems, co-write, or reach consensus.
- ✓ Work together with partners and small groups to develop proficiency across ELA standards.

### Associated ELA Strands and Standards

While Literacy Practices can be applied across standards as teachers see fit within their instructional planning, Literacy Practice 2 – Collaboration is closely associated with the English Language Arts and Literacy Content Standards strands of **Reading – Vocabulary, Writing, and Speaking and Listening**. See these broad standard types below and refer to Appendix C to identify specific grade-level standards that most closely align with Literacy Practice 2 – Collaboration.

#### *Reading – Vocabulary*

- Developing word knowledge through shared reading and conversation

#### *Speaking and Listening*

- Participating in a range of collaborative discussions

#### *Writing*

- Developing writing by engaging in a recursive process that includes feedback

## Literacy Practice 3 – Creativity

***Literate students engage creatively to express their thoughts, deepen their understanding, and make connections.***

### Rationale

Practicing creativity allows students to synthesize their learning by making connections across texts, ideas, and experiences while expressing understanding in varied and authentic ways. Creative literacy experiences—such as inquiry-based projects, multimodal compositions, choice-driven writing, and interpretive responses—increase student ownership of learning and support intrinsic motivation by giving students opportunities to explore their voice and practice agency.

A focus on creativity also aligns with project- and inquiry-based learning and provides students with opportunities to experience productive struggle through decision making, which strengthens resilience and supports emotional development. Engaging in creative problem-solving encourages persistence, flexibility, and reflection, while also supporting mental well-being for both students and teachers. By embedding creativity into literacy

instruction, educators deepen comprehension and communication skills while fostering motivated, resilient learners prepared for complex academic and real-world tasks.

## Embedded Skills

This literacy practice is comprised of the following broad skills, which students should be encouraged to demonstrate in developmentally appropriate ways:

- ✓ Use creative modes of communication (e.g., writing, visual art, drama, multimedia, oral storytelling, etc.) to express ideas and interpretations of text.
- ✓ Make connections among texts, ideas, content areas, and experiences to deepen understanding.
- ✓ Experiment with language, structure, or format to communicate meaning and purpose effectively.
- ✓ Revise creative work based on reflection, feedback, or new information.
- ✓ Explain how creative choices support meaning, perspective, or message in communication.

## Associated ELA Strands and Standards

While Literacy Practices can be applied across standards as teachers see fit within their instructional planning, Literacy Practice 3 – Creativity is closely associated with the English Language Arts and Literacy Content Standards strands of **Writing, Research and Inquiry, and Speaking and Listening**, where students are frequently asked to make decisions regarding how to express their ideas and revise their work. See these broad standard types below and refer to Appendix C to identify specific grade-level standards that most closely align with Literacy Practice 3 – Creativity.

### *Writing*

- Writing narratives
- Developing writing by engaging in a recursive writing process

### *Research and Inquiry*

- Conducting research to answer a question or solve a problem

### *Speaking and Listening*

- Reporting on a topic or presenting information in a manner appropriate to purpose, task, and audience

## Literacy Practice 4 – Critical Thinking

*Literate students analyze, reason, problem solve, and make decisions.*

### Rationale

Practicing critical thinking in literacy helps students move beyond surface-level comprehension to analyze ideas, evaluate evidence, and make meaning from complex texts. Through experiences such as close reading, questioning, discussion, and argumentation, students learn to examine multiple perspectives, identify claims and evidence, and draw reasoned conclusions. These practices strengthen comprehension, support deeper understanding, and help students apply literacy skills across disciplines and real-world contexts.

Critical thinking also supports responsible decision-making as students learn to assess the credibility of sources, recognize bias, and justify their thinking. Engaging in analysis and reasoning requires productive struggle, encouraging students to persist, revise their thinking, and reflect on their learning. By embedding critical thinking into literacy instruction, educators prepare students to navigate complex information, communicate thoughtfully, and participate effectively in academic, civic, and personal contexts.

### Embedded Skills

This literacy practice is comprised of the following broad skills, which students should be encouraged to demonstrate in developmentally appropriate ways:

- ✓ Analyze texts, tasks, or information by identifying key ideas, patterns, and relationships.
- ✓ Use evidence and reasoning to support interpretations, claims, or solutions.
- ✓ Evaluate multiple perspectives, sources, or possible solutions to inform decisions.
- ✓ Reflect on reasoning processes and revise thinking based on new information or feedback.

### Associated ELA Strands and Standards

While Literacy Practices can be applied across standards as teachers see fit within their instructional planning, Literacy Practice 4 – Critical Thinking is closely associated with the English Language Arts and Literacy Content Standards strands of **Reading - Comprehension**, **Writing**, and **Research and Inquiry** standards that require students to demonstrate higher-order cognitive tasks relating to analysis, evaluation, inferential thinking, the application and articulation of evidence and reasoning, synthesis, reflection, and more as they engage with texts and communicate their learning. See these broad standard types below and refer to Appendix C to identify specific grade-level standards that most closely align with Literacy Practice 4 – Critical Thinking.

### *Reading - Comprehension*

- Citing textual evidence to support inference and analysis
- Explaining or analyzing central themes and main ideas
- Explaining or analyzing text structure
- Explaining or analyzing language and word choice
- Describing or analyzing point of view

### *Writing*

- Writing across the three major writing genres (opinion/argument, informative, narrative)
- Developing writing by engaging in a recursive writing process

### *Research and Inquiry*

- Conducting research to answer a question or solve a problem
- Synthesizing multiple sources of information
- Analyzing information sources

### *Speaking and Listening*

- Participating in a range of collaborative discussions
- Reporting on a topic or presenting information in a manner appropriate to purpose, task, and audience

## **Literacy Practice 5 – Cultural Considerations**

***Literate students acknowledge and respect diverse cultural perspectives, including those of Montana Indigenous Peoples.***

### **Rationale**

Practicing cultural considerations in literacy helps students understand that texts are shaped by cultural identity, history, and perspectives. Through reading, writing, discussion, and inquiry, students learn to recognize multiple ways of knowing, value diverse voices, and engage respectfully with experiences different from their own. Centering cultural perspectives deepens comprehension, strengthens empathy, and supports more meaningful and inclusive literacy learning.

In Montana, this practice is grounded in the state’s constitutional mandate for Indian Education for All (IEFA), which affirms the responsibility of schools to teach about the distinct and unique heritage of Montana’s Indigenous Peoples. Integrating IEFA into literacy instruction ensures that Native histories, cultures, and contemporary experiences are accurately represented and thoughtfully examined. By embedding cultural considerations into



literacy learning, educators support social awareness and critical reflection, while preparing students to participate respectfully in a diverse and interconnected society.

### Embedded Skills

This literacy practice is comprised of the following broad skills, which students should be encouraged to demonstrate in developmentally appropriate ways:

- ✓ Reflect on their own perspectives and consider how learning about other cultures deepens understanding.
- ✓ Engage respectfully with perspectives, traditions, and knowledge systems, including those of Montana Indigenous Peoples
- ✓ Analyze how culture, history, and identity influence authors' perspectives, purposes, and meanings.
- ✓ Use culturally responsive language and practices when discussing, writing about, or responding to texts.

### Associated ELA Strands and Standards

While Literacy Practices can be applied across standards as teachers see fit within their instructional planning, Literacy Practice 5 – Cultural Considerations is closely associated with the English Language Arts and Literacy Content Standards strands of **Reading – Vocabulary**, **Reading – Comprehension**, and **Research and Inquiry**, standards that require students to examine how culture influences language, perspectives, and texts. See these broad standard types below and refer to Appendix C to identify specific grade-level standards that most closely align with Literacy Practice 5 – Cultural Considerations.

#### *Reading - Vocabulary*

- Defining, inferring, or determining the effect of the meaning of words and phrases with cultural significance to Montana Indigenous Peoples

#### *Reading - Comprehension*

- Citing textual evidence to support inference and analysis of texts by and about Montana Indigenous Peoples
- Identifying, explaining, and analyzing themes or central ideas in texts by and about Montana Indigenous Peoples
- Determining and analyzing point of view in culturally diverse texts and those by and about Montana Indigenous Peoples
- Comparing and contrasting culturally diverse texts and those by and about Montana Indigenous Peoples

#### *Research and Inquiry*

- Conducting research to learn about Montana Indigenous Peoples' cultures, traditions, and perspectives

## Literacy Practice 6 – Effective Communication

*Literate students routinely express their ideas through speaking and writing coherently in a broad range of literary and informational genres.*

### Rationale

Practicing effective communication in literacy helps students clearly articulate their thinking, convey ideas with purpose, and adapt their language to different audiences, contexts, and genres. Through regular opportunities to speak, write, and present in differing rhetorical situations, students develop organization, clarity, and precision in their communication. These experiences strengthen comprehension and help students transform ideas into well-structured messages.

Effective communication also supports confidence, engagement, and academic success as students learn to revise, clarify, and refine their thinking. By practicing communication across genres and modalities, students develop flexibility and control over language while learning to support ideas with evidence and reasoning. Embedding effective communication into literacy instruction prepares students to participate thoughtfully in academic, civic, and professional settings.

### Embedded Skills

This literacy practice is comprised of the following broad skills, which students should be encouraged to demonstrate in developmentally appropriate ways:

- ✓ Clearly articulate ideas and thinking through speaking, writing, and presenting with a defined purpose and message.
- ✓ Adapt language, tone, structure, and form to suit different audiences, purposes, and contexts.
- ✓ Use evidence, details, and reasoning to develop and clarify ideas across modalities.
- ✓ Revise, clarify, and refine oral and written communication based on feedback to improve precision, coherence, and effectiveness.

### Associated ELA Standards and Strands

While Literacy Practices can be applied across standards as teachers see fit within their instructional planning, Literacy Practice 6 – Effective Communication is closely associated with the English Language Arts and Literacy Content Standards strands of **Reading – Vocabulary**, **Writing** and **Speaking and Listening**, as students engage in decisions regarding how to effectively organize, articulate, and present their learning and ideas in a variety of contexts, through different modes and genres, and to specific audiences. See these broad standard types below and refer to Appendix C to identify specific grade-level standards that most closely align with Literacy Practice 6 – Effective Communication.

*Reading – Foundational*

- Demonstrating encoding skills

*Reading – Vocabulary*

- Developing and applying word knowledge through reading and conversation
- Defining, inferring, or determining the effect of the meaning of words and phrases in context

*Writing*

- Writing across the three major writing genres (opinion/argument, informative, narrative)
- Developing writing by engaging in a recursive writing process
- Demonstrating grade-appropriate command of English when speaking and writing

*Speaking and Listening*

- Participating in a range of collaborative discussions
- Paraphrasing, summarizing, analyzing, or evaluating information in a variety of media and formats
- Reporting on a topic or presenting information in a manner appropriate to purpose, task, and audience

**Literacy Practice 7 – Strategic Technology Use**

***Literate students effectively and responsibly use technology to access and evaluate information to express ideas.***

**Rationale**

Technology shapes how information is created, shared, and interpreted. To be fully literate, students must do more than operate devices; they should understand how to strategically use technology to locate credible information, evaluate sources for accuracy and bias, and communicate ideas effectively to varied audiences. These skills align with the [International Society for Technology in Education \(ISTE\) Standards](#), which emphasize digital citizenship, knowledge construction, creative communication, and educator responsibility in designing purposeful learning experiences using technology. Instruction should focus not only on how to use tools, but also on when, why, and whether technology enhances students' learning. Ongoing conversations with students about authorship, artificial intelligence, collaboration norms, and digital footprints are crucial to help students develop thoughtful practices and agency.

Strategic technology use also requires attention to student data privacy and ethical practices. Montana laws such as Online Protections for Pupils [20-7-1325, MCA](#) and Pupil Records—Online Privacy Protection [20-7-1326, MCA](#) establish safeguards to protect student information and limit the use of



student data. Educators must carefully vet digital tools and teach students how their data is collected and shared. When technology integration is intentional, privacy-conscious, and grounded in critical thinking, it strengthens students' research skills, communication, and civic readiness.

## Embedded Skills

This literacy practice is comprised of the following broad skills, which students should be encouraged to demonstrate in developmentally appropriate ways:

- ✓ Use digital tools and platforms strategically to access information, texts, and media for a defined purpose.
- ✓ Use technology to express ideas clearly and effectively through written, oral, visual, or multimedia formats.
- ✓ Evaluate the credibility, relevance, and bias of digital sources using developmentally appropriate criteria.
- ✓ Synthesize information from multiple digital sources to build understanding or develop ideas.
- ✓ Practice responsible, ethical, and safe technology use, including proper citation and digital citizenship.

## Associated ELA Standards and Strands

While Literacy Practices can be applied across standards as teachers see fit within their instructional planning, Literacy Practice 7 – Strategic Technology Use is closely associated with the English Language Arts and Literacy Content Standards strands of **Reading - Comprehension**, **Writing**, **Research and Inquiry**, and **Speaking and Listening**, in standards that require students to read and communicate in multiple genres or media formats and navigate informational and media technologies to gather and evaluate relevant texts and sources. See these broad standard types below and refer to Appendix C to identify specific grade-level standards that most closely align with Literacy Practice 7 – Strategic Technology Use.

### *Reading - Comprehension*

- Determining or analyzing elements or features of a text
- Determining or analyzing text structure
- Comparing and contrasting texts in different genres

### *Writing*

- Writing opinion pieces or arguments
- Writing informative texts

### *Research and Inquiry*

- Gathering, determining the credibility of, and/or synthesizing multiple information sources

### *Speaking and Listening*

- Paraphrasing, summarizing, analyzing, or evaluating information in a variety of media and formats



- Reporting on a topic or presenting information in a manner appropriate to purpose, task, and audience
- 

## Literacy Practice 8 – Student Agency

*Literate students take an active role in their learning, using guidance and feedback to connect their skills and knowledge to practical applications, college readiness, and career development.*

### Rationale

Taking an active role in learning empowers students to become purposeful, reflective, and independent learners. When students set goals, monitor their progress, and use guidance and feedback to improve their work, they strengthen both academic skills and self-direction. Connecting literacy learning to practical applications helps students see the relevance of their skills beyond the classroom and supports deeper engagement.

This practice also prepares students for college, career, and civic contexts by fostering habits such as persistence, adaptability, and reflection. As students apply literacy skills to authentic tasks—such as researching career pathways, establishing goals, communicating within CTE courses and career experiences, or solving real-world problems—they develop the ability to transfer knowledge across settings. Embedding active learning into literacy instruction supports readiness for postsecondary success by helping students understand how their skills connect to future opportunities and responsibilities.

### Embedded Skills

This literacy practice is comprised of the following broad skills, which students should be encouraged to demonstrate in developmentally appropriate ways:

- ✓ Set goals, monitor progress, and reflect on learning to guide improvement.
- ✓ Apply literacy skills to authentic, real-world, academic, or career-related tasks.
- ✓ Make connections between current learning and future college, career, or civic goals.

### Associated ELA Standards and Strands

While Literacy Practices can be applied across standards as teachers see fit within their instructional planning, Literacy Practice 8 – Student Agency is closely associated with the English Language Arts and Literacy Content Standards strands of **Writing, Research and Inquiry**, and **Speaking and Listening**, in standards where students engage in a recursive writing process, craft self-determined research questions and locate relevant sources,



and make rhetorical decisions based on purpose, audience, and task. See these broad standard types below and refer to Appendix C to identify specific grade-level standards that most closely align with Literacy Practice 8 – Student Agency.

### *Writing*

- Developing writing by engaging in a recursive writing process

### *Research and Inquiry*

- Conducting research to answer a question or solve a problem

### *Speaking and Listening*

- Reporting on a topic or presenting information in a manner appropriate to purpose, task, and audience

## MONTANA K-12 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

This section presents the complete set of Montana’s K–12 ELA content standards, outlining what all students are expected to know and be able to do by the conclusion of their K–12 educational journey as outlined in the Administrative Rules of Montana [10.53.4 English Language Arts and Literacy Content Standards](#).

While this section provides an overview of the standards, expanded guidance—including detailed notes, instructional examples, and grade-specific considerations—can be found in the corresponding grade-level guidance documents. **Please refer to the grade level of interest for more in-depth support tailored to specific instructional needs.**

### What is an English Language Arts and Literacy Content Standard?

A **content standard** in ELA is a specific statement that defines the knowledge, skills, and understandings that students are expected to achieve at a particular grade level or within a course of study (REL Southeast, 2020). Content standards articulate the *what* of student learning, providing clear expectations for the concepts and skills that should be taught by teachers, and in which students should demonstrate proficiency by the end of grade level.

## Proficiency in the English Language Arts and Literacy Content Standards

The Administrative Rules of Montana (item [10.55.603](#)) states “Local school districts shall develop and implement a proficiency-based learning model that includes curriculum aligned to all content standards and appropriate learning progressions.” As a supportive resource, this section provides a sample proficiency scale that illustrates how the ELA and literacy content standards can be assessed. This example is not mandatory and is intended solely to guide districts in designing their own proficiency-based systems.

When assessing students on content standards, educators should consider multiple forms of evidence, including classroom observations, student self-assessments, projects or performance tasks, formative and summative assessments, and student portfolios. Using clear rubrics and proficiency scales can help educators consistently and accurately measure students’ progress and proficiency in ELA.

### Notes on Proficiency:

- Proficiency is defined by clearly articulated learning objectives or standards. It is the ability to consistently demonstrate a sufficient level of knowledge, skill, or understanding to meet all specific standards or expectations.
- These targets are often broken into measurable criteria that describe what mastery looks like for a particular skill or concept.
- Proficiency is demonstrated through evidence of learning, such as assessments, projects, or performances that align directly with the standard.
- There are differing views on the quality versus quantity of evidence for mastery; some resources argue that a single demonstration of mastery suffices, while others argue that mastery should be established through multiple assessments. Districts are encouraged to explore and adopt a consistent methodology across classrooms that aligns with their pedagogical philosophy and instructional practice. Engaging in discussions at the local level about district and educator preferences greatly benefits students, educators, and families.

### Example Proficiency Rubric

When determining students’ proficiency in a content standard, it may be useful to utilize a rubric, such as the one provided on the following page. The first row defines characteristics of each proficiency level, while the second column provides an example of a proficiency rubric based on the 5th grade ELA standard *MT.5.RC.4 - Use key details to compare and contrast two or more elements within a fiction or nonfiction text.*

<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Mastering</b>
The student shows minimal understanding or requires significant support with most of the skills within the standard.	The student demonstrates partial understanding but has not yet mastered each skill within the standard without requiring some support. It may also be the case that the student requires minimal support across multiple skills.	The student is able to engage in each of the skills identified in the content standard with independence and accuracy.	The student may be able to engage in the skills identified in the content standard beyond grade level expectations, showing deeper understanding or application. They may be able to engage in these skills in connection with those of additional content standards.
The student has difficulty identifying important details and the elements being compared (such as characters, events, or ideas). Comparisons are unclear or inaccurate and require significant teacher support.	The student can identify some key details and the elements being compared. They explain basic similarities and differences, but their ideas may be incomplete or need occasional teacher support.	The student independently identifies relevant key details and clearly compares and contrasts two or more elements in a text. Similarities and differences are explained accurately using specific details from the text.	The student thoughtfully selects relevant details to compare and contrast specific elements in a text. They explain deeper or more subtle similarities and differences and connect their comparisons to larger ideas, themes, or author's purpose, working independently.

Achieving proficiency indicates that a student is ready to move on to the next level of learning. Although proficiency is the target goal, all students should be provided with opportunities to demonstrate and develop mastery through rigorous learning tasks.

# KINDERGARTEN ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading - Foundational (RFO)

- Understand Print Concepts by: (MT.K.RFO.1)
  - following words from left to right, top to bottom, and page by page; (MT.K.RFO.1.a)
  - recognizing the distinguishing features of a sentence; (MT.K.RFO.1.b)
  - locating essential text features of a book. (MT.K.RFO.1.c)
- Understand Phonemic Awareness by: (MT.K.RFO.2)
  - identifying initial, final, and medial phoneme in consonant-vowel-consonant (CVC) words with automaticity; (MT.K.RFO.2.a)
  - orally blending phonemes in CVC words with automaticity; (MT.K.RFO.2.b)
  - orally segmenting phonemes in CVC words with automaticity. (MT.K.RFO.2.c)
- Demonstrate Decoding Skills by: (MT.K.RFO.3)
  - naming and producing the most common sounds for all consonants; (MT.K.RFO.3.a)
  - demonstrating knowledge of phoneme-grapheme relationships between consonant graphemes and their most commonly occurring phonemes; (MT.K.RFO.3.b)
  - demonstrating knowledge of phoneme-grapheme relationships between vowel graphemes and short vowel phonemes; (MT.K.RFO.3.c)
  - decoding words using one-to-one phoneme-grapheme correspondences in vowel-consonant (VC) and CVC words with accuracy; (MT.K.RFO.3.d)
  - reading decodable texts accurately. (MT.K.RFO.3.e)
- Demonstrate Encoding Skills by: (MT.K.RFO.4)
  - encoding words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy; (MT.K.RFO.4.a)
  - printing upper and lowercase letters. (MT.K.RFO.4.b)

## Reading – Vocabulary (RV)

- Use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (MT.K.RV.1)
- Develop and apply expanding word knowledge through shared reading and classroom conversation. (MT.K.RV.2)
- With prompting and support, ask and answer questions about unknown words in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.K.RV.3)

## Reading – Fluency (RFL)

- Read common high-frequency words with accuracy and automaticity. (MT.K.RFL.1)

## Reading – Comprehension (RC)

- With prompting and support, ask and answer questions about key details in text read aloud and presented through other media, including texts by and about Montana Indigenous Peoples. (MT.K.RC.1)
- Retell a familiar story. (MT.K.RC.2)
- With prompting and support, participate in discussions about the central idea and key details in a text, including those by and about Montana Indigenous Peoples. (MT.K.RC.3)
- During or after a shared reading or listening experience, identify elements within stories and describe connections between events or ideas in informational text. (MT.K.RC.4)
- Identify whether a text is telling a story or sharing information. (MT.K.RC.5)
- Identify who is telling the story at various points in shared reading of literary text, including texts by and about Montana Indigenous Peoples. (MT.K.RC.6)

## Writing (W)

- State a personal opinion orally, visually, or in written form. (MT.K.W.1)
- Make an informative statement about a topic and offer one or two details about the topic, orally, visually, or in written form. (MT.K.W.2)
- Tell a story with a beginning, middle, and end, orally, visually, or in written form. (MT.K.W.3)
- In a shared setting, develop and strengthen writing by using a process including planning and drafting. (MT.K.W.4)
- With prompting and support, form and expand simple sentences orally and in writing. (MT.K.W.5)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.K.W.6)

## Research and Inquiry (RI)

- With guidance, participate in shared research and writing projects, finding at least one topic to learn more about. (MT.K.RI.1)
- With guidance, recall information from experiences or gather information from provided sources on a topic. (MT.K.RI.2)
- With guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples. (MT.K.RI.3)

## Speaking and Listening (SL)

- Participate in structured discussions and routines with a variety of partners; speak clearly; and practice taking turns and listen to others. (MT.K.SL.1)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking. (MT.K.SL.2)

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**END OF KINDERGARTEN ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS**



# GRADE 1 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading - Foundational (RFO)

- Understand Print Concepts by: (MT.1.RFO.1)
  - distinguishing long from short vowel sounds in spoken single-syllable words;
  - orally blending phonemes in complex single-syllable words;
  - orally segmenting phonemes in complex single-syllable words.
- Understand Phonemic Awareness by: (MT.1.RFO.2)
  - demonstrating knowledge of phoneme-grapheme relationships between consonant digraph and trigraph graphemes and their most commonly occurring phonemes; (MT.1.RFO.2.a)
  - demonstrating knowledge of phoneme-grapheme relationships between common vowel graphemes and long vowel phonemes; (MT.1.RFO.2.b)
  - demonstrating knowledge of phoneme-grapheme relationships between common r-controlled vowel graphemes and phonemes; (MT.1.RFO.2.c)
  - decoding regularly spelled one-syllable words; (MT.1.RFO.2.d)
  - decoding regularly spelled two-syllable words comprised of closed syllables following basic patterns, by breaking the words into syllables;
  - decoding words with inflectional endings; and (MT.1.RFO.2.e)
  - reading decodable texts accurately and with automaticity; (MT.1.RFO.2.f)
- Demonstrate Decoding Skills by: (MT.1.RFO.3)
  - encoding one-syllable words that follow regular spelling patterns; (MT.1.RFO.3.a)
  - encoding two-syllable words comprised of closed syllables that follow regular spelling patterns; (MT.1.RFO.3.b)
  - encoding words with inflectional endings, focusing on words that retain their root spelling when an inflectional ending is added; and
  - printing upper and lowercase letters with automaticity. (MT.1.RFO.3.c)

## Reading – Vocabulary (RV)

- Use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (MT.1.RV.1)
- Develop and apply expanding word knowledge through shared reading and classroom conversation. (MT.1.RV.2)

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.1.RV.3)

## Reading – Fluency (RFL)

- Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension. (MT.1.RFL.1)
- Read common high-frequency words with accuracy and automaticity. (MT.1.RFL.2)

## Reading – Comprehension (RC)

- Ask and answer questions about key details in text read aloud and presented through other media, including texts by and about Montana Indigenous Peoples. (MT.1.RC.1)
- Retell a story. (MT.1.RC.2)
- Participate in discussions about the central ideas and key details in a text, including those by and about Montana Indigenous Peoples. (MT.1.RC.3)
- During or after a shared reading or listening experience, describe elements within stories and connections between events or ideas in informational text. (MT.1.RC.4)
- Identify basic text features and explain the differences between text that tell stories and texts that provide information. (MT.1.RC.5)
- Identify character point of view in shared reading stories, including texts by and about Montana Indigenous Peoples. (MT.1.RC.6)

## Writing (W)

- Write an opinion piece providing one or more supporting reasons. (MT.1.W.1)
- Write an informative statement that introduces a topic and includes one or more facts about the topic. (MT.1.W.2)
- Write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings. (MT.1.W.3)
- Develop and strengthen writing by using a process including planning, drafting, and implementing feedback. (MT.1.W.4)
- With prompting and support, form and expand simple sentences orally and in writing. (MT.1.W.5)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.1.W.6)

## Research and Inquiry (RI)

- Participate in shared research and writing projects, finding at least one topic to learn more about. (MT.1.RI.1)
- Recall information from experiences or gather information from provided sources on a topic. (MT.1.RI.2)

- With guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples. (MT.1.RI.3)

## **Speaking and Listening (SL)**

- Participate in structured discussions and routines with a variety of partners; practice taking turns and listening to others. (MT.1.SL.1)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking. (MT.1.SL.2)

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**END OF GRADE 1 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS**



# GRADE 2 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading – Foundational (RFO)

- Demonstrate Decoding Skills by: (MT.2.RFO.1)
  - demonstrating knowledge of phoneme-grapheme relationships between all complex vowel phonemes and graphemes; (MT.2.RFO.1.a)
  - decoding two-syllable words comprised of different syllable types that follow regular spelling patterns by breaking the words into syllables; (MT.2.RFO.1.b)
  - decoding words with common prefixes and suffixes. (MT.2.RFO.1.c)
- Demonstrate Encoding Skills by: (MT.2.RFO.2)
  - encoding one-syllable words with all phoneme-grapheme patterns; (MT.2.RFO.2.a)
  - encoding two-syllable words comprised of different syllable types that follow regular spelling patterns; (MT.2.RFO.2.b)
  - encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending. (MT.2.RFO.2.c)
  - printing upper and lowercase letters with automaticity and accuracy, including the introduction of cursive. (MT.2.RFO.2.d)

## Reading – Vocabulary (RV)

- Use word learning strategies, including knowledge of morphemes, to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (MT.2.RV.1)
- Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation. (MT.2.RV.2)
- Determine the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.2.RV.3)

## Reading – Fluency (RFL)

- Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension. (MT.2.RFL.1)
- Read common high-frequency words with accuracy and automaticity. (MT.2. RFL.2)

## Reading – Comprehension (RC)

- Ask and answer questions about shared text to demonstrate an understanding of key details, including texts by and about Montana Indigenous Peoples.



- Recount a portion of a text. (MT.2.RC.1)
- Determine the central ideas and key details in a text, including those by and about Montana Indigenous Peoples. (MT.2.RC.2)
- During or after a shared reading or listening experience, describe the connections between elements, events, or ideas within fiction and nonfiction texts. (MT.2.RC.3)
- Describe the basic structure and features of different types of texts; identify the sequence of information or narrative within a text. (MT.2.RC.4)
- Compare differences in characters' point of view in shared reading stories, including texts by and about Montana Indigenous Peoples. (MT.2.RC.5)

## Writing (W)

- Write an opinion piece, providing several supporting reasons, and include a basic introduction and conclusion. (MT.2.W.1)
- Write an informative piece that introduces a topic, includes facts about the topic, and has a basic introduction and conclusion. (MT.2.W.2)
- Write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings, and uses transition words to signal sequence. (MT.2.W.3)
- Develop and strengthen writing by using a process including planning, drafting, revising, and implementing feedback. (MT.2.W.4)
- Form and expand simple and compound sentences orally and in writing. (MT.2.W.5)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.2.W.6)

## Research and Inquiry (RI)

- With guidance, participate in individual research and writing projects, finding at least one topic to learn more about. (MT.2.RI.1)
- Recall information from experiences; gather information from provided sources on a topic; and sort information into categories. (MT.2.RI.2)
- With guidance, participate in individual research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples. (MT.2.RI.3)

## Speaking and Listening (SL)

- Participate in structured discussions and routines with a variety of partners; consider and restate their perspectives and ask questions to clarify ideas. (MT.2.SL.1)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking. (MT.2.SL.2)

# GRADE 3 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading – Foundational (RFO)

- Demonstrate Decoding Skills by: (MT.3.RFO.1)
  - decoding two- and three-syllable words comprised of all syllable types; (MT.3.RFO.1.a)
  - decoding two- and three-syllable words with common roots and affixes. (MT.3.RFO.1.b)
- Demonstrate Encoding Skills by: (MT.3.RFO.2)
  - encoding multisyllabic words including words with common affixes; (MT.3.RFO.2.a)
  - encoding two-syllable words comprised of different syllable types that follow regular spelling patterns; (MT.3.RFO.2.b)
  - encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending. (MT.3.RFO.2.c)

## Reading – Vocabulary (RV)

- Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation. (MT.3.RV.1)
- Determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.3.RV.2)

## Reading – Fluency (RFL)

- Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension. (MT.3.RFL.1)

## Reading – Comprehension (RC)

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers, including those by and about Montana Indigenous Peoples. (MT.3.RC.1)
- Paraphrase a text. (MT.3.RC.2)
- Identify and explain a stated central idea or theme and how it is developed with key details in a text, including those by and about Montana Indigenous Peoples. (MT.3.RC.3)
- Describe how elements within a fictional story contribute to the sequence of events; describe the sequence of events, steps, and or/ideas within nonfiction texts. (MT.3.RC.4)

- Identify figurative language. (MT.3.RC.5)
- Compare and contrast the structure and features of different types of texts. (MT.3.RC.6)
- Distinguish their own point of view from that of the writer or those of the characters, including texts by and about Montana Indigenous Peoples. (MT.3.RC.7)

## Writing (W)

- Write an opinion piece including an introduction, supporting reasons, linking words and phrases, and a conclusion. (MT.3.W.1)
- Write an informative piece that includes an introduction, facts, definitions, details, and a conclusion. (MT.3.W.2)
- Write a narrative about real or imagined experiences or events using descriptive details, and clear sequences. (MT.3.W.3)
- Develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing. (MT.3.W.4)
- Form and expand simple and compound sentences to write a paragraph. (MT.3.W.5)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.3.W.6)

## Research and Inquiry (RI)

- Conduct short, guided research projects that build knowledge about a topic, referencing at least one source. (MT.3.RI.1)
- Recall information from experiences; gather information from multiple sources on a topic; and organize information into logical categories. (MT.3.RI.2)
- Conduct short, guided research projects, using grade-appropriate fiction and nonfiction sources from diverse cultural perspectives, acknowledging the role of story and oral tradition in the histories, values, and beliefs of Montana Indigenous Peoples. (MT.3.RI.3)

## Speaking and Listening (SL)

- Engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others. (MT.3.SL.1)
- Recount the main ideas and supporting details of a text or portion of a text read aloud or presented through a variety of media formats. (MT.3.SL.2)
- Report on a topic or text, tell a story, or recount an experience. (MT.3.SL.3)

# GRADE 4 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading – Foundational (RFO)

- Decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.4.RFO.1)
- Encode multisyllabic words using combined knowledge of taught letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.4.RFO.2)

## Reading – Vocabulary (RV)

- Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation. (MT.4.RV.1)
- Determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.4.RV.2)

## Reading – Fluency (RFL)

- Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension. (MT.4.RFL.1)

## Reading – Comprehension (RC)

- Refer to specific details and examples in a text to explain what it explicitly states and to draw inferences, including those by and about Montana Indigenous Peoples. (MT.4.RC.1)
- Summarize a portion of a text. (MT.4.RC.2)
- Identify and explain a stated or implied central idea or theme and how it is developed with key details in a text, including those by and about Montana Indigenous Peoples. (MT.4.RC.3)
- Explain the connections between elements within a fictional story; explain the relationships between events or ideas within nonfiction texts. (MT.4.RC.4)
- Identify and explain how figurative language contributes to the meaning of the text. (MT.4.RC.5)
- Describe how an author's structural choices and text features contribute to the overall meaning. (MT.4.RC.6)
- Compare and contrast the point of view from which different texts are written, including those by and about Montana Indigenous Peoples. (MT.4.RC.7)



## Writing (W)

- Write opinion pieces with a clear organizational structure including an introduction, reasons supported by facts and details, linking words and phrases, and a conclusion. (MT.4.W.1)
- Write informative pieces with a clear organizational structure, including an introduction and conclusion, linking facts, definitions, and details using transition words. (MT.4.W.2)
- Write narratives about real or imagined experiences or events using dialogue, descriptive details, and clear sequences. (MT.4.W.3)
- Develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing. (MT.4.W.4)
- Write a paragraph using simple, compound, and complex sentences. (MT.4.W.5)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.4.W.6)

## Research and Inquiry (RI)

- Conduct short research projects that build knowledge of different aspects of a topic, referencing multiple relevant sources. (MT.4.RI.1)
- Gather and take notes on relevant information from multiple sources; organize information into logical categories. (MT.4.RI.2)
- Conduct short research projects, using grade-appropriate fiction and nonfiction sources from diverse cultural perspectives, acknowledging the role of story and oral tradition in the histories, values, and beliefs of Montana Indigenous Peoples. (MT.4.RI.3)

## Speaking and Listening (SL)

- Engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others. (MT.4.SL.1)
- Paraphrase portions of a text read aloud or information presented through a variety of media formats. (MT.4.SL.2)
- Report on a topic or text, tell a story, or recount an experience in an organized manner using descriptive details to support main ideas or themes. (MT.4.SL.3)

# GRADE 5 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading – Foundational (RFO)

- Decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.5.RFO.1)
- Encode multisyllabic words using combined knowledge of English graphemes, syllabication patterns, and taught morpheme structures. (MT.5.RFO.2)

## Reading – Vocabulary (RV)

- Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation. (MT.5.RV.1)
- Determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.5.RV.2)

## Reading – Fluency (RFL)

- Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension. (MT.5.RFL.1)

## Reading – Comprehension (RC)

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, including those by and about Montana Indigenous Peoples. (MT.5.RC.1)
- Summarize a text. (MT.5.RC.2)
- Explain the development of a stated or implied central idea or theme over the course of a text, including those by and about Montana Indigenous Peoples. (MT.5.RC.3)
- Use key details to compare and contrast two or more elements within a fiction or nonfiction text. (MT.5.RC.4)
- Identify and explain how figurative language contributes to the meaning and tone of the text. (MT.5.RC.5)
- Compare and contrast how text features, structures, and sequences of events or information in two or more texts contribute to the overall meaning. (MT.5.RC.6)
- Describe how a narrator's or author's point of view influences how events are described, including those by and about Montana Indigenous Peoples. (MT.5.RC.7)

- Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences, including in those by and about Montana Indigenous Peoples. (MT.5.RC.8)

## Writing (W)

- Write opinion pieces with a clear organizational structure including an introduction, logically ordered reasons supported by facts and details, linking words and phrases, and a conclusion. (MT.5.W.1)
- Write informative pieces including an introduction and conclusion, linking facts, definitions, and details using transition words. (MT.5.W.2)
- Write narratives about real or imagined experiences or events using dialogue, descriptive details, clear sequences, and transition words. (MT.5.W.3)
- Develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing. (MT.5.W.4)
- Write a multi-paragraph piece using simple, compound, and complex sentences. (MT.5.W.5)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.5.W.6)

## Research and Inquiry (RI)

- Conduct short research projects that build knowledge of different aspects of a topic, referencing a variety of relevant and reliable sources. (MT.5.RI.1)
- Gather and take notes on information from multiple relevant sources; organize information and provide a list of sources. (MT.5.RI.2)
- Conduct short research projects using traditional and contemporary fiction and nonfiction sources from diverse cultural perspectives, including those by and about Montana Indigenous Peoples. (MT.5.RI.3)

## Speaking and Listening (SL)

- Engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others. (MT.5.SL.1)
- Summarize a text read aloud or information presented through a variety of media formats. (MT.5.SL.2)
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (MT.5.SL.3)

# GRADE 6 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading – Foundational (RFO)

- Decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.6.RFO.1)

## Reading – Vocabulary (RV)

- Infer the meaning of words and phrases as they are used in fiction and nonfiction texts, including words and phrases with cultural significance to Montana Indigenous Peoples. (MT.6.RV.1)

## Reading – Fluency (RFL)

- Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension. (MT.6.RFL.1)

## Reading – Comprehension (RC)

- Cite textual evidence that supports analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples. (MT.6.RC.1)
- Provide an objective summary of the text. (MT.6.RC.2)
- Determine a theme or central idea of a text and explain how it is conveyed through particular details, including those by and about Montana Indigenous Peoples. (MT.6.RC.3)
- Determine how elements of a text are developed and build toward a conclusion. (MT.6.RC.4)
- Analyze the impact of specific word choice on meaning and tone, including figurative, connotative, and technical meanings. (MT.6.RC.5)
- Analyze how a sentence, section, chapter, scene, or stanza fits into the overall structure or theme of a text. (MT.6.RC.6)
- Describe how an author's background and lived experiences affect the points of view in texts, including culturally diverse texts and those that represent the perspectives of Montana Indigenous Peoples. (MT.6.RC.7)
- Compare and contrast texts in different genres in terms of their approaches to similar topics, including culturally diverse texts and those by and about Montana Indigenous Peoples. (MT.6.RC.8)

## Writing (W)

- Write arguments using claims supported with clear reasons and relevant evidence. (MT.6.W.1)
- Write informative texts on a topic that convey ideas through the selection, organization, and analysis of relevant content. (MT.6.W.2)
- Write narratives about real or imagined events, using narrative techniques to engage the reader. (MT.6.W.3)
- Develop and strengthen the writing process by planning, revising, editing, implementing feedback, or trying a new approach. (MT.6.W.4)
- Write a cohesive, multi-paragraph text using a variety of simple, compound, and complex sentences. (MT.6.W.5)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking. (MT.6.W.6)

## Research and Inquiry (RI)

- Conduct research projects that answer a question, drawing on several reliable sources. (MT.6.RI.1)
- Gather and determine the credibility of multiple sources; quote or summarize the information and provide a list of sources. (MT.6.RI.2)
- Analyze the relationship between primary and secondary sources by conducting short research projects using sources from diverse cultural perspectives, including those written by and about Montana Indigenous Peoples. (MT.6.RI.3)

## Speaking and Listening (SL)

- Engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues. (MT.6.SL.1)
- Summarize and explain information presented in diverse media formats and how the format contributes to a topic, text, or issue. (MT.6.SL.2)
- Describe a speaker's argument and specific claims, considering the speaker's perspective. (MT.6.SL.3)
- Present information using reasons and evidence appropriate for the context, sequencing ideas logically. (MT.6.SL.4)

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**END OF GRADE 6 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS**

# GRADE 7 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading – Foundational (RFO)

- Decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.7.RFO.1)

## Reading – Vocabulary (RV)

- Articulate the potential effect of a specific word choice on the meaning when given two word choices in a set context, including words with cultural significance to Montana Indigenous Peoples. (MT.7.RV.1)

## Reading – Fluency (RFL)

- Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension. (MT.7.RFL.1)

## Reading – Comprehension (RC)

- Cite several pieces of textual evidence to support analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples. (MT.7.RC.1)
- Provide an objective summary of the text. (MT.7.RC.2)
- Determine a theme or central idea of a text and analyze its development over the course of the text, including those by and about Montana Indigenous Peoples. (MT.7.RC.3)
- Analyze how particular elements of a text interact throughout its development. (MT.7.RC.4)
- Determine the shades of meaning of words and phrases as they are used in a text, including figurative, connotative, and technical language, and their impact on meaning and tone. (MT.7.RC.5)
- Analyze how a text's form or structure contributes to its meaning. (MT.7.RC.6)
- Describe how an author's background and lived experiences affect the points of view in texts, including in culturally diverse texts and those that represent the perspectives of Montana Indigenous Peoples. (MT.7.RC.7)
- Analyze how two or more authors writing about the same topic present information, using culturally diverse texts from different genres, including those by and about Montana Indigenous Peoples. (MT.7.RC.8)

## Writing (W)

- Write arguments that support claims and acknowledge a counterclaim with clear reasons and relevant evidence. (MT.7.W.1)
- Write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of sufficient content. (MT.7.W.2)
- Write narratives about real or imagined experiences or events, establishing a clear context and point of view. (MT.7.W.3)
- Develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on purpose and audience. (MT.7.W.4)
- Write a cohesive, multi-paragraph text using simple, compound, complex, and compound-complex sentences. (MT.7.W.5)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking. (MT.7.W.6)

## Research and Inquiry (RI)

- Conduct research projects that answer self-generated questions, drawing on several reliable sources. (MT.7.RI.1)
- Gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; provide in-text citations and a bibliography. (MT.7.RI.2)
- Conduct short research projects to identify the role of story, narrative, and oral tradition using sources from diverse cultural perspectives, values, beliefs, and points of view, including those of Montana Indigenous Peoples. (MT.7.RI.3)

## Speaking and Listening (SL)

- Engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas. (MT.7.SL.1)
- Analyze the main ideas and supporting details presented in diverse media and formats and how the format contributes to a topic, text, or issue. (MT.7.SL.2)
- Delineate a speaker's argument and specific claims, determining the relevance and sufficiency of the evidence; identify the speaker's perspective. (MT.7.SL.3)
- Present information with relevant evidence in a focused, coherent manner appropriate to purpose, audience, and task. (MT.7.SL.4)

# GRADE 8 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading – Foundational (RFO)

- Decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.8.RFO.1)

## Reading – Vocabulary (RV)

- Articulate the potential effect of specific word choice on meaning when given two comparative texts on the same subject or event, including words and phrases with cultural significance to Montana Indigenous Peoples. (MT.8.RV.1)

## Reading – Fluency (RFL)

- Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension. (MT.8.RFL.1)

## Reading – Comprehension (RC)

- Cite the textual evidence that most strongly supports an analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples. (MT.8.RC.1)
- Provide an objective summary of the text. (MT.8.RC.2)
- Analyze the development of a theme or central idea over the course of the text and its relationship to specific elements of the text, including those by and about Montana Indigenous Peoples. (MT.8.RC.3)
- Analyze the author's choices in developing a text with attention to specific elements or features of the text. (MT.8.RC.4)
- Evaluate the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone. (MT.8.RC.5)
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text affects its meaning. (MT.8.RC.6)
- Analyze how point of view or purpose shapes the content and style of a text, including in culturally diverse texts and those by and about Montana Indigenous Peoples. (MT.8.RC.7)
- Analyze the relationship between two or more texts that provide conflicting information or depictions of the same topic, using culturally diverse texts from different genres, including those by and about Montana Indigenous Peoples. (MT.8.RC.8)

## Writing (W)

- Write arguments that support claims and counterclaims with clear reasons and relevant evidence that follow a logical progression. (MT.8.W.1)
- Write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of sufficient content. (MT.8.W.2)
- Write narratives about real or imagined experiences or events, using descriptive details, well-structured event sequences, and transitions to convey shifts in time or setting. (MT.8.W.3)
- Develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on how well purpose and audience have been addressed. (MT.8.W.4)
- Write a cohesive multi-paragraph text appropriate to task and purpose using a variety of sentence types. (MT.8.W.5)
- Demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking. (MT.8.W.6)

## Research and Inquiry (RI)

- Conduct research projects that answer self-generated questions and allow for multiple avenues of exploration, drawing on several reliable sources. (MT.8.RI.1)
- Gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; provide in-text citations and a bibliography according to a standard style. (MT.8.RI.2)
- Conduct short research projects to analyze the role of story, narrative, and oral tradition when reading sources from diverse cultural perspectives, values, beliefs, and points of view, including those of Montana Indigenous Peoples. (MT.8.RI.3)

## Speaking and Listening (SL)

- Engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly. (MT.8.SL.1)
- Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (MT.8.SL.2)
- Delineate a speaker's argument and specific claims, evaluating the reasoning, evidence, and the speaker's perspective. (MT.8.SL.3)
- Present information with relevant evidence, emphasizing the main point in a focused, coherent manner appropriate to purpose, audience, and task. (MT.8.SL.4)

# GRADES 9-10 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading – Foundational (RFO)

- Decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context. (MT.9-10.RFO.1)

## Reading – Vocabulary (RV)

- Determine the meaning of words and phrases in context, including figurative, connotative, cultural, and technical meanings and words and phrases with cultural significance to Montana Indigenous Peoples. (MT.9-10.RV.1)
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. (MT.9-10.RV.2)

## Reading – Fluency (RFL)

- Read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension. (MT.9-10.RFL.1)

## Reading – Comprehension (RC)

- Cite textual evidence to support analysis of both explicit and inferred meanings, including those by and about Montana Indigenous Peoples. (MT.9-10.RC.1)
- Provide an objective summary of a text. (MT.9-10.RC.2)
- Analyze how a theme or central idea is developed over the course of a text and discuss how emerging details shape, define, or forward the theme or central idea, including texts by and about Montana Indigenous Peoples. (MT.9-10.RC.3)
- Analyze the author's choices in developing a text with attention to specific elements or features of the text. (MT.9-10.RC.4)
- Analyze the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone. (MT.9-10.RC.5)
- Analyze how an author's choices to structure a text create specific effects and impact meaning. (MT.9-10.RC.6)
- Determine an author's point of view or purpose and analyze how the author communicates point of view or purpose, including culturally diverse texts and those by and about Montana Indigenous Peoples. (MT.9-10.RC.7)
- Analyze how an author draws on and transforms source material in a specific work, comparing themes, topics, and rhetorical features where relevant, including culturally diverse texts and those by and about Montana Indigenous Peoples. (MT.9-10.RC.8)

## Writing (W)

- Write arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (MT.9-10.W.1)
- Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (MT.9-10.W.2)
- Write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences. (MT.9-10.W.3)
- Develop and strengthen writing by planning, organizing, drafting, revising, implementing feedback, and editing to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (MT.9-10.W.4)
- Demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking. (MT.9-10.W.5)

## Research and Inquiry (RI)

- Conduct research projects that answer a question or solve a problem, producing a product that demonstrates understanding of the subject under investigation. (MT.9-10.RI.1)
- Gather and synthesize credible information from multiple sources, using the research strategies effectively; quote or paraphrase using in-text citations and provide a reference page according to a standard style. (MT.9-10.RI.2)
- Conduct research by analyzing sources for stereotypes, assumptions, and conflicting perspectives, including culturally diverse sources and those by and about Montana Indigenous Peoples. (MT.9-10.RI.3)

## Speaking and Listening (SL)

- Initiate and engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (MT.9-10.SL.1)
- Evaluate the credibility and accuracy of a variety of sources and identify the motives behind their presentation. (MT.9-10.SL.2)
- Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacies, faulty reasoning, and problematic evidence; consider the cultural backgrounds and lived experiences of the speaker and audience. (MT.9-10.SL.3)
- Present information, findings, and supporting evidence logically, in a manner appropriate to purpose, audience, and task. (MT.9-10.SL.4)

# GRADES 11-12 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

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## Reading – Foundational (RFO)

- Decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context. (MT.11-12.RFO.1)

## Reading – Vocabulary (RV)

- Determine the inferred meaning of words and phrases, citing context, morphology, etymology, and cultural influences on language changes over time, including words and phrases with cultural significance to Montana Indigenous Peoples. (MT.11-12.RV.1)
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. (MT.11-12.RV.2)

## Reading – Fluency (RFL)

- Read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension. (MT.11-12.RFL.1)

## Reading – Comprehension (RC)

- Cite textual evidence to support analysis of both explicit and inferred meanings, including texts by and about Montana Indigenous Peoples. (MT.11-12.RC.1)
- Provide an objective summary of a text. (MT.11-12.RC.2)
- Analyze the development of two or more themes or central ideas over the course of the text and determine how they interact and build on one another to produce a complex presentation, including texts by and about Montana Indigenous Peoples. (MT.11-12.RC.3)
- Analyze the author's choices in developing a text with attention to specific elements or features of the text. (MT.11-12.RC.4)
- Analyze word choice including figurative, connotative, historical, and technical language, and its impact on meaning and tone. (MT.11-12.RC.5)
- Analyze how an author's choices to structure specific parts of a text contribute to a text's development, meaning, and effectiveness. (MT.11-12.RC.6)
- Analyze an author's point of view or purpose and how style, content, and rhetoric contribute to the text, including those by and about Montana Indigenous Peoples. (MT.11-12.RC.7)

- Analyze foundational documents of historical and literary significance, comparing themes, topics, and rhetorical features where relevant, including culturally diverse texts and those by and about Montana Indigenous Peoples. (MT.11-12.RC.8)

## Writing (W)

- Write multifaceted arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (MT.11-12.W.1)
- Write informative texts that examine and convey advanced ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (MT.11-12.W.2)
- Write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences. (MT.11-12.W.3)
- Develop and strengthen writing by planning, organizing, drafting, revising, implementing feedback, and editing to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (MT.11-12.W.4)
- Demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking. (MT.11-12.W.5)

## Research and Inquiry (RI)

- Conduct both short and in-depth research projects that answer questions or solve problems, using multiple reliable sources and demonstrating understanding of the subject under investigation. (MT.11-12.RI.1)
- Gather and synthesize relevant information from multiple sources, using advanced research strategies, citing accurately and appropriately and providing an annotated bibliography according to a standard style. (MT.11-12.RI.2)
- Conduct research using self-generated questions by analyzing sources for bias and misinformation, including culturally diverse sources and those by and about Montana Indigenous Peoples. (MT.11-12.RI.3)

## Speaking and Listening (SL)

- Initiate and engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (MT.11-12.SL.1)
- Evaluate the credibility, accuracy, and presentation of multiple sources in a variety of formats and from multiple perspectives. (MT.11-12.SL.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; consider the cultural backgrounds and lived experiences of the speaker and audience. (MT.11-12.SL.3)
- Present a clear and distinct argument that addresses opposing perspectives using information, findings, and supporting evidence, in a manner appropriate to purpose, audience, and task. (MT.11-12.SL.4)



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**END OF GRADES 11-12 ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS**



## Montana English Language Arts and Literacy Content Standards Glossary

**Automaticity** - the ability to read words quickly and effortlessly

**Connotative** - describes implied ideas or associations beyond the denotative meaning of a word

**Decoding** - the ability to apply sound-symbol relationships to read words

**Encoding** - the translation of spoken word or sounds into writing, or spelling

**Etymology** - the study of the origin of words and the historical development of their meaning

**Figurative** - describes non-literal or metaphorical use of language

**Fluency** - the ability to read a text accurately, with appropriate pace and expression; fluency includes the skills of accuracy, automaticity, and prosody

**Grapheme** - a letter or group of letters that represents a single phoneme

**Morpheme** - the smallest meaningful unit of language that cannot be further divided, including affixes, prefixes, suffixes, and roots

**Morphology** - the study of morphemes and how they are combined

**Morphological awareness** - the recognition, understanding, and use of morphemes that strengthens word recognition and spelling

**Phoneme** - an individual sound; English is made up of 44 phonemes

**Phoneme-grapheme correspondence** - the ability to match a phoneme (single sound) to a grapheme (written representation) and vice versa

**Phonemic awareness** - the ability to recognize and manipulate individual phonemes in spoken language

**Phonological awareness** - the ability to recognize and manipulate various sounds in spoken language, including word parts, syllables, rhymes, and phonemes

**Prosody** - reading with appropriate expression and intonation, including pitch, tone, volume, and word emphasis

**Rhetoric** - the art of effective speaking or writing

**Syllabication** - the division of words into syllables

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# Appendix A: K-12 Correspondence with Common Core State Standards

## An Important Note

**The Montana State Standards are distinct from the [Common Core State Standards \(CCSS\)](#).** While some Montana standards remain similar to their CCSS counterparts, many have been significantly revised or newly developed. This correspondence information is provided as a reference tool to help educators understand where conceptual connections may exist between the two sets of standards.

It is important to note that **this correspondence does not imply equivalence**. Educators should not assume that a CCSS-aligned resource automatically addresses the expectations and requirements of the Montana ELA standards. Rather, this tool is intended to support educators in the process of evaluating existing materials, identifying areas of overlap or deviation, and making informed decisions about curriculum and instruction alignment to ensure that they are meeting the expectations of the Montana State Standards.

For the Montana Literacy Practices, no equivalent CCSS standards existed, unlike the 2025 Montana Mathematical Practices, which were based upon the CCSS Mathematical Practices and the 2011 Montana Mathematical Practices.

Because many available curricular resources are built around CCSS, the following charts may serve as a starting point for alignment work in districts and classrooms. However, each **Montana English Language Arts and Literacy Standard must be reviewed individually** to promote accurate delivery during instruction. This is especially true for standards that reference Montana's Indigenous Peoples and local communities, which are unique to our state.

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## Kindergarten English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)	Montana Standard Code	Corresponding Common Core Standard(s)
MT.K.RFO.1	<b>No corresponding standard</b>	MT.K.RV.3	CCSS.RI.K.4
MT.K.RFO.1.a	CCSS.RF.K.1.a	MT.K.RFL.1	<b>No corresponding standard</b>
MT.K.RFO.1.b	CCSS.RF.1.1.a	MT.K.RC.1	CCSS.RL.K.1; CCSS.RI.K.1; CCSS.SL.K.2
MT.K.RFO.1.c	CCSS.RI.K.5	MT.K.RC.2	CCSS.RL.K.2
MT.K.RFO.2	<b>No corresponding standard</b>	MT.K.RC.3	CCSS.RL.K.2; CCSS.RI.K.2
MT.K.RFO.2.a	CCSS.RF.1.2.c	MT.K.RC.4	CCSS.RL.K.3; CCSS.RI.K.3
MT.K.RFO.2.b	CCSS.RF.1.2.b	MT.K.RC.5	CCSS.RL.K.5
MT.K.RFO.2.c	CCSS.RF.1.2.d	MT.K.RC.6	CCSS.RL.K.6; CCSS.RI.K.6
MT.K.RFO.3	<b>No corresponding standard</b>	MT.K.W.1	CCSS.W.K.1
MT.K.RFO.3.a	CCSS.RF.K.3.a	MT.K.W.2	CCSS.W.K.2
MT.K.RFO.3.b	CCSS.RF.K.3.a	MT.K.W.3	CCSS.W.K.3
MT.K.RFO.3.c	CCSS.RF.K.3.b	MT.K.W.4	CCSS.W.K.5
MT.K.RFO.3.d	<b>No corresponding standard</b>	MT.K.W.5	<b>No corresponding standard</b>
MT.K.RFO.3.e	<b>No corresponding standard</b>	MT.K.W.6	CCSS.L.K.1
MT.K.RFO.4	<b>No corresponding standard</b>	MT.K.RI.1	CCSS.W.K.7
MT.K.RFO.4.a	<b>No corresponding standard</b>	MT.K.RI.2	CCSS.W.K.8
MT.K.RFO.4.b	CCSS.L.K.1.a	MT.K.RI.3	<b>No corresponding standard</b>
MT.K.RV.1	CCSS.L.K.4	MT.K.SL.1	CCSS.SL.K.1; CCSS.SL.K.1.a
MT.K.RV.2	CCSS.L.K.6	MT.K.SL.2	CCSS.L.K.1

## Grade 1 English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)	Montana Standard Code	Corresponding Common Core Standard(s)
MT.1.RFO.1	<b>No corresponding standard</b>	MT.1.RFL.1	CCSS.RF.1.4
MT.1.RFO.1.a	CCSS.RF.1.2.a	MT.1.RFL.2	<b>No corresponding standard</b>
MT.1.RFO.1.b	CCSS.RF.1.2.b	MT.1.RC.1	CCSS.RL.1.1; CCSS.RI.1.1; CCSS.SL.1.2
MT.1.RFO.1.c	CCSS.RF.1.2.d	MT.1.RC.2	CCSS.RL.1.2
MT.1.RFO.2	<b>No corresponding standard</b>	MT.1.RC.3	CCSS.RL.1.2; CCSS.RI.1.2
MT.1.RFO.2.a	CCSS.RF.1.3.a	MT.1.RC.4	CCSS.RL.1.3; CCSS.RI.1.3
MT.1.RFO.2.b	<b>No corresponding standard</b>	MT.1.RC.5	CCSS.RL.1.5; CCSS.RI.1.5
MT.1.RFO.2.c	<b>No corresponding standard</b>	MT.1.RC.6	CCSS.RL.1.6
MT.1.RFO.2.d	CCSS.RF.1.3.b	MT.1.W.1	CCSS.W.1.1
MT.1.RFO.2.e	CCSS.RF.1.3.e	MT.1.W.2	CCSS.W.1.2
MT.1.RFO.2.f	CCSS.RF.1.3.f	MT.1.W.3	CCSS.W.1.3
MT.1.RFO.2.g	<b>No corresponding standard</b>	MT.1.W.4	CCSS.W.1.5
MT.1.RFO.3	<b>No corresponding standard</b>	MT.1.W.5	<b>No corresponding standard</b>
MT.1.RFO.3.a	<b>No corresponding standard</b>	MT.1.W.6	CCSS.L.1.1; CCSS.L.1.2
MT.1.RFO.3.b	<b>No corresponding standard</b>	MT.1.RI.1	CCSS.W.1.7
MT.1.RFO.3.c	<b>No corresponding standard</b>	MT.1.RI.2	CCSS.W.1.8
MT.1.RFO.3.d	CCSS.L.1.1.a	MT.1.RI.3	<b>No corresponding standard</b>
MT.1.RV.1	CCSS.L.1.4	MT.1.SL.1	CCSS.SL.1.1
MT.1.RV.2	CCSS.L.1.6	MT.1.SL.2	CCSS.L.1.1
MT.1.RV.3	CCSS.RI.1.4		

## Grade 2 English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)	Montana Standard Code	Corresponding Common Core Standard(s)
MT.2.RFO.1	<b>No corresponding standard</b>	MT.2.RC.3	CCSS.RL.2.2; CCSS.RI.2.2
MT.2.RFO.1.a	CCSS.RF.2.3.c	MT.2.RC.4	CCSS.RL.2.3; CCSS.RI.2.3
MT.2.RFO.1.b	CCSS.RF.2.3.d	MT.2.RC.5	CCSS.RL.2.5; CCSS.RI.2.5
MT.2.RFO.1.c	<b>No corresponding standard</b>	MT.2.RC.6	CCSS.RL.2.6
MT.2.RFO.2	<b>No corresponding standard</b>	MT.2.W.1	CCSS.W.2.1
MT.2.RFO.2.a	<b>No corresponding standard</b>	MT.2.W.2	CCSS.W.2.2
MT.2.RFO.2.b	<b>No corresponding standard</b>	MT.2.W.3	CCSS.W.2.3
MT.2.RFO.2.c	<b>No corresponding standard</b>	MT.2.W.4	CCSS.W.2.5
MT.2.RFO.2.d	<b>No corresponding standard</b>	MT.2.W.5	<b>No corresponding standard</b>
MT.2.RV.1	CCSS.L.2.4	MT.2.W.6	CCSS.L.2.1; CCSS.L.2.2
MT.2.RV.2	CCSS.L.2.6	MT.2.RI.1	CCSS.W.2.7
MT.2.RV.3	CCSS.RI.2.4	MT.2.RI.2	CCSS.W.2.8
MT.2.RFL.1	CCSS.RF.2.4	MT.2.RI.3	<b>No corresponding standard</b>
MT.2.RFL.2	<b>No corresponding standard</b>	MT.2.SL.1	CCSS.SL.2.1
MT.2.RC.1	CCSS.RL.2.1; CCSS.RI.2.1; CCSS.SL.K.2	MT.2.SL.2	CCSS.L.2.1
MT.2.RC.2	CCSS.RL.2.2; CCSS.RI.2.2		

## Grade 3 English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)	Montana Standard Code	Corresponding Common Core Standard(s)
MT.3.RFO.1	<b>No corresponding standard</b>	MT.3.RC.6	CCSS.RL.3.5
MT.3.RFO.1.a	CCSS.RF.3.3.c	MT.3.RC.7	CCSS.RL.3.6; CCSS.RI.3.6
MT.3.RFO.1.b	CCSS.RF.3.3.a; CCSS.RF.3.3.b	MT.3.W.1	CCSS.W.3.1; CCSS.W.3.1.a; CCSS.W.3.1.b; CCSS.W.3.1.c; CCSS.W.3.1.d
MT.3.RFO.2	<b>No corresponding standard</b>	MT.3.W.2	CCSS.W.3.2; CCSS.W.3.2.a; CCSS.W.3.2.b; CCSS.W.3.2.d
MT.3.RFO.2.a	<b>No corresponding standard</b>	MT.3.W.3	CCSS.W.3.3
MT.3.RFO.2.b	<b>No corresponding standard</b>	MT.3.W.4	CCSS.W.3.5
MT.3.RFO.2.c	<b>No corresponding standard</b>	MT.3.W.5	<b>No corresponding standard</b>
MT.3.RV.1	CCSS.L.3.6	MT.3.W.6	CCSS.L.3.1; CCSS.L.3.2
MT.3.RV.2	CCSS.RI.3.4; CCSS.L.3.4	MT.3.RI.1	CCSS.W.3.7
MT.3.RFL.1	CCSS.RF.3.4	MT.3.RI.2	CCSS.W.3.8
MT.3.RC.1	CCSS.RL.3.1; CCSS.RI.3.1	MT.3.RI.3	<b>No corresponding standard</b>
MT.3.RC.2	CCSS.RI.3.2	MT.3.SL.1	CCSS.SL.3.1
MT.3.RC.3	CCSS.RL.3.2; CCSS.RI.3.2	MT.3.SL.2	CCSS.SL.3.2
MT.3.RC.4	CCSS.RL.3.3; CCSS.RI.3.3	MT.3.SL.3	CCSS.SL.3.4
MT.3.RC.5	CCSS.RL.3.4		

## Grade 4 English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)
MT.4.RFO.1	CCSS.RF.4.3; CCSS.RF.4.3.a
MT.4.RFO.2	<b>No corresponding standard</b>
MT.4.RV.1	CCSS.L.4.6
MT.4.RV.2	CCSS.RI.4.4; CCSS.L.4.4
MT.4.RFL.1	CCSS.RF.4.4
MT.4.RC.1	CCSS.RL.4.1; CCSS.RI.4.1
MT.4.RC.2	CCSS.RL.4.2; CCSS.RI.4.2
MT.4.RC.3	CCSS.RL.4.2; CCSS.RI.4.2
MT.4.RC.4	CCSS.RI.4.3
MT.4.RC.5	CCSS.RL.4.4
MT.4.RC.6	CCSS.RL.4.5; CCSS.RI.4.5
MT.4.RC.7	CCSS.RL.4.6; CCSS.RI.4.6
MT.4.W.1	CCSS.W.4.1; CCSS.W.4.1.a; CCSS.W.4.1.b; CCSS.W.4.1.c; CCSS.W.4.1.d
MT.4.W.2	CCSS.W.4.2; CCSS.W.4.2.a; CCSS.W.4.2.b; CCSS.W.4.2.c; CCSS.W.4.2.e
MT.4.W.3	CCSS.W.4.3; CCSS.W.4.3.b
MT.4.W.4	CCSS.W.4.5
MT.4.W.5	<b>No corresponding standard</b>
MT.4.W.6	CCSS.L.4.1; CCSS.W.4.1L.4.2
MT.4.RI.1	CCSS.W.4.7
MT.4.RI.2	CCSS.W.4.8
MT.4.RI.3	<b>No corresponding standard</b>
MT.4.SL.1	CCSS.SL.4.1
MT.4.SL.2	CCSS.SL.4.2
MT.4.SL.3	CCSS.SL.4.4

## Grade 5 English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)
MT.5.RFO.1	CCSS.RF.5.3; CCSS.RF.5.3.a
MT.5.RFO.2	<b>No corresponding standard</b>
MT.5.RV.1	CCSS.L.5.6
MT.5.RV.2	CCSS.RI.5.4; CCSS.L.5.4
MT.5.RFL.1	CCSS.RF.5.4
MT.5.RC.1	CCSS.RL.5.1; CCSS.RI.5.1
MT.5.RC.2	CCSS.RL.5.2; CCSS.RI.5.2
MT.5.RC.3	CCSS.RL.5.2; CCSS.RI.5.2
MT.5.RC.4	CCSS.RL.5.3; CCSS.RI.5.3
MT.5.RC.5	CCSS.RL.5.4
MT.5.RC.6	CCSS.RL.5.5; CCSS.RI.5.5
MT.5.RC.7	CCSS.RL.5.6
MT.5.RC.8	CCSS.RL.5.9; CCSS.RI.5.6
MT.5.W.1	CCSS.W.5.1; CCSS.W.5.1.a; CCSS.W.5.1.b; CCSS.W.5.1.c; CCSS.W.5.1.d
MT.5.W.2	CCSS.W.5.2; CCSS.W.5.2.a; CCSS.W.5.2.b; CCSS.W.5.2.c; CCSS.W.5.2.e
MT.5.W.3	CCSS.W.5.3; CCSS.W.5.3.a; CCSS.W.5.3.b; CCSS.W.5.3.c
MT.5.W.4	CCSS.W.5.5
MT.5.W.5	<b>No corresponding standard</b>
MT.5.W.6	CCSS.L.5.1; CCSS.L.5.2
MT.5.RI.1	CCSS.W.5.7
MT.5.RI.2	CCSS.W.5.8
MT.5.RI.3	<b>No corresponding standard</b>
MT.5.SL.1	CCSS.SL.5.1
MT.5.SL.2	CCSS.SL.5.2
MT.5.SL.3	CCSS.SL.5.4

## Grade 6 English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)
MT.6.RFO.1	<b>No corresponding standard</b>
MT.6.RV.1	CCSS.L.6.4
MT.6.RFL.1	<b>No corresponding standard</b>
MT.6.RC.1	CCSS.RL.6.1; CCSS.RI.6.1
MT.6.RC.2	CCSS.RL.6.2; CCSS.RI.6.2
MT.6.RC.3	CCSS.RL.6.2; CCSS.RI.6.2
MT.6.RC.4	CCSS.RL.6.3; CCSS.RI.6.3
MT.6.RC.5	CCSS.RL.6.4; CCSS.RI.6.4
MT.6.RC.6	CCSS.RL.6.5; CCSS.RI.6.5
MT.6.RC.7	CCSS.RL.6.6; CCSS.RI.6.6
MT.6.RC.8	CCSS.RL.6.7; CCSS.RL.6.9; CCSS.RI.6.7; CCSS.RI.6.9
MT.6.W.1	CCSS.W.6.1
MT.6.W.2	CCSS.W.6.2
MT.6.W.3	CCSS.W.6.3
MT.6.W.4	CCSS.W.6.5
MT.6.W.5	<b>No corresponding standard</b>
MT.6.W.6	CCSS.L.6.1; CCSS.L.6.2
MT.6.RI.1	CCSS.W.6.7
MT.6.RI.2	CCSS.W.6.8
MT.6.RI.3	<b>No corresponding standard</b>
MT.6.SL.1	CCSS.SL.6.1
MT.6.SL.2	CCSS.SL.6.2
MT.6.SL.3	CCSS.SL.6.3
MT.6.SL.4	CCSS.SL.6.4

## Grade 7 English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)
MT.7.RFO.1	<b>No corresponding standard</b>
MT.7.RV.1	CCSS.L.7.5; CCSS.L.7.5.c; CCSS.RL.7.4; CCSS.RI.7.4
MT.7.RFL.1	<b>No corresponding standard</b>
MT.7.RC.1	CCSS.RL.7.1; CCSS.RI.7.1
MT.7.RC.2	CCSS.RL.7.2; CCSS.RI.7.2
MT.7.RC.3	CCSS.RL.7.2; CCSS.RI.7.2
MT.7.RC.4	CCSS.RL.7.3; CCSS.RI.7.3
MT.7.RC.5	CCSS.RL.7.4; CCSS.RI.7.4
MT.7.RC.6	CCSS.RL.7.5; CCSS.RI.7.5
MT.7.RC.7	CCSS.RL.7.6; CCSS.RI.7.6
MT.7.RC.8	CCSS.RL.7.7; CCSS.RL.7.9; RI.7.7; RI.7.9
MT.7.W.1	CCSS.W.7.1
MT.7.W.2	CCSS.W.7.2
MT.7.W.3	CCSS.W.7.3; CCSS.W.7.3.a
MT.7.W.4	CCSS.W.7.5
MT.7.W.5	<b>No corresponding standard</b>
MT.7.W.6	CCSS.L.7.1; CCSS.L.7.2
MT.7.RI.1	CCSS.W.7.7
MT.7.RI.2	CCSS.W.7.8
MT.7.RI.3	<b>No corresponding standard</b>
MT.7.SL.1	CCSS.SL.7.1
MT.7.SL.2	CCSS.SL.7.2
MT.7.SL.3	CCSS.SL.7.3
MT.7.SL.4	CCSS.SL.7.4

## Grade 8 English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)
MT.8.RFO.1	<b>No corresponding standard</b>
MT.8.RV.1	CCSS.L.8.5; CCSS.8.5.c; CCSS.RL.8.4; CCSS.RI.8.4
MT.8.RFL.1	<b>No corresponding standard</b>
MT.8.RC.1	CCSS.RL.8.1; CCSS.RI.8.1
MT.8.RC.2	CCSS.RL.8.2; CCSS.RI.8.2
MT.8.RC.3	CCSS.RL.8.2; CCSS.RI.8.2
MT.8.RC.4	CCSS.RL.8.3; CCSS.RI.8.3
MT.8.RC.5	CCSS.RL.8.4; CCSS.RI.8.4
MT.8.RC.6	CCSS.RL.8.5; CCSS.RI.8.5
MT.8.RC.7	CCSS.RL.8.6; CCSS.RI.8.6
MT.8.RC.8	CCSS.RL.8.7; CCSS.RL.8.9; CCSS.RI.8.7; CCSS.RI.8.9
MT.8.W.1	CCSS.W.8.1; CCSS.W.8.1.a
MT.8.W.2	CCSS.W.8.2
MT.8.W.3	CCSS.W.8.3; CCSS.W.8.3.c
MT.8.W.4	CCSS.W.8.5
MT.8.W.5	<b>No corresponding standard</b>
MT.8.W.6	CCSS.L.8.1; CCSS.L.8.2
MT.8.RI.1	CCSS.W.8.7
MT.8.RI.2	CCSS.W.8.8
MT.8.RI.3	<b>No corresponding standard</b>
MT.8.SL.1	CCSS.SL.8.1
MT.8.SL.2	CCSS.SL.8.2
MT.8.SL.3	CCSS.SL.8.3
MT.8.SL.4	CCSS.SL.8.4

## Grades 9-10 English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)
MT.9-10.RFO.1	<b>No corresponding standard</b>
MT.9-10.RV.1	CCSS.L.9-10.3; CCSS.L.9-10.4; CCSS.L.9-10.5
MT.9-10.RV.2	CCSS.L.9-10.4.b
MT.9-10.RFL.1	<b>No corresponding standard</b>
MT.9-10.RC.1	CCSS.RL.9-10.1; CCSS.RI.9-10.1
MT.9-10.RC.2	CCSS.RL.9-10.2; CCSS.RI.9-10.2
MT.9-10.RC.3	CCSS.RL.9-10.2; CCSS.RI.9-10.2
MT.9-10.RC.4	CCSS.RL.9-10.3; CCSS.RI.9-10.3
MT.9-10.RC.5	CCSS.RL.9-10.4; CCSS.RI.9-10.4
MT.9-10.RC.6	CCSS.RL.9-10.5; CCSS.RI.9-10.5
MT.9-10.RC.7	CCSS.RL.9-10.6; CCSS.RI.9-10.6
MT.9-10.RC.8	CCSS.RL.9-10.9
MT.9-10.W.1	CCSS.W.9-10.1
MT.9-10.W.2	CCSS.W.9-10.2
MT.9-10.W.3	CCSS.W.9-10.3
MT.9-10.W.4	CCSS.W.9-10.5
MT.9-10.W.5	CCSS.L.9-10.1; CCSS.L.9-10.2
MT.9-10.RI.1	CCSS.W.9-10.7
MT.9-10.RI.2	CCSS.W.9-10.8
MT.9-10.RI.3	<b>No corresponding standard</b>
MT.9-10.SL.1	CCSS.SL.9-10.1
MT.9-10.SL.2	CCSS.SL.9-10.2
MT.9-10.SL.3	CCSS.SL.9-10.3
MT.9-10.SL.4	CCSS.SL.9-10.4

## Grades 11-12 English Language Arts and Literacy Content Standards

Montana Standard Code	Corresponding Common Core Standard(s)
MT.11-12.RFO.1	<b>No corresponding standard</b>
MT.11-12.RV.1	CCSS.L.11-12.3; CCSS.L.11-12.4; CCSS.L.11-12.5
MT.11-12.RV.2	CCSS.L.11-12.4.b
MT.11-12.RFL.1	<b>No corresponding standard</b>
MT.11-12.RC.1	CCSS.RL.11-12.1; CCSS.RI.11-12.1
MT.11-12.RC.2	CCSS.RL.11-12.2; CCSS.RI.11-12.2
MT.11-12.RC.3	CCSS.RL.11-12.2; CCSS.RI.11-12.2
MT.11-12.RC.4	CCSS.RL.11-12.3; CCSS.RI.11-12.3
MT.11-12.RC.5	CCSS.RL.11-12.4; CCSS.RI.11-12.4
MT.11-12.RC.6	CCSS.RL.11-12.5; CCSS.RI.11-12.5
MT.11-12.RC.7	CCSS.RL.11-12.6; CCSS.RI.11-12.6
MT.11-12.RC.8	CCSS.RL.11-12.9; CCSS.RI.11-12.9
MT.11-12.W.1	CCSS.W.11-12.1
MT.11-12.W.2	CCSS.W.11-12.2
MT.11-12.W.3	CCSS.W.11-12.3
MT.11-12.W.4	CCSS.W.11-12.5
MT.11-12.W.5	CCSS.L.11-12.1; CCSS.L.11-12.2
MT.11-12.RI.1	CCSS.W.11-12.7
MT.11-12.RI.2	CCSS.W.11-12.8
MT.11-12.RI.3	<b>No corresponding standard</b>
MT.11-12.SL.1	CCSS.SL.11-12.1
MT.11-12.SL.2	CCSS.SL.11-12.2
MT.11-12.SL.3	CCSS.SL.11-12.3
MT.11-12.SL.4	CCSS.SL.11-12.4

## Appendix B: K-12 Vertical Alignment by Strand

This appendix provides examples of the progression of standards across grade levels PK-5. This resource is intended to support educators in understanding the trajectory of a student's development regarding a concept across grade levels, aiding in identifying prerequisite, corequisite, and post-requisite knowledge. Learning concepts are represented by the individual rows in the charts below. This can aid in conversations regarding the identification of power standards, cross-grade level alignment, instructional differentiation, and scope and sequencing within schools and districts.

### Vertically Aligned K-12 English Language Arts and Literacy Content Standards for Reading

#### Reading – Foundational

Print Concepts

K	1	2	3	4	5	6	7	8	9-10	11-12
<i>Follow words from left to right, top to bottom, and page by page. (MT.K.RFO.1.a)</i>										
<i>Recognize the distinguishing features of a sentence. (MT.K.RFO.1.b)</i>										
<i>Locate essential text features of a book. (MT.K.RFO.1.c)</i>										

#### Phonemic Awareness

<i>Identify initial, final, and medial phoneme in consonant-vowel-consonant (CVC) words with automaticity. (MT.K.RFO.2.a)</i>	<i>Distinguish long from short vowel sounds in spoken single-syllable words. (MT.1.RFO.1.a)</i>									
<i>Orally blend phonemes in CVC words with automaticity. (MT.K.RFO.2.b)</i>	<i>Orally blend phonemes in complex single-syllable words. (MT.1.RFO.1.b)</i>									
<i>Orally segment phonemes in CVC words with automaticity. (MT.K.RFO.2.c)</i>	<i>Orally segment phonemes in complex single-syllable words. (MT.1.RFO.1.c)</i>									

## Reading – Foundational

### Decoding

K	1	2	3	4	5	6	7	8	9-10	11-12
Name and produce the most common sounds for all consonants. (MT.K.RFO.3.a)										
Demonstrate knowledge of phoneme-grapheme relationships between consonant digraph and trigraph graphemes and their most commonly occurring phonemes. (MT.K.RFO.3.b)	Demonstrate knowledge of phoneme-grapheme relationships between consonant digraph and trigraph graphemes and their most commonly occurring phonemes. (MT.1.RFO.2.a)			Decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.4.RFO.1)	Decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.5.RFO.1)	Decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.6.RFO.1)	Decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.7.RFO.1)	Decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.8.RFO.1)	Decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context. (MT.9-10.RFO.1)	Decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context. (MT.11-12.RFO.1)
Demonstrate knowledge of phoneme-grapheme relationships between vowel graphemes and short vowel phonemes. (MT.K.RFO.3.c)	Demonstrate knowledge of phoneme-grapheme relationships between common vowel graphemes and long vowel phonemes. (MT.1.RFO.2.b)	Demonstrate knowledge of phoneme-grapheme relationships between all complex vowel phonemes and graphemes. (MT.2.RF.1.a)								
	Demonstrate knowledge of phoneme-grapheme relationships between common r-controlled vowel graphemes phonemes. (MT.1.RFO.2.c)									

## Reading – Foundational

Decoding cont.

K	1	2	3	4	5	6	7	8	9-10	11-12
<i>Decode words using one-to-one phoneme-grapheme correspondences in vowel-consonant (VC) and CVC words with accuracy. (MT.K.RFO.3.d)</i>	<i>Decode regularly spelled one-syllable words. (MT.1.RFO.2.d)</i>									
	<i>Decode regularly spelled two-syllable words comprised of closed syllables following basic patterns, by breaking the words into syllables. (MT.1.RFO.2.e)</i>	<i>Decode two-syllable words comprised of different syllable types that follow regular spelling patterns by breaking the words into syllables. (MT.2.RF.1.b)</i>	<i>Decode two- and three-syllable words comprised of all syllable types. (MT.3.RFO.1.a)</i>							
	<i>Decode words with inflectional endings. (MT.1.RFO.2.f)</i>	<i>Decode words with common prefixes and suffixes. (MT.2.RF.1.c)</i>	<i>Decode two and three-syllable words with common roots and affixes. (MT.3.RFO.1.b)</i>							
<i>Read decodable texts accurately. (MT.K.RFO.3.e)</i>	<i>Read decodable texts accurately and with automaticity. (MT.1.RFO.2.g)</i>									

## Reading – Foundational

### Encoding

K	1	2	3	4	5	6	7	8	9-10	11-12
Encode words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy. (MT.K.RFO.4.a)	Encode one-syllable words that follow regular spelling patterns. (MT.1.RFO.3.a)	Encode one-syllable words with all phoneme-grapheme patterns. (MT.2.RF.2.a)	Encode multisyllabic words including words with common affixes. (MT.3.RFO.2.a)	Encode multisyllabic words using combined knowledge of taught letter-sound correspondences, syllabication patterns, and morpheme structures. (MT.4.RFO.2)	Encode multisyllabic words using combined knowledge of English graphemes, syllabication patterns, and taught morpheme structures. (MT.5.RFO.2)					
	Encode two-syllable words comprised of closed syllables that follow regular spelling patterns. (MT.1.RFO.3.b)	Encode two-syllable words comprised of different syllable types that follow regular spelling patterns. (MT.2.RF.2.b)	Encode two-syllable words comprised of different syllable types that follow regular spelling patterns. (MT.3.RFO.2.b)							
	Encode words with inflectional endings, focusing on words that retain their root spelling when an inflectional ending is added. (MT.1.RFO.3.c)	Encode words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending. (MT.2.RF.2.c)	Encode words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending. (MT.3.RFO.2.c)							
Print upper and lowercase letters. (MT.K.RFO.4.b)	Print upper and lowercase letters with automaticity. (MT.1.RFO.3.d)	Print upper and lowercase letters with automaticity and accuracy, including the introduction of cursive. (MT.2.RF.2.d)								

## Reading-Vocabulary

K	1	2	3	4	5	6	7	8	9-10	11-12
Use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (MT.K.RV.1)	Use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (MT.1.RV.1)	Use word learning strategies, including knowledge of morphemes, to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (MT.2.RV.1)								
Develop and apply expanding word knowledge through shared reading and classroom conversation. (MT.K.RV.2)	Develop and apply expanding word knowledge through shared reading and classroom conversation. (MT.1.RV.2)	Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation. (MT.2.RV.2)	Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation. (MT.3.RV.1)	Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation. (MT.4.RV.1)	Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation. (MT.5.RV.1)					

## Reading-Vocabulary

K	1	2	3	4	5	6	7	8	9-10	11-12
<p><i>With prompting and support, ask and answer questions about unknown words in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.K.RV.3)</i></p>	<p><i>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.1.RV.3)</i></p>	<p><i>Determine the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.2.RV.3)</i></p>	<p><i>Determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.3.RV.2)</i></p>	<p><i>Determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.4.RV.2)</i></p>	<p><i>Determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples. (MT.5.RV.2)</i></p>	<p><i>Infer the meaning of words and phrases as they are used in fiction and nonfiction texts, including words and phrases with cultural significance to Montana Indigenous Peoples. (MT.6.RV.1)</i></p>	<p><i>Articulate the potential effect of a specific word choice on the meaning when given two word choices in a set context, including words with cultural significance to Montana Indigenous Peoples. (MT.7.RV.1)</i></p>	<p><i>Articulate the potential effect of specific word choice on meaning when given two comparative texts on the same subject or event, including words and phrases with cultural significance to Montana Indigenous Peoples. (MT.8.RV.1)</i></p>	<p><i>Determine the meaning of words and phrases in context, including figurative, connotative, cultural, and technical meanings and words and phrases with cultural significance to Montana Indigenous Peoples. (MT.9-10.RV.1)</i></p>	<p><i>Determine the inferred meaning of words and phrases, citing context, morphology, etymology, and cultural influences on language changes over time, including words and phrases with cultural significance to Montana Indigenous Peoples. (MT.11-12.RV.1)</i></p>
									<p><i>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. (MT.9-10.RV.2)</i></p>	<p><i>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. (MT.11-12.RV.2)</i></p>

## Reading-Fluency

K	1	2	3	4	5	6	7	8	9-10	11-12
	<i>Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension. (MT.1.RFL.1)</i>	<i>Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension. (MT.2.RFL.1)</i>	<i>Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension. (MT.3.RFL.1)</i>	<i>Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension. (MT.4.RFL.1)</i>	<i>Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension. (MT.5.RFL.1)</i>	<i>Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension. (MT.6.RFL.1)</i>	<i>Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension. (MT.7.RFL.1)</i>	<i>Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension. (MT.8.RFL.1)</i>	<i>Read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension. (MT.9-10.RFL.1)</i>	<i>Read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension. (MT.11-12.RFL.1)</i>
<i>Read common high-frequency words with accuracy and automaticity. (MT.K.RFL.1)</i>	<i>Read common high-frequency words with accuracy and automaticity. (MT.1.RFL.2)</i>	<i>Read common high-frequency words with accuracy and automaticity. (MT.2.RFL.2)</i>								

## Reading-Comprehension

K	1	2	3	4	5	6	7	8	9-10	11-12
With prompting and support, ask and answer questions about key details in text read aloud and presented through other media, including texts by and about Montana Indigenous Peoples. (MT.K.RC.1)	Ask and answer questions about key details in text read aloud and presented through other media, including texts by and about Montana Indigenous Peoples. (MT.1.RC.1)	Ask and answer questions about shared text to demonstrate an understanding of key details, including texts by and about Montana Indigenous Peoples. (MT.2.RC.1)	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers, including those by and about Montana Indigenous Peoples. (MT.3.RC.1)	Refer to specific details and examples in a text to explain what it explicitly states and to draw inferences, including those by and about Montana Indigenous Peoples. (MT.4.RC.1)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, including those by and about Montana Indigenous Peoples. (MT.5.RC.1)	Cite textual evidence that supports analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples. (MT.6.RC.1)	Cite several pieces of textual evidence to support analysis of what a text explicitly states, as well as inferences drawn from the text, including texts by and about Montana Indigenous Peoples. (MT.7.RC.1)	Cite the textual evidence that most strongly supports an analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples. (MT.8.RC.1)	Cite textual evidence to support analysis of both explicit and inferred meanings, including those by and about Montana Indigenous Peoples. (MT.9-10.RC.1)	Cite textual evidence to support analysis of both explicit and inferred meanings, including texts by and about Montana Indigenous Peoples. (MT.11-12.RC.1)
Retell a familiar story. (MT.K.RC.2)	Retell a story. (MT.1.RC.2)	Recount a portion of a text. (MT.2.RC.2)	Paraphrase a text. (MT.3.RC.2)	Summarize a portion of a text. (MT.4.RC.2)	Summarize a text. (MT.5.RC.2)	Provide an objective summary of the text. (MT.6.RC.2)	Provide an objective summary of the text. (MT.7.RC.2)	Provide an objective summary of the text. (MT.8.RC.2)	Provide an objective summary of a text. (MT.9-10.RC.2)	Provide an objective summary of a text. (MT.11-12.RC.2)
With prompting and support, participate in discussions about the central idea and key details in a text, including those by and about Montana Indigenous Peoples. (MT.K.RC.3)	Participate in discussions about the central ideas and key details in a text, including those by and about Montana Indigenous Peoples. (MT.1.RC.3)	Determine the central ideas and key details in a text, including those by and about Montana Indigenous Peoples. (MT.2.RC.3)	Identify and explain a stated central idea or theme and how it is developed with key details in a text, including those by and about Montana Indigenous Peoples. (MT.3.RC.3)	Identify and explain a stated or implied central idea or theme and how it is developed with key details in a text, including those by and about Montana Indigenous Peoples. (MT.4.RC.3)	Explain the development of a stated or implied central idea or theme over the course of a text, including those by and about Montana Indigenous Peoples. (MT.5.RC.3)	Determine a theme or central idea of a text and explain how it is conveyed through particular details, including those by and about Montana Indigenous Peoples. (MT.6.RC.3)	Determine a theme or central idea of a text and analyze its development over the course of the text, including those by and about Montana Indigenous Peoples. (MT.7.RC.3)	Analyze the development of a theme or central idea over the course of the text and its relationship to specific elements of the text, including those by and about Montana Indigenous Peoples. (MT.8.RC.3)	Analyze how a theme or central idea is developed over the course of a text and discuss how emerging details shape, define, or forward the theme or central idea, including texts by and about Montana Indigenous Peoples. (MT.9-10.RC.3)	Analyze the development of two or more themes or central ideas over the course of the text and determine how they interact and build on one another to produce a complex presentation, including texts by and about Montana Indigenous Peoples. (MT.11-12.RC.3)

## Reading-Comprehension (Continued)

K	1	2	3	4	5	6	7	8	9-10	11-12
<i>During or after a shared reading or listening experience, identify elements within stories and describe connections between events or ideas in informational text. (MT.K.RC.4)</i>	<i>During or after a shared reading or listening experience, describe elements within stories and connections between events or ideas in informational text. (MT.1.RC.4)</i>	<i>During or after a shared reading or listening experience, describe the connections between elements, events, or ideas within fiction and nonfiction texts. (MT.2.RC.4)</i>	<i>Describe how elements within a fictional story contribute to the sequence of events; describe the sequence of events, steps, and or/ideas within nonfiction texts. (MT.3.RC.4)</i>	<i>Explain the connections between elements within a fictional story; explain the relationships between events or ideas within nonfiction texts. (MT.4.RC.4)</i>	<i>Use key details to compare and contrast two or more elements within a fiction or nonfiction text. (MT.5.RC.4)</i>	<i>Determine how elements of a text are developed and build toward a conclusion. (MT.6.RC.4)</i>	<i>Analyze how particular elements of a text interact throughout its development. (MT.7.RC.4)</i>	<i>Analyze the author's choices in developing a text with attention to specific elements or features of the text. (MT.8.RC.4)</i>	<i>Analyze the author's choices in developing a text with attention to specific elements or features of the text. (MT.9-10.RC.4)</i>	<i>Analyze the author's choices in developing a text with attention to specific elements or features of the text. (MT.11-12.RC.4)</i>
			<i>Identify figurative language. (MT.3.RC.5)</i>	<i>Identify and explain how figurative language contributes to the meaning of the text. (MT.4.RC.5)</i>	<i>Identify and explain how figurative language contributes to the meaning and tone of the text. (MT.5.RC.5)</i>	<i>Analyze the impact of specific word choice on meaning and tone, including figurative, connotative, and technical meanings. (MT.6.RC.5)</i>	<i>Determine the shades of meaning of words and phrases as they are used in a text, including figurative, connotative, and technical language, and their impact on meaning and tone. (MT.7.RC.5)</i>	<i>Evaluate the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone. (MT.8.RC.5)</i>	<i>Analyze the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone. (MT.9-10.RC.5)</i>	<i>Analyze word choice including figurative, connotative, historical, and technical language, and its impact on meaning and tone. (MT.11-12.RC.5)</i>
<i>Identify whether a text is telling a story or sharing information. (MT.K.RC.5)</i>	<i>Identify basic text features and explain the differences between text that tell stories and texts that provide information. (MT.1.RC.5)</i>	<i>Describe the basic structure and features of different types of texts; identify the sequence of information or narrative within a text. (MT.2.RC.5)</i>	<i>Compare and contrast the structure and features of different types of texts. (MT.3.RC.6)</i>	<i>Describe how an author's structural choices and text features contribute to the overall meaning. (MT.4.RC.6)</i>	<i>Compare and contrast how text features, structures, and sequences of events or information in two or more texts contribute to the overall meaning. (MT.5.RC.6)</i>	<i>Analyze how a sentence, section, chapter, scene, or stanza fits into the overall structure or theme of a text. (MT.6.RC.6)</i>	<i>Analyze how a text's form or structure contributes to its meaning. (MT.7.RC.6)</i>	<i>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text affects its meaning. (MT.8.RC.6)</i>	<i>Analyze how an author's choices to structure a text create specific effects and impact meaning. (MT.9-10.RC.6)</i>	<i>Analyze how an author's choices to structure specific parts of a text contribute to a text's development, meaning, and effectiveness. (MT.11-12.RC.6)</i>

## Reading-Comprehension (Continued)

K	1	2	3	4	5	6	7	8	9-10	11-12
Identify who is telling the story at various points in shared reading of literary text, including texts by and about Montana Indigenous Peoples. (MT.K.RC.6)	Identify character point of view in shared reading stories, including texts by and about Montana Indigenous Peoples. (MT.1.RC.6)	Compare differences in characters' point of view in shared reading stories, including texts by and about Montana Indigenous Peoples. (MT.2.RC.6)	Distinguish their own point of view from that of the writer or those of the characters, including texts by and about Montana Indigenous Peoples. (MT.3.RC.7)	Compare and contrast the point of view from which different texts are written, including those by and about Montana Indigenous Peoples. (MT.4.RC.7)	Describe how a narrator's or author's point of view influences how events are described, including those by and about Montana Indigenous Peoples. (MT.5.RC.7)	Describe how an author's background and lived experiences affect the points of view in texts, including culturally diverse texts and those that represent the perspectives of Montana Indigenous peoples. (MT.6.RC.7)	Describe how an author's background and lived experiences affect the points of view in texts, including in culturally diverse texts and those that represent the perspectives of Montana Indigenous Peoples. (MT.7.RC.7)	Analyze how point of view or purpose shapes the content and style of a text, including in culturally diverse texts and those by and about Montana Indigenous Peoples. (MT.8.RC.7)	Determine an author's point of view or purpose and analyze how the author communicates point of view or purpose, including culturally diverse texts and those by and about Montana Indigenous Peoples. (MT.9-10.RC.7)	Analyze an author's point of view or purpose and how style, content, and rhetoric contribute to the text, including those by and about Montana Indigenous Peoples. (MT.11-12.RC.7)
					Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences, including in those by and about Montana Indigenous Peoples. (MT.5.RC.8)	Compare and contrast texts in different genres in terms of their approaches to similar topics, including culturally diverse texts and those by and about Montana Indigenous Peoples. (MT.6.RC.8)	Analyze how two or more authors writing about the same topic present information, using culturally diverse texts from different genres, including those by and about Montana Indigenous Peoples. (MT.7.RC.8)	Analyze the relationship between two or more texts that provide conflicting information or depictions of the same topic, using culturally diverse texts from different genres, including those by and about Montana Indigenous Peoples. (MT.8.RC.8)	Analyze how an author draws on and transforms source material in a specific work, comparing themes, topics, and rhetorical features where relevant, including culturally diverse texts and those by and about Montana Indigenous Peoples. (MT.9-10.RC.8)	Analyze foundational documents of historical and literary significance, comparing themes, topics, and rhetorical features where relevant, including culturally diverse texts and those by and about Montana Indigenous Peoples. (MT.11-12.RC.8)

**END OF READING STANDARDS VERTICAL ALIGNMENT**

## Vertically Aligned K-12 English Language Arts and Literacy Content Standards for Writing

### Writing

K	1	2	3	4	5	6	7	8	9-10	11-12
<p>State a personal opinion orally, visually, or in written form. (MT.K.W.1)</p>	<p>Write an opinion piece providing one or more supporting reasons. (MT.1.W.1)</p>	<p>Write an opinion piece, providing several supporting reasons, and include a basic introduction and conclusion. (MT.2.W.1)</p>	<p>Write an opinion piece including an introduction, supporting reasons, linking words and phrases, and a conclusion. (MT.3.W.1)</p>	<p>Write opinion pieces with a clear organizational structure including an introduction, reasons supported by facts and details, linking words and phrases, and a conclusion. (MT.4.W.1)</p>	<p>Write opinion pieces with a clear organizational structure including an introduction, logically ordered reasons supported by facts and details, linking words and phrases, and a conclusion. (MT.5.W.1)</p>	<p>Write arguments using claims supported with clear reasons and relevant evidence. (MT.6.W.1)</p>	<p>Write arguments that support claims and acknowledge a counterclaim with clear reasons and relevant evidence. (MT.7.W.1)</p>	<p>Write arguments that support claims and counterclaims with clear reasons and relevant evidence that follow a logical progression. (MT.8.W.1)</p>	<p>Write arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (MT.9-10.W.1)</p>	<p>Write multifaceted arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (MT.11-12.W.1)</p>
<p>Make an informative statement about a topic and offer one or two details about the topic, orally, visually, or in written form. (MT.K.W.2)</p>	<p>Write an informative statement that introduces a topic and includes one or more facts about the topic. (MT.1.W.2)</p>	<p>Write an informative piece that introduces a topic, includes facts about the topic, and has a basic introduction and conclusion. (MT.2.W.2)</p>	<p>Write an informative piece that includes an introduction, facts, definitions, details, and a conclusion. (MT.3.W.2)</p>	<p>Write informative pieces with a clear organizational structure, including an introduction and conclusion, linking facts, definitions, and details using transition words. (MT.4.W.2)</p>	<p>Write informative pieces including an introduction and conclusion, linking facts, definitions, and details using transition words. (MT.5.W.2)</p>	<p>Write informative texts on a topic that convey ideas through the selection, organization, and analysis of relevant content. (MT.6.W.2)</p>	<p>Write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of sufficient content. (MT.7.W.2)</p>	<p>Write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of sufficient content. (MT.8.W.2)</p>	<p>Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (MT.9-10.W.2)</p>	<p>Write informative texts that examine and convey advanced ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (MT.11-12.W.2)</p>

## Writing (continued)

K	1	2	3	4	5	6	7	8	9-10	11-12
<p><i>Tell a story with a beginning, middle, and end, orally, visually, or in written form.</i> (MT.K.W.3)</p>	<p><i>Write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings.</i> (MT.1.W.3)</p>	<p><i>Write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings; and uses transition words to signal sequence.</i> (MT.2.W.3)</p>	<p><i>Write a narrative about real or imagined experiences or events using descriptive details and clear sequences.</i> (MT.3.W.3)</p>	<p><i>Write narratives about real or imagined experiences or events using dialogue, descriptive details, and clear sequences.</i> (MT.4.W.3)</p>	<p><i>Write narratives about real or imagined experiences or events using dialogue, descriptive details, clear sequences, and transition words.</i> (MT.5.W.3)</p>	<p><i>Write narratives about real or imagined events, using narrative techniques to engage the reader.</i> (MT.6.W.3)</p>	<p><i>Write narratives about real or imagined experiences or events, establishing a clear context and point of view.</i> (MT.7.W.3)</p>	<p><i>Write narratives about real or imagined experiences or events, using descriptive details, well-structured event sequences, and transitions to convey shifts in time or setting.</i> (MT.8.W.3)</p>	<p><i>Write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences.</i> (MT.9-10.W.3)</p>	<p><i>Write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences.</i> (MT.11-12.W.3)</p>
<p><i>In a shared setting, develop and strengthen writing by using a process including planning and drafting.</i> (MT.K.W.4)</p>	<p><i>Develop and strengthen writing by using a process including planning, drafting, and implementing feedback.</i> (MT.1.W.4)</p>	<p><i>Develop and strengthen writing by using a process including planning, drafting, revising, and implementing feedback.</i> (MT.2.W.4)</p>	<p><i>Develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing.</i> (MT.3.W.4)</p>	<p><i>Develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing.</i> (MT.4.W.4)</p>	<p><i>Develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing.</i> (MT.5.W.4)</p>	<p><i>Develop and strengthen the writing process by planning, revising, editing, implementing feedback, or trying a new approach.</i> (MT.6.W.4)</p>	<p><i>Develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on purpose and audience.</i> (MT.7.W.4)</p>	<p><i>Develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on how well purpose and audience have been addressed.</i> (MT.8.W.4)</p>	<p><i>Develop and strengthen writing by planning, organizing, drafting, revising, implementing feedback, and editing to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</i> (MT.9-10.W.4)</p>	<p><i>Develop and strengthen writing by planning, organizing, drafting, revising, implementing feedback, and editing to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i> (MT.11-12.W.4)</p>

## Writing (continued)

K	1	2	3	4	5	6	7	8	9-10	11-12
<i>With prompting and support, form and expand simple sentences orally and in writing. (MT.K.W.5)</i>	<i>With prompting and support, form and expand simple sentences orally and in writing. (MT.1.W.5)</i>	<i>Form and expand simple and compound sentences orally and in writing. (MT.2.W.5)</i>	<i>Form and expand simple and compound sentences to write a paragraph. (MT.3.W.5)</i>	<i>Write a paragraph using simple, compound, and complex sentences. (MT.4.W.5)</i>	<i>Write a multi-paragraph piece using simple, compound, and complex sentences. (MT.5.W.5)</i>	<i>Write a cohesive, multi-paragraph text using a variety of simple, compound, and complex sentences. (MT.6.W.5)</i>	<i>Write a cohesive, multi-paragraph text using simple, compound, complex, and compound-complex sentences. (MT.7.W.5)</i>	<i>Write a cohesive multi-paragraph text appropriate to task and purpose using a variety of sentence types. (MT.8.W.5)</i>		
<i>Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.K.W.6)</i>	<i>Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.1.W.6)</i>	<i>Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.2.W.6)</i>	<i>Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.3.W.6)</i>	<i>Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.4.W.6)</i>	<i>Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing. (MT.5.W.6)</i>	<i>Demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking. (MT.6.W.6)</i>	<i>Demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking. (MT.7.W.6)</i>	<i>Demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking. (MT.8.W.6)</i>	<i>Demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking. (MT.9-10.W.5)</i>	<i>Demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking. (MT.11-12.W.5)</i>

### END OF WRITING STANDARDS VERTICAL ALIGNMENT

## Vertically Aligned K-12 English Language Arts and Literacy Content Standards for Research and Inquiry

### Research and Inquiry

K	1	2	3	4	5	6	7	8	9-10	11-12
<p><i>With guidance, participate in shared research and writing projects, finding at least one topic to learn more about. (MT.K.RI.1)</i></p>	<p><i>Participate in shared research and writing projects finding at least one topic to learn more about. (MT.1.RI.1)</i></p>	<p><i>With guidance, participate in individual research and writing projects, finding at least one topic to learn more about. (MT.2.RI.1)</i></p>	<p><i>Conduct short, guided research projects that build knowledge about a topic referencing at least one source. (MT.3.RI.1)</i></p>	<p><i>Conduct short research projects that build knowledge of different aspects of a topic, referencing multiple relevant sources. (MT.4.RI.1)</i></p>	<p><i>Conduct short research projects that build knowledge of different aspects of a topic, referencing a variety of relevant and reliable sources. (MT.5.RI.1)</i></p>	<p><i>Conduct research projects that answer a question, drawing on several reliable sources. (MT.6.RI.1)</i></p>	<p><i>Conduct research projects that answer self-generated questions, drawing on several reliable sources. (MT.7.RI.1)</i></p>	<p><i>Conduct research projects that answer self-generated questions and allow for multiple avenues of exploration, drawing on several reliable sources. (MT.8.RI.1)</i></p>	<p><i>Conduct research projects that answer a question or solve a problem, producing a product that demonstrates understanding of the subject under investigation. (MT.9-10.RI.1)</i></p>	<p><i>Conduct both short and in-depth research projects that answer questions or solve problems, using multiple reliable sources and demonstrating understanding of the subject under investigation. (MT.11-12.RI.1)</i></p>
<p><i>With guidance, recall information from experiences or gather information from provided sources on a topic. (MT.K.RI.2)</i></p>	<p><i>Recall information from experiences or gather information from provided sources on a topic. (MT.1.RI.2)</i></p>	<p><i>Recall information from experiences; gather information from provided sources on a topic; and sort information into categories. (MT.2.RI.2)</i></p>	<p><i>Recall information from experiences; gather information from multiple sources on a topic; and organize information into logical categories. (MT.3.RI.2)</i></p>	<p><i>Gather and take notes on relevant information from multiple sources; organize information into logical categories. (MT.4.RI.2)</i></p>	<p><i>Gather and take notes on information from multiple relevant sources; organize information and provide a list of sources. (MT.5.RI.2)</i></p>	<p><i>Gather and determine the credibility of multiple sources; quote or summarize the information and provide a list of sources. (MT.6.RI.2)</i></p>	<p><i>Gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; provide in-text citations and a bibliography. (MT.7.RI.2)</i></p>	<p><i>Gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; provide in-text citations and a bibliography according to a standard style. (MT.8.RI.2)</i></p>	<p><i>Gather and synthesize credible information from multiple sources, using the research strategies effectively; quote or paraphrase using in-text citations and provide a reference page according to a standard style. (MT.9-10.RI.2)</i></p>	<p><i>Gather and synthesize relevant information from multiple sources, using advanced research strategies, citing accurately and appropriately and providing an annotated bibliography according to a standard style. (MT.11-12.RI.2)</i></p>

## Research and Inquiry (continued)

K	1	2	3	4	5	6	7	8	9-10	11-12
<p><i>With guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples. (MT.K.RI.3)</i></p>	<p><i>With guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples. (MT.1.RI.3)</i></p>	<p><i>With guidance, participate in individual research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples. (MT.2.RI.3)</i></p>	<p><i>Conduct short, guided research projects, using grade-appropriate fiction and nonfiction sources from diverse cultural perspectives, acknowledging the role of story and oral tradition in the histories, values, and beliefs of Montana Indigenous Peoples. (MT.3.RI.3)</i></p>	<p><i>Conduct short research projects, using grade-appropriate fiction and nonfiction sources from diverse cultural perspectives, acknowledging the role of story and oral tradition in the histories, values, and beliefs of Montana Indigenous Peoples. (MT.4.RI.3)</i></p>	<p><i>Conduct short research projects using traditional and contemporary fiction and nonfiction sources from diverse cultural perspectives, including those by and about Montana Indigenous Peoples. (MT.5.RI.3)</i></p>	<p><i>Analyze the relationship between primary and secondary sources by conducting short research projects using sources from diverse cultural perspectives, including those written by and about Montana Indigenous Peoples. (MT.6.RI.3)</i></p>	<p><i>Conduct short research projects to identify the role of story, narrative, and oral tradition using sources from diverse cultural perspectives, values, beliefs, and points of view, including those of Montana Indigenous Peoples. (MT.7.RI.3)</i></p>	<p><i>Conduct short research projects to analyze the role of story, narrative, and oral tradition when reading sources from diverse cultural perspectives, values, beliefs, and points of view, including those of Montana Indigenous Peoples. (MT.8.RI.3)</i></p>	<p><i>Conduct research by analyzing sources for stereotypes, assumptions, and conflicting perspectives, including culturally diverse sources and those by and about Montana Indigenous Peoples. (MT.9-10.RI.3)</i></p>	<p><i>Conduct research using self-generated questions by analyzing sources for bias and misinformation, including culturally diverse sources and those by and about Montana Indigenous Peoples. (MT.11-12.RI.3)</i></p>

### END OF RESEARCH AND INQUIRY STANDARDS VERTICAL ALIGNMENT

# Vertically Aligned K-12 English Language Arts and Literacy Content Standards for Speaking and Listening

## Speaking and Listening

K	1	2	3	4	5	6	7	8	9-10	11-12
Participate in structured discussions and routines with a variety of partners; speak clearly; and practice taking turns and listen to others. (MT.K.SL.1)	Participate in structured discussions and routines with a variety of partners; practice taking turns and listening to others. (MT.1.SL.1)	Participate in structured discussions and routines with a variety of partners; consider and restate their perspectives and ask questions to clarify ideas. (MT.2.SL.1)	Engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others. (MT.3.SL.1)	Engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others. (MT.4.SL.1)	Engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others. (MT.5.SL.1)	Engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues. (MT.6.SL.1)	Engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas. (MT.7.SL.1)	Engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly. (MT.8.SL.1)	Initiate and engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (MT.9-10.SL.1)	Initiate and engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (MT.11-12.SL.1)
Demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking. (MT.K.SL.2)	Demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking. (MT.1.SL.2)	Demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking. (MT.2.SL.2)								
			Recount the main ideas and supporting details of a text or portion of a text read aloud or presented through a variety of media formats. (MT.3.SL.2)	Paraphrase portions of a text read aloud or information presented through a variety of media formats. (MT.4.SL.2)	Summarize a text read aloud or information presented through a variety of media formats. (MT.5.SL.2)	Summarize and explain information presented in diverse media formats and how the format contributes to a topic, text, or issue. (MT.6.SL.2)	Analyze the main ideas and supporting details presented in diverse media and formats and how the format contributes to a topic, text, or issue. (MT.7.SL.2)	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. (MT.8.SL.2)	Evaluate the credibility and accuracy of a variety of sources and identify the motives behind their presentation. (MT.9-10.SL.2)	Evaluate the credibility, accuracy, and presentation of multiple sources in a variety of formats and from multiple perspectives. (MT.11-12.SL.2)

## Speaking and Listening

K	1	2	3	4	5	6	7	8	9-10	11-12
						Describe a speaker's argument and specific claims, considering the speaker's perspective. (MT.6.SL.3)	Delineate a speaker's argument and specific claims, determining the relevance and sufficiency of the evidence; identify the speaker's perspective. (MT.7.SL.3)	Delineate a speaker's argument and specific claims, evaluating the reasoning, evidence, and the speaker's perspective. (MT.8.SL.3)	Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacies, faulty reasoning, and problematic evidence; consider the cultural backgrounds and lived experiences of the speaker and audience. (MT.9-10.SL.3)	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; consider the cultural backgrounds and lived experiences of the speaker and audience. (MT.11-12.SL.3)
			Report on a topic or text, tell a story, or recount an experience. (MT.3.SL.3)	Report on a topic or text, tell a story, or recount an experience in an organized manner using descriptive details to support main ideas or themes. (MT.4.SL.3)	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (MT.5.SL.3)	Present information using reasons and evidence appropriate for the context, sequencing ideas logically. (MT.6.SL.4)	Present information with relevant evidence in a focused, coherent manner appropriate to purpose, audience, and task. (MT.7.SL.4)	Present information with relevant evidence, emphasizing the main point in a focused, coherent manner appropriate to purpose, audience, and task. (MT.8.SL.4)	Present information, findings, and supporting evidence logically, in a manner appropriate to purpose, audience, and task. (MT.9-10.SL.4)	Present a clear and distinct argument that addresses opposing perspectives using information, findings, and supporting evidence, in a manner appropriate to purpose, audience, and task. (MT.11-12.SL.4)

### END OF SPEAKING AND LISTENING STANDARDS VERTICAL ALIGNMENT

## Appendix C: English Language Content Standards and Associated Literacy Practices

This appendix features correlations between the ELA standards and Literacy Practices that are most apparently exemplified by or associated with the standard and could be addressed simultaneously along with the standard. However, these associations are intended to be utilized as a starting point and are not prescriptive, nor do the suggested associations rule out any unlisted literacy practices from being paired with a given standard. When—and how—to address to each of the literacy practices is flexible and ultimately determined by the teacher’s instruction.

### Kindergarten English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Kindergarten English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.K.RFO	Reading - Foundational	
MT.K.RFO.1	<b>Understand Print Concepts by:</b>	LP 1: Broad Literacy Engagement
MT.K.RFO.1.a	following words from left to right, top to bottom, and page by page;	LP 1: Broad Literacy Engagement
MT.K.RFO.1.b	recognizing the distinguishing features of a sentence;	LP 1: Broad Literacy Engagement
MT.K.RFO.1.c	locating essential text features of a book.	LP 1: Broad Literacy Engagement
MT.K.RFO.2	<b>Understand Phonemic Awareness by:</b>	LP 1: Broad Literacy Engagement
MT.K.RFO.2.a	identifying initial, final, and medial phoneme in consonant-vowel-consonant CVC words with automaticity;	LP 1: Broad Literacy Engagement
MT.K.RFO.2.b	orally blending phonemes in CVC words with automaticity;	LP 1: Broad Literacy Engagement
MT.K.RFO.2.c	orally segmenting phonemes in CVC words with automaticity.	LP 1: Broad Literacy Engagement
MT.K.RFO.3	<b>Demonstrate Decoding Skills by:</b>	LP 1: Broad Literacy Engagement
MT.K.RFO.3.a	naming and producing the most common sounds for all consonants;	LP 1: Broad Literacy Engagement
MT.K.RFO.3.b	demonstrating knowledge of phoneme-grapheme relationships between consonant graphemes and their most commonly occurring phonemes;	LP 1: Broad Literacy Engagement
MT.K.RFO.3.c	demonstrating knowledge of phoneme-grapheme relationships between vowel graphemes and short vowel phonemes;	LP 1: Broad Literacy Engagement
MT.K.RFO.3.d	decoding words using one-to-one phoneme-grapheme correspondences in vowel-consonant VC and CVC words with accuracy;	LP 1: Broad Literacy Engagement
MT.K.RFO.3.e	reading decodable texts accurately.	LP 1: Broad Literacy Engagement

MT.K.RFO.4	<b>Demonstrate Encoding Skills by:</b>	LP 6: Effective Communication
MT.K.RFO.4.a	encoding words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy;	LP 6: Effective Communication
MT.K.RFO.4.b	printing upper and lowercase letters.	LP 6: Effective Communication
MT.K.RV	Reading - Vocabulary	
MT.K.RV.1	Use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.K.RV.2	Develop and apply expanding word knowledge through shared reading and classroom conversation.	LP 1: Broad Literacy Engagement; LP 6: Effective Communication; LP 2: Collaboration
MT.K.RV.3	With prompting and support, ask and answer questions about unknown words in a text, including those with cultural significance to Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 5: Cultural Considerations
MT.K.RFL	Reading - Fluency	
MT.K.RFL.1	Read common high-frequency words with accuracy and automaticity.	LP 1: Broad Literacy Engagement
MT.K.RC	Reading - Comprehension	
MT.K.RC.1	With prompting and support, ask and answer questions about key details in text read aloud and presented through other media, including texts by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 3: Creativity; LP 5: Cultural Considerations
MT.K.RC.2	Retell a familiar story.	LP 1: Broad Literacy Engagement
MT.K.RC.3	With prompting and support, participate in discussions about the central idea and key details in a text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.K.RC.4	During or after a shared reading or listening experience, identify elements within stories and describe connections between events or ideas in informational text.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.K.RC.5	Identify whether a text is telling a story or sharing information.	LP 1: Broad Literacy Engagement
MT.K.RC.6	Identify who is telling the story at various points in shared reading of literary text, including texts by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 5: Cultural Considerations
MT.K.W	Writing	
MT.K.W.1	State a personal opinion orally, visually, or in written form.	LP 6: Effective Communication

MT.K.W.2	Make an informative statement about a topic and offer one or two details about the topic, orally, visually, or in written form.	LP 6: Effective Communication
MT.K.W.3	Tell a story with a beginning, middle, and end, orally, visually, or in written form.	LP 6: Effective Communication
MT.K.W.4	In a shared setting, develop and strengthen writing by using a process including planning and drafting.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency
MT.K.W.5	With prompting and support, form and expand simple sentences orally and in writing.	LP 6: Effective Communication
MT.K.W.6	Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.	LP 6: Effective Communication
MT.K.RI	Research and Inquiry	
MT.K.RI.1	With guidance, participate in shared research and writing projects, finding at least one topic to learn more about.	LP 4: Critical Thinking; LP 3: Creativity
MT.K.RI.2	With guidance, recall information from experiences or gather information from provided sources on a topic.	LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.K.RI.3	With guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.K.SL	Speaking and Listening	
MT.K.SL.1	Participate in structured discussions and routines with a variety of partners; speak clearly; and practice taking turns and listen to others.	LP 2: Collaboration; LP 4: Critical Thinking; LP 6: Effective Communication
MT.K.SL.2	Demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.	LP 6: Effective Communication

## Grade 1 English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Grade 1 English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.1.RFO	Reading - Foundational	
MT.1.RFO.1	<b>Understand Phonemic Awareness by:</b>	LP 1: Broad Literacy Engagement
MT.1.RFO.1.a	distinguishing long from short vowel sounds in spoken single-syllable words;	LP 1: Broad Literacy Engagement
MT.1.RFO.1.b	orally blending phonemes in complex single-syllable words;	LP 1: Broad Literacy Engagement
MT.1.RFO.1.c	orally segmenting phonemes in complex single-syllable words.	LP 1: Broad Literacy Engagement
MT.1.RFO.2	<b>Demonstrate Decoding Skills by:</b>	LP 1: Broad Literacy Engagement
MT.1.RFO.2.a	demonstrating knowledge of phoneme-grapheme relationships between consonant digraph and trigraph graphemes and their most commonly occurring phonemes;	LP 1: Broad Literacy Engagement
MT.1.RFO.2.b	demonstrating knowledge of phoneme-grapheme relationships between common vowel graphemes and long vowel phonemes;	LP 1: Broad Literacy Engagement
MT.1.RFO.2.c	demonstrating knowledge of phoneme-grapheme relationships between common r-controlled vowel graphemes and phonemes;	LP 1: Broad Literacy Engagement
MT.1.RFO.2.d	decoding regularly spelled one-syllable words;	LP 1: Broad Literacy Engagement
MT.1.RFO.2.e	decoding regularly spelled two-syllable words comprised of closed syllables following basic patterns, by breaking the words into syllables;	LP 1: Broad Literacy Engagement
MT.1.RFO.2.f	decoding words with inflectional endings; and	LP 1: Broad Literacy Engagement
MT.1.RFO.2.g	reading decodable texts accurately and with automaticity;	LP 1: Broad Literacy Engagement
MT.1.RFO.3	<b>Demonstrate Encoding Skills by:</b>	LP 6: Effective Communication
MT.1.RFO.3.a	encoding one-syllable words that follow regular spelling patterns;	LP 6: Effective Communication
MT.1.RFO.3.b	encoding two-syllable words comprised of closed syllables that follow regular spelling patterns;	LP 6: Effective Communication
MT.1.RFO.3.c	encoding words with inflectional endings, focusing on words that retain their root spelling when an inflectional ending is added; and	LP 6: Effective Communication
MT.1.RFO.3.d	printing upper and lowercase letters with automaticity.	LP 6: Effective Communication
MT.1.RV	Reading - Vocabulary	
MT.1.RV.1	Use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking

MT.1.RV.2	Develop and apply expanding word knowledge through shared reading and classroom conversation.	LP 1: Broad Literacy Engagement; LP 6: Effective Communication; LP 2: Collaboration
MT.1.RV.3	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 5: Cultural Considerations
MT.1.RFL	Reading - Fluency	
MT.1.RFL.1	Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.	LP 1: Broad Literacy Engagement
MT.1.RFL.2	Read common high-frequency words with accuracy and automaticity.	LP 1: Broad Literacy Engagement
MT.1.RC	Reading - Comprehension	
MT.1.RC.1	Ask and answer questions about key details in text read aloud and presented through other media, including texts by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 3: Creativity; LP 5: Cultural Considerations
MT.1.RC.2	Retell a story.	LP 1: Broad Literacy Engagement
MT.1.RC.3	Participate in discussions about the central ideas and key details in a text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations; LP 2: Collaboration;
MT.1.RC.4	During or after a shared reading or listening experience, describe elements within stories and connections between events or ideas in informational text.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.1.RC.5	Identify basic text features and explain the differences between text that tell stories and texts that provide information.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.1.RC.6	Identify character point of view in shared reading stories, including texts by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 5: Cultural Considerations
MT.1.W	Writing	
MT.1.W.1	Write an opinion piece providing one or more supporting reasons.	LP 6: Effective Communication
MT.1.W.2	Write an informative statement that introduces a topic and includes one or more facts about the topic.	LP 6: Effective Communication
MT.1.W.3	Write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings.	LP 6: Effective Communication; LP 3: Creativity

MT.1.W.4	Develop and strengthen writing by using a process including planning, drafting, and implementing feedback.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency
MT.1.W.5	With prompting and support, form and expand simple sentences orally and in writing.	LP 6: Effective Communication
MT.1.W.6	Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.	LP 6: Effective Communication
MT.1.RI	Research and Inquiry	
MT.1.RI.1	Participate in shared research and writing projects, finding at least one topic to learn more about.	LP 4: Critical Thinking; LP 3: Creativity
MT.1.RI.2	Recall information from experiences or gather information from provided sources on a topic.	LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.1.RI.3	With guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.1.SL	Speaking and Listening	
MT.1.SL.1	Participate in structured discussions and routines with a variety of partners; practice taking turns and listening to others.	LP 2: Collaboration; LP 4: Critical Thinking; LP 6: Effective Communication
MT.1.SL.2	Demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.	LP 6: Effective Communication

## Grade 2 English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Grade 2 English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.2.RFO	Reading - Foundational	
MT.2.RF.1	<b>Demonstrate Decoding Skills by:</b>	LP 1: Broad Literacy Engagement
MT.2.RF.1.a	demonstrating knowledge of phoneme-grapheme relationships between all complex vowel phonemes and graphemes;	LP 1: Broad Literacy Engagement
MT.2.RF.1.b	decoding two-syllable words comprised of different syllable types that follow regular spelling patterns by breaking the words into syllables;	LP 1: Broad Literacy Engagement
MT.2.RF.1.c	decoding words with common prefixes and suffixes.	LP 1: Broad Literacy Engagement
MT.2.RF.2	<b>Demonstrate Encoding Skills by:</b>	LP 6: Effective Communication
MT.2.RF.2.a	encoding one-syllable words with all phoneme-grapheme patterns;	LP 6: Effective Communication
MT.2.RF.2.b	encoding two-syllable words comprised of different syllable types that follow regular spelling patterns;	LP 6: Effective Communication
MT.2.RF.2.c	encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending.	LP 6: Effective Communication
MT.2.RF.2.d	printing upper and lowercase letters with automaticity and accuracy, including the introduction of cursive.	LP 6: Effective Communication
MT.2.RV	Reading - Vocabulary	
MT.2.RV.1	Use word learning strategies, including knowledge of morphemes, to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.2.RV.2	Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation.	LP 1: Broad Literacy Engagement; LP 6: Effective Communication; LP 2: Collaboration
MT.2.RV.3	Determine the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 5: Cultural Considerations
MT.2.RFL	Reading - Fluency	
MT.2.RFL.1	Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.	LP 1: Broad Literacy Engagement
MT.2.RFL.2	Read common high-frequency words with accuracy and automaticity.	LP 1: Broad Literacy Engagement
MT.2.RC	Reading - Comprehension	

MT.2.RC.1	Ask and answer questions about shared text to demonstrate an understanding of key details, including texts by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 3: Creativity; LP 5: Cultural Considerations;
MT.2.RC.2	Recount a portion of a text.	LP 1: Broad Literacy Engagement
MT.2.RC.3	Determine the central ideas and key details in a text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.2.RC.4	During or after a shared reading or listening experience, describe the connections between elements, events, or ideas within fiction and nonfiction texts.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.2.RC.5	Describe the basic structure and features of different types of texts; identify the sequence of information or narrative within a text.	LP 1: Broad Literacy Engagement; LP 7: Strategic Technology Use
MT.2.RC.6	Compare differences in characters' point of view in shared reading stories, including texts by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.2.W	Writing	
MT.2.W.1	Write an opinion piece, providing several supporting reasons, and include a basic introduction and conclusion.	LP 6: Effective Communication; LP 4: Critical Thinking
MT.2.W.2	Write an informative piece that introduces a topic, includes facts about the topic, and has a basic introduction and conclusion.	LP 6: Effective Communication; LP 4: Critical Thinking
MT.2.W.3	Write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings, and uses transition words to signal sequence.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 3: Creativity
MT.2.W.4	Develop and strengthen writing by using a process including planning, drafting, revising, and implementing feedback.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency; LP 4: Critical Thinking
MT.2.W.5	Form and expand simple and compound sentences orally and in writing.	LP 6: Effective Communication
MT.2.W.6	Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.	LP 6: Effective Communication
MT.2.RI	Research and Inquiry	

MT.2.RI.1	With guidance, participate in individual research and writing projects, finding at least one topic to learn more about.	LP 4: Critical Thinking; LP 3: Creativity
MT.2.RI.2	Recall information from experiences; gather information from provided sources on a topic; and sort information into categories.	LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.2.RI.3	With guidance, participate in individual research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.2.SL	Speaking and Listening	
MT.2.SL.1	Participate in structured discussions and routines with a variety of partners; consider and restate their perspectives and ask questions to clarify ideas.	LP 2: Collaboration; LP 4: Critical Thinking; LP 6: Effective Communication
MT.2.SL.2	Demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.	LP 6: Effective Communication

## Grade 3 English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Grade 3 English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.3.RFO	Reading - Foundational	
MT.3.RFO.1	<b>Demonstrate Decoding Skills by:</b>	LP 1: Broad Literacy Engagement
MT.3.RFO.1.a	decoding two- and three-syllable words comprised of all syllable types;	LP 1: Broad Literacy Engagement
MT.3.RFO.1.b	decoding two- and three-syllable words with common roots and affixes.	LP 1: Broad Literacy Engagement
MT.3.RFO.2	<b>Demonstrate Encoding Skills by:</b>	LP 6: Effective Communication
MT.3.RFO.2.a	encoding multisyllabic words including words with common affixes;	LP 6: Effective Communication
MT.3.RFO.2.b	encoding two-syllable words comprised of different syllable types that follow regular spelling patterns;	LP 6: Effective Communication
MT.3.RFO.2.c	encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending.	LP 6: Effective Communication
MT.3.RV	Reading - Vocabulary	
MT.3.RV.1	Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation.	LP 1: Broad Literacy Engagement; LP 6: Effective Communication; LP 2: Collaboration
MT.3.RV.2	Determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 5: Cultural Considerations
MT.3.RFL	Reading - Fluency	
MT.3.RFL.1	Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.	LP 1: Broad Literacy Engagement
MT.3.RC	Reading - Comprehension	
MT.3.RC.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 3: Creativity; LP 5: Cultural Considerations
MT.3.RC.2	Paraphrase a text.	LP 1: Broad Literacy Engagement
MT.3.RC.3	Identify and explain a stated central idea or theme and how it is developed with key details in a text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations

MT.3.RC.4	Describe how elements within a fictional story contribute to the sequence of events; describe the sequence of events, steps, and or/ideas within nonfiction texts.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.3.RC.5	Identify figurative language.	LP 1: Broad Literacy Engagement;
MT.3.RC.6	Compare and contrast the structure and features of different types of texts.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.3.RC.7	Distinguish their own point of view from that of the writer or those of the characters, including texts by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.3.W	Writing	
MT.3.W.1	Write an opinion piece including an introduction, supporting reasons, linking words and phrases, and a conclusion.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.3.W.2	Write an informative piece that includes an introduction, facts, definitions, details, and a conclusion.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.3.W.3	Write a narrative about real or imagined experiences or events using descriptive details, and clear sequences.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 3: Creativity
MT.3.W.4	Develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency; LP 4: Critical Thinking
MT.3.W.5	Form and expand simple and compound sentences to write a paragraph.	LP 6: Effective Communication; LP 4: Critical Thinking
MT.3.W.6	Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.	LP 6: Effective Communication
MT.3.RI	Research and Inquiry	
MT.3.RI.1	Conduct short, guided research projects that build knowledge about a topic, referencing at least one source.	LP 4: Critical Thinking; LP 3: Creativity
MT.3.RI.2	Recall information from experiences; gather information from multiple sources on a topic; and organize information into logical categories.	LP 4: Critical Thinking; LP 7: Strategic Technology Use

MT.3.RI.3	Conduct short, guided research projects, using grade-appropriate fiction and nonfiction sources from diverse cultural perspectives, acknowledging the role of story and oral tradition in the histories, values, and beliefs of Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.3.SL	Speaking and Listening	
MT.3.SL.1	Engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others.	LP 2: Collaboration; LP 4: Critical Thinking; LP 6: Effective Communication
MT.3.SL.2	Recount the main ideas and supporting details of a text or portion of a text read aloud or presented through a variety of media formats.	LP 6: Effective Communication; LP 7: Strategic Technology Use
MT.3.SL.3	Report on a topic or text, tell a story, or recount an experience.	LP 6: Effective Communication; LP 8: Student Agency; LP 4: Critical Thinking; LP 3: Creativity; LP 7: Strategic Technology Use

## Grade 4 English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Grade 4 English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.4.RFO	Reading - Foundational	
MT.4.RFO.1	Decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.	LP 1: Broad Literacy Engagement
MT.4.RFO.2	Encode multisyllabic words using combined knowledge of taught letter-sound correspondences, syllabication patterns, and morpheme structures.	LP 6: Effective Communication
MT.4.RV	Reading - Vocabulary	
MT.4.RV.1	Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation.	LP 1: Broad Literacy Engagement; LP 6: Effective Communication; LP 2: Collaboration
MT.4.RV.2	Determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 5: Cultural Considerations
MT.4.RFL	Reading - Fluency	
MT.4.RFL.1	Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.	LP 1: Broad Literacy Engagement
MT.4.RC	Reading - Comprehension	
MT.4.RC.1	Refer to specific details and examples in a text to explain what it explicitly states and to draw inferences, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.4.RC.2	Summarize a portion of a text.	LP 1: Broad Literacy Engagement
MT.4.RC.3	Identify and explain a stated or implied central idea or theme and how it is developed with key details in a text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.4.RC.4	Explain the connections between elements within a fictional story; explain the relationships between events or ideas within nonfiction texts.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.4.RC.5	Identify and explain how figurative language contributes to the meaning of the text.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.4.RC.6	Describe how an author's structural choices and text features contribute to the overall meaning.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 7: Strategic Technology Use

MT.4.RC.7	Compare and contrast the point of view from which different texts are written, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 5: Cultural Considerations
MT.4.W	Writing	
MT.4.W.1	Write opinion pieces with a clear organizational structure including an introduction, reasons supported by facts and details, linking words and phrases, and a conclusion.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.4.W.2	Write informative pieces with a clear organizational structure, including an introduction and conclusion, linking facts, definitions, and details using transition words.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.4.W.3	Write narratives about real or imagined experiences or events using dialogue, descriptive details, and clear sequences.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 3: Creativity
MT.4.W.4	Develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency; LP 4: Critical Thinking
MT.4.W.5	Write a paragraph using simple, compound, and complex sentences.	LP 6: Effective Communication; LP 4: Critical Thinking
MT.4.W.6	Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.	LP 6: Effective Communication
MT.4.RI	Research and Inquiry	
MT.4.RI.1	Conduct short research projects that build knowledge of different aspects of a topic, referencing multiple relevant sources.	LP 4: Critical Thinking; LP 3: Creativity;
MT.4.RI.2	Gather and take notes on relevant information from multiple sources; organize information into logical categories.	LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.4.RI.3	Conduct short research projects, using grade-appropriate fiction and nonfiction sources from diverse cultural perspectives, acknowledging the role of story and oral tradition in the histories, values, and beliefs of Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.4.SL	Speaking and Listening	
MT.4.SL.1	Engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others.	LP 2: Collaboration; LP 4: Critical Thinking; LP 6: Effective Communication

MT.4.SL.2	Paraphrase portions of a text read aloud or information presented through a variety of media formats.	LP 6: Effective Communication; LP 7: Strategic Technology Use
MT.4.SL.3	Report on a topic or text, tell a story, or recount an experience in an organized manner using descriptive details to support main ideas or themes.	LP 6: Effective Communication; LP 8: Student Agency; LP 4: Critical Thinking; LP 3: Creativity; LP 7: Strategic Technology Use

## Grade 5 English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Grade 5 English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.5.RFO	Reading - Foundational	
MT.5.RFO.1	Decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.	LP 1: Broad Literacy Engagement
MT.5.RFO.2	Encode multisyllabic words using combined knowledge of English graphemes, syllabication patterns, and taught morpheme structures.	LP 6: Effective Communication
MT.5.RV	Reading - Vocabulary	
MT.5.RV.1	Develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation.	LP 1: Broad Literacy Engagement; LP 6: Effective Communication; LP 2: Collaboration
MT.5.RV.2	Determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 5: Cultural Considerations
MT.5.RFL	Reading - Fluency	
MT.5.RFL.1	Read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.	LP 1: Broad Literacy Engagement
MT.5.RC	Reading - Comprehension	
MT.5.RC.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.5.RC.2	Summarize a text.	LP 1: Broad Literacy Engagement
MT.5.RC.3	Explain the development of a stated or implied central idea or theme over the course of a text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.5.RC.4	Use key details to compare and contrast two or more elements within a fiction or nonfiction text.	LP 1: Broad Literacy Engagement
MT.5.RC.5	Identify and explain how figurative language contributes to the meaning and tone of the text.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.5.RC.6	Compare and contrast how text features, structures, and sequences of events or information in two or more texts contribute to the overall meaning.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking

MT.5.RC.7	Describe how a narrator's or author's point of view influences how events are described, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.5.RC.8	Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences, including in those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations; LP 7: Strategic Technology Use
MT.5.W	Writing	
MT.5.W.1	Write opinion pieces with a clear organizational structure including an introduction, logically ordered reasons supported by facts and details, linking words and phrases, and a conclusion.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.5.W.2	Write informative pieces including an introduction and conclusion, linking facts, definitions, and details using transition words.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.5.W.3	Write narratives about real or imagined experiences or events using dialogue, descriptive details, clear sequences, and transition words.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 3: Creativity
MT.5.W.4	Develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency; LP 4: Critical Thinking
MT.5.W.5	Write a multi-paragraph piece using simple, compound, and complex sentences.	LP 6: Effective Communication; LP 4: Critical Thinking
MT.5.W.6	Demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.	LP 6: Effective Communication
MT.5.RI	Research and Inquiry	
MT.5.RI.1	Conduct short research projects that build knowledge of different aspects of a topic, referencing a variety of relevant and reliable sources.	LP 4: Critical Thinking; LP 3: Creativity
MT.5.RI.2	Gather and take notes on information from multiple relevant sources; organize information and provide a list of sources.	LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.5.RI.3	Conduct short research projects using traditional and contemporary fiction and nonfiction sources from diverse cultural perspectives, including those by and about Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.5.SL	Speaking and Listening	

MT.5.SL.1	Engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others.	LP 2: Collaboration; LP 4: Critical Thinking; LP 6: Effective Communication
MT.5.SL.2	Summarize a text read aloud or information presented through a variety of media formats.	LP 6: Effective Communication; LP 7: Strategic Technology Use
MT.5.SL.3	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.	LP 6: Effective Communication; LP 8: Student Agency; LP 4: Critical Thinking; LP 3: Creativity; LP 7: Strategic Technology Use

## Grade 6 English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Grade 6 English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.6.RFO	Reading - Foundational	
MT.6.RFO.1	Decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.	LP 1: Broad Literacy Engagement
MT.6.RV	Reading - Vocabulary	
MT.6.RV.1	Infer the meaning of words and phrases as they are used in fiction and nonfiction texts, including words and phrases with cultural significance to Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 6: Effective Communication; LP 5: Cultural Considerations
MT.6.RFL	Reading - Fluency	
MT.6.RFL.1	Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.	LP 1: Broad Literacy Engagement
MT.6.RC	Reading - Comprehension	
MT.6.RC.1	Cite textual evidence that supports analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.6.RC.2	Provide an objective summary of the text.	LP 1: Broad Literacy Engagement
MT.6.RC.3	Determine a theme or central idea of a text and explain how it is conveyed through particular details, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.6.RC.4	Determine how elements of a text are developed and build toward a conclusion.	LP 1: Broad Literacy Engagement; LP 7: Strategic Technology Use
MT.6.RC.5	Analyze the impact of specific word choice on meaning and tone, including figurative, connotative, and technical meanings.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.6.RC.6	Analyze how a sentence, section, chapter, scene, or stanza fits into the overall structure or theme of a text.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.6.RC.7	Describe how an author's background and lived experiences affect the points of view in texts, including culturally diverse texts and those that represent the perspectives of Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations

MT.6.RC.8	Compare and contrast texts in different genres in terms of their approaches to similar topics, including culturally diverse texts and those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations; LP 7: Strategic Technology Use
MT.6.W	Writing	
MT.6.W.1	Write arguments using claims supported with clear reasons and relevant evidence.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.6.W.2	Write informative texts on a topic that convey ideas through the selection, organization, and analysis of relevant content.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.6.W.3	Write narratives about real or imagined events, using narrative techniques to engage the reader.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 3: Creativity
MT.6.W.4	Develop and strengthen the writing process by planning, revising, editing, implementing feedback, or trying a new approach.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency; LP 4: Critical Thinking
MT.6.W.5	Write a cohesive, multi-paragraph text using a variety of simple, compound, and complex sentences.	LP 6: Effective Communication; LP 4: Critical Thinking
MT.6.W.6	Demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.	LP 6: Effective Communication
MT.6.RI	Research and Inquiry	
MT.6.RI.1	Conduct research projects that answer a question, drawing on several reliable sources.	LP 4: Critical Thinking; LP 8: Student Agency; LP 3: Creativity
MT.6.RI.2	Gather and determine the credibility of multiple sources; quote or summarize the information and provide a list of sources.	LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.6.RI.3	Analyze the relationship between primary and secondary sources by conducting short research projects using sources from diverse cultural perspectives, including those written by and about Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.6.SL	Speaking and Listening	

MT.6.SL.1	Engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues.	LP 2: Collaboration; LP 4: Critical Thinking; LP 6: Effective Communication
MT.6.SL.2	Summarize and explain information presented in diverse media formats and how the format contributes to a topic, text, or issue.	LP 6: Effective Communication; LP 7: Strategic Technology Use
MT.6.SL.3	Describe a speaker's argument and specific claims, considering the speaker's perspective.	LP 6: Effective Communication
MT.6.SL.4	Present information using reasons and evidence appropriate for the context, sequencing ideas logically.	LP 6: Effective Communication; LP 8: Student Agency; LP 4: Critical Thinking; LP 3: Creativity; LP 7: Strategic Technology Use

## Grade 7 English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Grade 7 English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.7.RFO	Reading - Foundational	
MT.7.RFO.1	Decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.	LP 1: Broad Literacy Engagement
MT.7.RV	Reading - Vocabulary	
MT.7.RV.1	Articulate the potential effect of a specific word choice on the meaning when given two word choices in a set context, including words with cultural significance to Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 6: Effective Communication; LP 5: Cultural Considerations
MT.7.RFL	Reading - Fluency	
MT.7.RFL.1	Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.	LP 1: Broad Literacy Engagement
MT.7.RC	Reading - Comprehension	
MT.7.RC.1	Cite several pieces of textual evidence to support analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.7.RC.2	Provide an objective summary of the text.	LP 1: Broad Literacy Engagement
MT.7.RC.3	Determine a theme or central idea of a text and analyze its development over the course of the text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.7.RC.4	Analyze how particular elements of a text interact throughout its development.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.7.RC.5	Determine the shades of meaning of words and phrases as they are used in a text, including figurative, connotative, and technical language, and their impact on meaning and tone.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.7.RC.6	Analyze how a text's form or structure contributes to its meaning.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.7.RC.7	Describe how an author's background and lived experiences affect the points of view in texts, including in culturally diverse texts and those that represent the perspectives of Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations

MT.7.RC.8	Analyze how two or more authors writing about the same topic present information, using culturally diverse texts from different genres, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.7.W.1	Writing	
MT.7.W.1	Write arguments that support claims and acknowledge a counterclaim with clear reasons and relevant evidence.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.7.W.2	Write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of sufficient content.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.7.W.3	Write narratives about real or imagined experiences or events, establishing a clear context and point of view.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 3: Creativity
MT.7.W.4	Develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on purpose and audience.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency; LP 4: Critical Thinking
MT.7.W.5	Write a cohesive, multi-paragraph text using simple, compound, complex, and compound-complex sentences.	LP 6: Effective Communication; LP 4: Critical Thinking
MT.7.W.6	Demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.	LP 6: Effective Communication
MT.7.RI	Research and Inquiry	
MT.7.RI.1	Conduct research projects that answer self-generated questions, drawing on several reliable sources.	LP 4: Critical Thinking; LP 8: Student Agency; LP 3: Creativity
MT.7.RI.2	Gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; provide in-text citations and a bibliography.	LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.7.RI.3	Conduct short research projects to identify the role of story, narrative, and oral tradition using sources from diverse cultural perspectives, values, beliefs, and points of view, including those of Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.7.SL	Speaking and Listening	
MT.7.SL.1	Engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas.	LP 2: Collaboration; LP 4: Critical Thinking;

		LP 6: Effective Communication
MT.7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats and how the format contributes to a topic, text, or issue.	LP 6: Effective Communication; LP 7: Strategic Technology Use
MT.7.SL.3	Delineate a speaker's argument and specific claims, determining the relevance and sufficiency of the evidence; identify the speaker's perspective.	LP 6: Effective Communication
MT.7.SL.4	Present information with relevant evidence in a focused, coherent manner appropriate to purpose, audience, and task.	LP 6: Effective Communication; LP 8: Student Agency; LP 4: Critical Thinking; LP 3: Creativity; LP 7: Strategic Technology Use

## Grade 8 English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Grade 8 English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.8.RFO	Reading - Foundational	
MT.8.RFO.1	Decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.	LP 1: Broad Literacy Engagement
MT.8.RV	Reading - Vocabulary	
MT.8.RV.1	Articulate the potential effect of specific word choice on meaning when given two comparative texts on the same subject or event, including words and phrases with cultural significance to Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 6: Effective Communication; LP 5: Cultural Considerations
MT.8.RFL	Reading - Fluency	
MT.8.RFL.1	Read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.	LP 1: Broad Literacy Engagement
MT.8.RC	Reading - Comprehension	
MT.8.RC.1	Cite the textual evidence that most strongly supports an analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.8.RC.2	Provide an objective summary of the text.	LP 1: Broad Literacy Engagement
MT.8.RC.3	Analyze the development of a theme or central idea over the course of the text and its relationship to specific elements of the text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.8.RC.4	Analyze the author's choices in developing a text with attention to specific elements or features of the text.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.8.RC.5	Evaluate the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.8.RC.6	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text affects its meaning.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.8.RC.7	Analyze how point of view or purpose shapes the content and style of a text, including in culturally diverse texts and those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations

MT.8.RC.8	Analyze the relationship between two or more texts that provide conflicting information or depictions of the same topic, using culturally diverse texts from different genres, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.8.W.1	Writing	
MT.8.W.1	Write arguments that support claims and counterclaims with clear reasons and relevant evidence that follow a logical progression.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.8.W.2	Write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of sufficient content.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.8.W.3	Write narratives about real or imagined experiences or events, using descriptive details, well-structured event sequences, and transitions to convey shifts in time or setting.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 3: Creativity
MT.8.W.4	Develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on how well purpose and audience have been addressed.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency; LP 4: Critical Thinking
MT.8.W.5	Write a cohesive multi-paragraph text appropriate to task and purpose using a variety of sentence types.	LP 6: Effective Communication; LP 4: Critical Thinking
MT.8.W.6	Demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.	LP 6: Effective Communication
MT.8.RI	Research and Inquiry	
MT.8.RI.1	Conduct research projects that answer self-generated questions and allow for multiple avenues of exploration, drawing on several reliable sources.	LP 4: Critical Thinking; LP 8: Student Agency; LP 3: Creativity
MT.8.RI.2	Gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; provide in-text citations and a bibliography according to a standard style.	LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.8.RI.3	Conduct short research projects to analyze the role of story, narrative, and oral tradition when reading sources from diverse cultural perspectives, values, beliefs, and points of view, including those of Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.8.SL	Speaking and Listening	
MT.8.SL.1	Engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.	LP 2: Collaboration; LP 4: Critical Thinking;

		LP 6: Effective Communication
MT.8.SL.2	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	LP 6: Effective Communication; LP 7: Strategic Technology Use
MT.8.SL.3	Delineate a speaker's argument and specific claims, evaluating the reasoning, evidence, and the speaker's perspective.	LP 6: Effective Communication
MT.8.SL.4	Present information with relevant evidence, emphasizing the main point in a focused, coherent manner appropriate to purpose, audience, and task.	LP 6: Effective Communication; LP 8: Student Agency; LP 4: Critical Thinking; LP 3: Creativity; LP 7: Strategic Technology Use

## Grades 9-10 English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Grades 9-10 English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.9-10.RFO	Reading - Foundational	
MT.9-10.RFO.1	Decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context.	LP 1: Broad Literacy Engagement
MT.9-10.RV	Reading - Vocabulary	
MT.9-10.RV.1	Determine the meaning of words and phrases in context, including figurative, connotative, cultural, and technical meanings and words and phrases with cultural significance to Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 6: Effective Communication; LP 5: Cultural Considerations
MT.9-10.RV.2	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	LP 6: Effective Communication
MT.9-10.RFL	Reading - Fluency	
MT.9-10.RFL.1	Read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension.	LP 1: Broad Literacy Engagement
MT.9-10.RC	Reading - Comprehension	
MT.9-10.RC.1	Cite textual evidence to support analysis of both explicit and inferred meanings, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.9-10.RC.2	Provide an objective summary of a text.	LP 1: Broad Literacy Engagement
MT.9-10.RC.3	Analyze how a theme or central idea is developed over the course of a text and discuss how emerging details shape, define, or forward the theme or central idea, including texts by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.9-10.RC.4	Analyze the author's choices in developing a text with attention to specific elements or features of the text.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.9-10.RC.5	Analyze the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.9-10.RC.6	Analyze how an author's choices to structure a text create specific effects and impact meaning.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 7: Strategic Technology Use

MT.9-10.RC.7	Determine an author's point of view or purpose and analyze how the author communicates point of view or purpose, including culturally diverse texts and those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.9-10.RC.8	Analyze how an author draws on and transforms source material in a specific work, comparing themes, topics, and rhetorical features where relevant, including culturally diverse texts and those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.9-10.W.1	Writing	
MT.9-10.W.1	Write arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.9-10.W.2	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.9-10.W.3	Write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 3: Creativity
MT.9-10.W.4	Develop and strengthen writing by planning, organizing, drafting, revising, implementing feedback, and editing to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency; LP 4: Critical Thinking
MT.9-10.W.5	Demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking.	LP 6: Effective Communication
MT.9-10.RI	Research and Inquiry	
MT.9-10.RI.1	Conduct research projects that answer a question or solve a problem, producing a product that demonstrates understanding of the subject under investigation.	LP 4: Critical Thinking; LP 8: Student Agency; LP 3: Creativity
MT.9-10.RI.2	Gather and synthesize credible information from multiple sources, using the research strategies effectively; quote or paraphrase using in-text citations and provide a reference page according to a standard style.	LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.9-10.RI.3	Conduct research by analyzing sources for stereotypes, assumptions, and conflicting perspectives, including culturally diverse sources and those by and about Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.9-10.SL	Speaking and Listening	
MT.9-10.SL.1	Initiate and engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	LP 2: Collaboration; LP 4: Critical Thinking;

		LP 6: Effective Communication
MT.9-10.SL.2	Evaluate the credibility and accuracy of a variety of sources and identify the motives behind their presentation.	LP 6: Effective Communication; LP 7: Strategic Technology Use
MT.9-10.SL.3	Analyze a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacies, faulty reasoning, and problematic evidence; consider the cultural backgrounds and lived experiences of the speaker and audience.	LP 6: Effective Communication; LP 5: Cultural Considerations
MT.9-10.SL.4	Present information, findings, and supporting evidence logically, in a manner appropriate to purpose, audience, and task.	LP 6: Effective Communication; LP 8: Student Agency; LP 4: Critical Thinking; LP 3: Creativity; LP 7: Strategic Technology Use

## Grades 11-12 English Language Arts and Literacy Content Standards and Associated Literacy Practices

Coding	Montana Grades 11-12 English Language Arts and Literacy Content Standards	Associated Literacy Practice
MT.11-12.RFO	Reading - Foundational	
MT.11-12.RFO.1	Decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context.	LP 1: Broad Literacy Engagement
MT.11-12.RV	Reading - Vocabulary	
MT.11-12.RV.1	Determine the inferred meaning of words and phrases, citing context, morphology, etymology, and cultural influences on language changes over time, including words and phrases with cultural significance to Montana Indigenous Peoples.	LP 6: Effective Communication; LP 5: Cultural Considerations
MT.11-12.RV.2	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	LP 6: Effective Communication
MT.11-12.RFL	Reading - Fluency	
MT.11-12.RFL.1	Read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension.	LP 1: Broad Literacy Engagement
MT.11-12.RC	Reading - Comprehension	
MT.11-12.RC.1	Cite textual evidence to support analysis of both explicit and inferred meanings, including texts by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.11-12.RC.2	Provide an objective summary of a text.	LP 1: Broad Literacy Engagement
MT.11-12.RC.3	Analyze the development of two or more themes or central ideas over the course of the text and determine how they interact and build on one another to produce a complex presentation, including texts by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.11-12.RC.4	Analyze the author's choices in developing a text with attention to specific elements or features of the text.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.11-12.RC.5	Analyze word choice including figurative, connotative, historical, and technical language, and its impact on meaning and tone.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking
MT.11-12.RC.6	Analyze how an author's choices to structure specific parts of a text contribute to a text's development, meaning, and effectiveness.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 7: Strategic Technology Use

MT.11-12.RC.7	Analyze an author's point of view or purpose and how style, content, and rhetoric contribute to the text, including those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.11-12.RC.8	Analyze foundational documents of historical and literary significance, comparing themes, topics, and rhetorical features where relevant, including culturally diverse texts and those by and about Montana Indigenous Peoples.	LP 1: Broad Literacy Engagement; LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.11-12.W.1	Writing	
MT.11-12.W.1	Write multifaceted arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.11-12.W.2	Write informative texts that examine and convey advanced ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.11-12.W.3	Write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences.	LP 6: Effective Communication; LP 4: Critical Thinking; LP 3: Creativity
MT.11-12.W.4	Develop and strengthen writing by planning, organizing, drafting, revising, implementing feedback, and editing to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	LP 6: Effective Communication; LP 2: Collaboration; LP 8: Student Agency; LP 4: Critical Thinking
MT.11-12.W.5	Demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking.	LP 6: Effective Communication
MT.11-12.RI	Research and Inquiry	
MT.11-12.RI.1	Conduct both short and in-depth research projects that answer questions or solve problems, using multiple reliable sources and demonstrating understanding of the subject under investigation.	LP 4: Critical Thinking; LP 8: Student Agency; LP 3: Creativity
MT.11-12.RI.2	Gather and synthesize relevant information from multiple sources, using advanced research strategies, citing accurately and appropriately and providing an annotated bibliography according to a standard style.	LP 4: Critical Thinking; LP 7: Strategic Technology Use
MT.11-12.RI.3	Conduct research using self-generated questions by analyzing sources for bias and misinformation, including culturally diverse sources and those by and about Montana Indigenous Peoples.	LP 4: Critical Thinking; LP 5: Cultural Considerations
MT.11-12.SL	Speaking and Listening	

MT.11-12.SL.1	Initiate and engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	LP 2: Collaboration; LP 4: Critical Thinking; LP 6: Effective Communication
MT.11-12.SL.2	Evaluate the credibility, accuracy, and presentation of multiple sources in a variety of formats and from multiple perspectives.	LP 6: Effective Communication; LP 7: Strategic Technology Use
MT.11-12.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; consider the cultural backgrounds and lived experiences of the speaker and audience.	LP 6: Effective Communication; LP 5: Cultural Considerations
MT.11-12.SL.4	Present a clear and distinct argument that addresses opposing perspectives using information, findings, and supporting evidence, in a manner appropriate to purpose, audience, and task.	LP 6: Effective Communication; LP 8: Student Agency; LP 4: Critical Thinking; LP 3: Creativity; LP 7: Strategic Technology Use

## Appendix D: Indian Education for All (IEFA) Integration Guidelines

The Montana English Language Arts and Literacy Standards also reflect the constitutional mandate to provide instruction that includes the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner (Montana Constitution [Article X Section 1\(2\)](#) and statutes [§20-1-501](#) and [§20-9-309 2\(c\)](#), MCA). This allows students to recognize and respect historical and contemporary knowledge across the unique cultures of Montana's 12 federally recognized tribes, ensuring that the teaching of ELA in Montana integrates cultural understanding, respect, and relevance for all Montana students.

This section includes general guidelines for integrating Indian Education for All across the K-12 continuum and identifies high-quality resources for educators.

### Requirements

Specific standards within Montana's English Language Arts and Literacy Content Standards reference Montana's Indigenous Peoples, although educators are encouraged to incorporate culturally responsive content across standards. This reflects the state's commitment to Indian Education for All (IEFA) and is an essential component of student proficiency for those standards. Educators are expected to align instruction and assessment for these standards with content that reflects the cultures, histories, and contributions of Montana's 12 federally recognized tribes.

Instructional materials and classroom activities should be consistent with the [Indian Education for All Framework](#), which provides detailed guidance for integrating the [Essential Understandings Regarding Montana Indians](#) and recommended multicultural education approaches. This alignment supports the intent of the standards and Montana's constitutional commitment to preserving and honoring the cultural integrity of its Indigenous communities.

### Resources

There are many resources available to support educators in integrating IEFA into ELA. Some examples include:

- The [OPI Indian Education For All webpage](#) provides classroom resources, videos, and lesson plans.
  - OPI's Indian Education for All program also offers [Language Arts resources](#) organized by grade level. However, keep in mind that resources from other subject areas may also work for integration within ELA lessons.
  - [Class Sets of Books](#) to borrow are available, along with full IEFA unit plans for commonly taught novels aligning. Note that while all of these texts highlight Indigenous knowledge, they do not all center upon Montana Indigenous peoples. Care should be taken to ensure that resources featuring Montana Indigenous peoples are integrated into unit plans.
- [National Indian Education Association Digital Resources](#) for Schools, Teachers, Parents, and Students. This resource provides professional learning, digital lessons and tasks, projects, and parent resources.



- [Confederated Salish Kootenai Tribes \(CSKT\) educational resources](#) although not content-specific, this resource includes lessons and activities that integrate many content areas, such as science, history, land management, and climate, through the perspective of the CSKT.
- [Little Shell Tribe Our Culture](#) shares many traditional teachings, cultural stories, and lessons. Although not content-specific, this resource provides an opportunity for educators to better understand the cultural practices and stories of the Little Shell People.
- [PBS Learning Media – Montana PBS](#) provides multiple videos, documents, lessons, and images relating to American Indians all over the US, including many of the 12 tribes of Montana.
- [Directory of Indian Education Programs in Montana](#): This directory includes contact information for all Tribal governments, universities and colleges, Tribal education specialists, etc.
- [Native Knowledge 360°](#): This website from the Smithsonian Museum of the American Indian is designed for educators and contains interactive lessons and resources to teach about Indigenous histories and cultures.

## Professional Learning

Though there are frequent and varied IEFA and ELA integrated professional learning sessions available at districts and conferences around the state, the OPI offers some recurring opportunities, specifically:

- [Teacher Learning Hub](#) courses
  - Indian Ed & Math Seamless Integration (2 PDUs)
  - An Introduction to Indian Education for All in Montana (2 PDUs)
  - Bison Restoration and Tribal Sovereignty in Montana (3 PDUs)
  - The Framework: A Practical Guide to Implementing IEFA (4 PDUs)
  - Building Your IEFA Mindset: Unpacking the Essential Understandings (15 PDUs)
  - Building Your IEFA Mindset: Culturally Responsive and Informed Teaching for All (15 PDUs)
  - Braiding Sweetgrass: A Book Study (2 PDUs)
- The OPI IEFA Best Practices Conference (occurs every spring)
- [Recurring professional learning events and webinars](#)
- [National Indian Education Association Professional Development Events](#)
- [Native Knowledge 360°: Professional Development](#)



## Appendix E: Assessment

This section aims to provide general guidance on statewide assessments. This can aid in understanding educator, school, and district responsibilities related to assessing the Montana English Language Art and Literacy Content Standards.

### State Assessment

**State testing** measures student proficiency and progress on state content standards over time. The participation requirement to administer statewide assessments is required under federal and state law including:

- **ESSA Section 1111(b)(2) Academic Assessments**
  - (A) IN GENERAL.—Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality student academic assessments in mathematics, reading or language arts, and science. The State retains the right to implement such assessments in any other subject chosen by the State.
  - (B) REQUIREMENTS.—The assessments under subparagraph (A) shall— (i) except as provided in subparagraph (D), be— (I) the same academic assessments used to measure the achievement of all public elementary school and secondary school students in the State; and (II) administered to all public elementary school and secondary school students in the State; (ii) be aligned with the challenging State academic standards, and provide coherent and timely information about student attainment of such standards and whether the student is performing at the student’s grade level.
  
- **ARM 10.56.101 Statewide Assessment**
  - (1) By the authority of [20-2-121](#)(12), MCA and [ARM 10.55.603](#), the Board of Public Education adopts rules for state-level assessment in the public schools and those private schools seeking accreditation.
  - (2) The Board of Public Education (board) recognizes that the primary purpose of assessment is to serve learning. A balanced assessment system including formative, interim, and summative assessments aligned to state content standards, will provide an integrated approach to meeting both classroom learning needs and school and state level information needs. A balanced assessment system is structured to continuously improve teaching and learning and to inform education policy.
  - (3) may not be construed to require a school district to provide these assessments if the state does not have a current contract with test vendors for provision of these assessments to Montana school districts.
  - (4) The Superintendent of Public Instruction shall recommend in writing to the Board of Public Education any modifications to the single system of statewide assessments as set forth in (2). The Board of Public Education may consider recommended modifications as an information item on an agenda at a Board of Public Education meeting. At that meeting, the Board of Public Education may vote to list the recommendations as an action item on the agenda of a subsequent Board of Public Education meeting. Unless approved by



the Board of Public Education, no recommended modifications are effective, and no accredited schools may implement the recommended modifications.

- (5) When developing a recommendation to the Board of Public Education for adopting statewide assessments the Superintendent of Public Instruction will include implications including alignment to content standards.
- (6) The Superintendent of Public Instruction shall: (a) ensure Montana educators participate in the process; (b) ensure that all statewide test items are field tested before being used to determine proficiency; and (c) request approval from the Board of Public Education to allow for census field testing before determining proficiency.

- **ARM 10.56.102 Participation**

- (1) By the authority of [20-2-121\(11\)](#), MCA, and ARM [10.55.603](#), the Board of Public of Education (board) adopts rules for statewide assessment in all public and accredited nonpublic schools.
- (2) Statewide assessments approved by the Board shall be administered in all public and accredited nonpublic schools.
- (3) School districts shall annually administer statewide assessments to all students in accordance with state and federal laws and regulations that meet or exceed the following specifications:
  - (a) English language arts and mathematics assessments shall be aligned to Montana content standards in English language arts and mathematics and administered in grades 3-8 and 11;
  - (b) Science assessments shall be aligned to Montana content standards for science and administered in grades 5, 8, and 11; and
  - (c) Assessments shall be administered in the spring of each year.
- (4) State-level assessments aligned to Montana-English language proficiency standards shall be administered to all students identified as English Learners (EL) in grades (K-12). These assessments shall be administered mid-school year.

**Information on current statewide assessments can be found on the [OPI Statewide Assessment Webpage](#).**



## Appendix F: Program and Curriculum Standards

This appendix outlines the program requirements for English language arts and literacy instruction in Montana, as defined by the **Administrative Rules of Montana (ARM)**. It includes a table summarizing relevant ARM items, along with brief overviews of their content. This appendix also offers resources to help districts select and develop ELA curricula that meet state requirements and support local educational priorities.

<p><a href="#"><u>10.55.602</u></a></p>	<p>DEFINITIONS</p> <p>(32) "Program area standards" means the subject matter Montana school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include: English language arts, arts, health enhancement, mathematics, science, social studies, career and technical education, technology, workplace competencies, library media, world languages, and school counseling.</p> <p>(33) "Program delivery standards" means the conditions and practices school districts are required to provide ensuring that every student is afforded educational opportunities to learn, develop, and demonstrate achievement in content standards and content-specific grade-level learning progressions.</p>
<p><a href="#"><u>10.55.603</u></a></p>	<p>CURRICULUM AND ASSESSMENT</p> <p>Outlines requirements of districts to implement a proficiency-based learning model; review, update, and align learning programs following standards revisions; assess student progression, growth, and proficiency; review curricula and assessment processes; and more. Districts should review this information to ensure curricular and assessment practices are aligned with Administrative Rule.</p>
<p><a href="#"><u>10.55.701</u></a></p>	<p>BOARD OF TRUSTEES</p> <p>Outlines requirements on local boards of trustees to comply with local, state, and federal regulations; details what must be made available to the public; defines conditions that must be established to create a positive school climate; establishes the board's role in establishing an ISAP; outlines how the board might establish and implement additional policies by engaging stakeholders; and more. Districts should review this information to confirm that the local board of trustees' activities are aligned with the Administrative Rule.</p>

<u>10.55.803</u>	<p>LEARNER ACCESS</p> <p>Outlines equal opportunities for all students, which must be assured by the local board of trustees. Districts should review this item to ensure that all students have equal opportunities to learn in all program areas, across all levels.</p>
<u>10.55.901</u>	<p>BASIC EDUCATION PROGRAM: ELEMENTARY</p> <p>Outlines basic program requirements for elementary programs aligned to content standards and grade band learning progressions; recognizes the distinct and unique cultural heritages of American Indians; and includes instruction in reading and writing literacy. Districts should review this item to assess elementary program coherence.</p>
<u>10.55.902</u>	<p>BASIC EDUCATION PROGRAM: MIDDLE GRADES</p> <p>Outlines basic program requirements for Middle school, 7<sup>th</sup>/8<sup>th</sup> grade, or junior high school programs including: adherence to program, content, and grade-band progressions standards that recognize the unique and distinct cultural heritages of American Indians; specific areas the program must address; minimum course requirements; instructional time; and more. Districts should review this item to assess middle-grade program coherence.</p>
<u>10.55.904</u>	<p>BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL</p> <p>Outlines the requirements for a basic high school education program including alignment to content standards, learning progressions; and inclusion of unique cultural heritages of American Indians and minimum course offerings. Districts should review this item to assess high school program coherence.</p>
<u>10.55.905</u>	<p>GRADUATION REQUIREMENTS</p> <p>Outlines the minimum graduation requirements for high school students.</p>
<u>10.55.1001</u>	<p>PROGRAM STANDARDS</p> <p>(1) It is the local board of trustees' responsibility to ensure the district's curricula align with the state content standards and content-specific grade-level learning progressions.</p>

10.55.1003	<p>PROGRAM FOUNDATION STANDARDS</p> <p>Outlines the common conditions and practices that must be evident in all school systems within Montana. Districts should review this item to assess program coherence across the PK-12 continuum.</p>
10.55.1101	<p>ENGLISH LANGUAGE ARTS AND LITERACY PROGRAM DELIVERY STANDARDS</p> <p>Outlines the general requirements for ELA and literacy programs. Districts should review this item to assess ELA program coherence across the PK-12 Continuum.</p>

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## Curriculum Development and Selection Resources

OPI has developed [Curriculum Review and Selection Documents](#) to assist educators in conducting curriculum reviews and selecting new content-area high-quality instructional materials for their districts. The documents detail the steps of the curriculum implementation cycle, provide checklists for reviewing and selecting curriculum, and define curriculum, standards, and high quality instructional materials, in addition to providing resources, templates, and guidance on forming curriculum committees and communicating about the curriculum review and implementation process with educational and community stakeholders.

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