EAST HELENA PUBLIC SCHOOLS SUCCESS FOR ALL

EHPS/Montana Content Standards for English Language Arts and Literacy

Montana Content Standards for ELA and Literacy

*State Adopted 2011 *EHPS Reviewed and Adopted 2025

Montana Early Learning Standards (Literacy Strand)

*State Adopted 2014 *EHPS Reviewed and Adopted 2025

PreK-12th Grade

Eastgate Elementary	PreK-K
Prickly Pear Elementary	1-2
Radley Elementary	3-5
East Valley Middle School	6-8
East Helena High School	9-12

LittleLantes

East Helena Public Schools will be using the Literacy Standards taken from the 2014 Montana Early Learning Standards (MELS) for English Language Arts and Literacy within the Early Learning Classrooms known as the LittleLantes. The Literacy Standards are on the pages following the explanation of MELS. The Standards in their entirety can be found at https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf

2014 Montana Early Learning Standards

The standards that guide the work of early childhood professionals to ensure that children from birth to age five have the skills and knowledge they need to achieve success in learning and reach their full potential in life

Alterations of Note

Montana's Early Learning Guidelines for Children 3 to 5 (2004) and Montana's Early Learning Guidelines for Infants and Toddlers (2009) were incorporated into one document that represents a continuum of growth and development for children from birth to age 5. This integrated document is called the 2014 Montana Early Learning Standards (MELS). Major changes include:

- Instead of using the term "guidelines," the current document uses the term "standards." This wording aligns with similar documents used across the state to guide the education of Montana's children, most notably K—12 Standards.
- Changes were made to ensure that the MELS incorporate current research, particularly in the areas of brain development and cultural/linguistic diversity, including significant and meaningful integration of the Montana Indian Education for All Act. In addition, a crosswalk analysis of the MELS was conducted to highlight connections with other professional standards, including the Montana Common Core Kindergarten Standards for Language Arts and Math and the Next Generation Science Standards as well as the Head Start Framework.
- The MELS feature a continuum of developmental progression without listing specific ages. Children's development can be identified and observed over time on the continuum described in each developmental domain.

Applicable Settings

The Montana Early Learning Standards (MELS) are applicable to children regardless of the setting in which they are cared for, nurtured, and educated. These settings may include their own homes; family, friend and neighbor homes; family and group child care homes; child care centers; preschool programs; Head Start; Early Head Start; and public schools.

Literacy

Early or emergent literacy develops as children become aware of the relationship between the written and spoken word. Young children develop skills in using symbols, language, and images to become interested and competent in learning to read, write, and represent information.

Standard 3.5 – Early Reading and Book Appreciation

Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.

Standard 3.6 – Print Development / Writing

Children demonstrate interest and skills in using symbols as a meaningful form of communication.

Standard 3.7 – Print Concepts

Children develop an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle).

Standard 3.8 – Phonological Awareness

Children develop an awareness of the sounds of letters and the combinations of letters that make up words and use this awareness to manipulate syllables and sounds of speech.



“To learn to read is to light a fire; every syllable that is spelled out is a spark.”

— Victor Hugo

Early Reading and Book Appreciation

Standard 3.5: **Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.**

Benchmarks: What we want the child to be able to do	*Indicators: Behaviors we might see*	*Learning Opportunities: Possible experiences to support development*
a. Focus intently on a book	The child may look at a book with no attempt to touch it.	Read to and talk with each child daily. Point out and talk about the illustrations when you show them to the child as you read and turn the pages.
b. React when being read a book	The child may smile or coo when being shown the pictures in a book.	Choose books with fewer words and engaging illustrations for younger children. Use the child's cues to guide how you "read" the book to the child.
c. Explore books with mouth and hands	The child may grasp and bring the book to her mouth to suck and chew on it. The child may shake, bend, or wave a book, or pat the pictures.	Provide easy access to a variety of cloth and board books throughout the environment and integrate looking at them with the child into the routine.
d. Maintain attention when being read a book	The child may gaze at the page or point to illustrations while someone is reading a book to her.	Provide quality children's literature that includes the range of authors, illustrators, and genres.
e. Vocalize when being read a book	The child may make vocalizations while pointing to pictures and may eventually ask, "What's that?" or use "book babble" imitating the sound of reading.	Encourage verbal exchange by responding to vocalizations, such as "Yes, the cow says moo."
f. Choose familiar books and repeat words or vocalizations in books	The child may seek out familiar books and repeat vocalizations and words heard when she was previously read the book.	Use facial expressions, gestures, and varied voice tones and tempos as you read to children. Encourage their active participation as they learn sounds, words, phrases, and rhymes in familiar stories.
g. Point at or name objects, animals, or people in pictures, books or drawings	The child may point to pictures and label or describe them either independently or when prompted.	Point to and describe what is going on in pictures in books.
h. Indicate that the pictures on a page are related to the text	The child may pretend to read books she has memorized, using the pictures as cues, or use pictures to predict and "read" the storyline.	Have a conversation with the child as you read books, promoting her to say something about the book and then responding to her comments. This process is called dialogic reading and has been shown to enhance language skills.
i. Purposefully explore books with respect to proper position and use	The child may open and close the book carefully, study the pictures, make sounds, and position the book correctly for reading.	Guide the child in how to handle a book gently, turn it right side up, and turn the pages as small motor skills develop.
j. Demonstrate interest in books and reading	The child may bring a favorite book to be read, carry books around, or listen attentively when a book is being read.	Ensure that there is a variety of quality children's books located in child-accessible locations throughout the environment.
k. Repeat simple songs, rhymes, or stories	The child may sing familiar songs, recite simple poems, or relate relevant aspects of a story.	Ask children to choose books or songs for program activities, and plan to read favorite books, sing selected songs, share finger plays, and retell rhymes repeatedly as requested.
l. Use books, magazines, and other printed materials to enhance play	The child may pretend to read the newspaper or a cookbook while playing house in the dramatic play area.	Provide relevant reading materials throughout the play areas. Use books to enhance children's play themes, such as offering books about farms and farm animals when you observe the child playing with farm animals in the block area.
m. Recognize print or symbols in the neighborhood, community, and environment	The child may read familiar signs, such as a favorite restaurant or food label.	Point out, read, and create booklets or murals filled with print and signs naturally occurring within the program and community environment. Encourage children to add to these collections and read them to one another.
n. Demonstrate an understanding that print progresses from left to right	The child may follow the text on a printed page by moving her finger from left to right while reading or following along as someone else reads.	Follow the text with a finger as you read aloud.
o. Identify the title of a book	The child may point to the title of the book or spontaneously say the title when the book is presented.	Point out the title, author, and/or illustrator on the cover of the book with each reading.
p. Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories	The child may point to or label letters in words, or identify similarities and differences among words, such as "My name starts with a "T" like Tara's.".	Model reading and writing for various purposes both in group and individual activities, such as writing a group "thank you" note after the field trip or recording the story the child tells about his drawing.
q. Sustain attention to increasingly longer books and stories	The child may attend to longer stories or books, especially when there is animation and dramatic presentation or when the child is actively involved, such as imitating a phrase, word, or sound that is repeated in the story.	Introduce longer stories and books as children indicate the ability to attend and remain engaged, such as reading a chapter every day before nap/rest time.

Infancy

Developmental Continuum

Preschool

Print Development/Writing

Standard 3.6: Children develop interest and skills in using symbols as a meaningful form of communication.

Benchmarks: What we want the child to be able to do	*Indicators: Behaviors we might see*	*Learning Opportunities: Possible experiences to support development*
a. Experiment with grasp	The child may grip a rattle or other toy and later a variety of drawing and writing tools using her fist and fingers.	Provide safe and interesting objects for the child to hold, mouth, and visually explore.
b. Watch others write and draw	The child may watch with interest as an adult or another child draws, paints, or writes.	Model writing and drawing with purpose, and connect meaning to the words and drawings, such as talking with the child about what you are writing down on the shopping list.
c. Scribble on paper spontaneously	The child may use a crayon, marker, or pencil to make marks and scribble on a piece of paper or other writing surface and eventually describe what the marks are meant to be.	Provide access to variety of writing tools and supplies across the environment, with opportunities for independent use.
d. Demonstrate a pincer grasp	The child may pick up crayons, pencils, and even smaller objects using her thumb and forefinger.	Offer healthy and safe finger foods, play-dough, pegs and peg boards, and puzzles with knobs that promote small motor skills.
e. Experiment with a variety of writing tools	The child may use pencils, crayons, chalk, markers, pens, paints, sand, or write in the air with her finger.	Encourage and model use of a variety of tools for writing and drawing. Ensure that these opportunities are accessible and abundant throughout the environment.
f. Imitate others who are writing or drawing shapes	The child may imitate what she has seen others write using traditional and non-traditional tools, such as making marks in the sand with a stick or drawing with a finger in pudding.	Provide imaginative experiences and creative materials for children to write with, such as using chalk on a chalkboard wall to record messages to and from the teacher.
g. Demonstrate controlled linear scribbles	The child may include identifiable shapes in his scribbles.	Provide daily experiences for children to write using a variety of writing tools and an assortment of paper kinds, sizes, and shapes.
h. Write letters, letter-like shapes, and inventive words	The child may write individual letters and strings of letters or letter-like shapes in groups.	Provide vertical wall spaces covered with large sheets of paper for children to draw/write and individual journals for each child to record important activities. Encourage children to read out loud what they have written.
i. Use print in play	The child may write down the food order at an imaginary restaurant.	Provide writing supplies for children to use in dramatic play and encourage them to generate lists, write checks, create menus, or make signs related to their play theme.
j. Demonstrate an understanding that print holds meaning and that thoughts and ideas can be written down	The child may ask an adult to label a drawing or write down a story that he narrates.	Ask the child if he would like you to write a description or story about his drawing or painting. Use his words and read it back to him. Be ready to take dictation whenever the child is eager to tell a story.
k. Form letters to approximate conventional forms	The child may form alphabet letters, and indicate that letters stand for spoken sounds, although not always correctly.	Provide natural opportunities for children to copy both two-dimensional and three-dimensional alphabet letters available in the play environment.
l. Write his or her own name	The child may write, copy, and correctly label the letters in her name with increasing accuracy.	Encourage children to put their name on their work, sign in when they arrive, and find their labeled places at circle time.
m. Write familiar words using accepted writing format	The child may copy familiar or create pretend words, correctly writing left to right and top to bottom of the page.	Encourage children to write for a variety of functional purposes, such as making a label for the block construction or writing a note to a friend.

Infancy

Developmental Continuum

Preschool

Print Concepts

Standard 3.7: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).

Benchmarks: What we want the child to be able to do	*Indicators: Behaviors we might see*	*Learning Opportunities: Possible experiences to support development*
a. Show interest when stories are read	The child may watch the reader with wide open eyes and a thoughtful expression, gaze at the page, or point to a picture on the page.	Read to each child early in life and often each day. Provide a full array of books in locations accessible to children and throughout the environment.
b. Imitate sounds when looking at words in a book	The child may duplicate simple sounds, words, or phrases when being read or looking at familiar books.	Read to children frequently during the day, and repeat favorite books again and again.
c. Point to words in the book	The child may point to words when being read a book, although not necessarily the word being read.	Occasionally follow the text with a finger when reading aloud to the child.
d. Demonstrate an understanding that print represents words	The child may pretend to read a book or ask an adult to write her words on her art work or a note to her grandma.	Encourage each child to dictate a description of artwork or other projects. Recite aloud as you write names, lists, and notes.
e. Respond to print in the environment	The child may notice and comment on the print she sees around her, such as the name on the box of cereal she eats. The child may further ask, "What does that say?"	Provide a "print rich" environment by labeling toys, supplies, and equipment. Read aloud signs/labels as you come across them throughout the day.
f. Demonstrate an awareness that letters of the alphabet can be individually named	The child may identify letters seen in the environment or ask an adult how to write each letter in his name or in a word he is writing.	Set up a writing area in the environment where children can practice writing and copying alphabet letters from an alphabet poster or children's printed name cards that are always available. Include a variety of writing tools, such as pens, pencils, typewriters, or tablets, and an assortment of paper, stationary, notepads, and envelopes.
g. Identify letters	The child may identify a growing number of letters, such as the letters in his name or sing the "Alphabet Song" pointing to the letter as it is sung.	Provide opportunities for children to see their names in print, such as attendance boards, cubbies, circle rugs, and birthday charts. Talk to each child about the letters in his or her name as it is being written.
h. Match letters and their sound	The child may match letters with their sounds, such as explaining that his name, Sam, starts with the letter "S" that makes the sound "ssssss."	Present a two or three-dimensional visual of one letter and corresponding objects that begin with the same letter, emphasizing the letter's sound, such as ball and bell begin with the "buh" sound. Have the child select from a collection of objects those that begin with the same "B" sound, such as a button, a bead, a banana, a balloon, or a boat.

Infancy

Developmental Continuum

Preschool

Phonological Awareness

Standard 3.8: **Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.**

Benchmarks: *What we want the child to be able to do*	*Indicators:* *Behaviors we might see*	*Learning Opportunities:* *Possible experiences to support development*
a. Respond to the sound of spoken language	The child may focus on the person speaking and kick her feet or move her arms in response to the rhythms of spoken language.	Talk to the child throughout the day about routines, what you are doing, what she is doing, and what is going on around her.
b. Imitate sounds in stories, songs, and rhymes	The child may imitate a sound she has heard and say it over and over, such as "ba, ba" or "ga, ga."	Pay attention to the sounds that each child makes and repeat them back as in a conversation.
c. Engage in familiar word games, songs, or finger plays	The child may sign or imitate the motions for simple games, such as "Pat-a-Cake" or "Peek-a-Boo."	Play these simple games with each child one-on-one, gently helping him to mimic the actions, if needed.
d. Imitate rhyming patterns	The child may imitate rhyming patterns in songs, rhymes, and finger plays modeled by another.	Engage in songs and rhyme play. Read rhyme-rich books, such as those by Dr. Seuss.
e. Discriminate and identify sounds in spoken language	The child may play with words and attempt to create rhyming words, such as "top" and "pop."	Encourage the child's creativity in using words and playing with words.
f. Demonstrate an increased awareness of beginning and ending sounds of words	The child may identify words that begin with the same sound, such as Mary and Mona, or end with the same sound, such as Phil and Bill.	Make up silly rhymes to match with children's names, such as singing "Willaby, Wallaby, Woo."
g. Demonstrate progress in rhyming words	The child may progress through developmental stages in rhyming beginning with identifying if two words or pictures rhyme, to filling in words to known songs, rhymes, and finger plays, to finally producing words that rhyme and making up her own rhymes.	Sing rhyming songs such as Raffi's "Down By the Bay," recite poems and rhymes, and read predictable books. Encourage creative generation of rhyming words even if they become "nonsense" words.
h. Hear and separate words into syllables	The child may clap out the sounds (syllables) in words guided by an adult, such as clapping three times for the child's name "Sa-man-tha."	Model by clapping out the syllables in each child's name. Create a graph illustrating the number of syllables in all of the children's names.

Developmental Continuum

Introduction

This guide outlines all the Montana Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Providing an overview of the scope of all the standards from kindergarten through twelfth grade, this guide includes:

- Reading Standards for Literature
- Reading Standards for Informational Text
- Reading Standards Foundational Skills
- Reading Standards for Literacy in History/Social Studies and Science and Technical Subjects
- Writing Standards
- Writing Standards for Literacy in History/Social Studies and Science and Technical Subjects
- Speaking and Listening Standards
- Language Standards

The standards reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner (See IEFA; MCA 20-1-501 Article X; resources; and materials).

Adopted in November 2011, the standards provide a framework for literacy not only in English Language Arts, but across content areas in history/social studies, science, and technical subjects. Just as students must learn literacy skills and conceptual understandings to be college and career ready, they must be able to read, write, speak, listen, and use language effectively in a variety of content areas. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to responsible citizenship in our global society. Students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Organized by sections starting with the anchor standard for each topic area, this guide provides resources and guidance to educators as they align their curriculum to these standards. The standards use individual grade levels in kindergarten through grade 8. This view of expectations across grade levels provides a tool for teachers to personalize the learning for their students by providing the broader context of a learning progression for students. The standards are categorized in two-year bands in grades 9–12 to allow schools and districts flexibility in high school course design. In addition, appendices provide helpful resources to support implementation of these standards.

Montana Anchor Standards for Reading

The K-12 Reading Standards on the following pages define what students should know and be able to do. Anchor standards provide the umbrella overview of expectations. These anchor standards are grouped into four broad concepts: *Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Text Complexity*. Specific topic areas such as *Reading Standards for Literature, Reading Standards for Information Text, Reading Foundational Skills, and Readings Standards for Literacy in History/Social Studies, Science and Technical Subjects* provide grade-level specific standards to support teachers in designing their instruction. Together, these standards define the skills and understandings all students should demonstrate to be career, college, and community ready.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCRA.R.1)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCRA.R.2)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (CCRA.R.3)

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (CCRA.R.4)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (CCRA.R.5)
6. Assess how point of view or purpose shapes the content and style of a text. (CCRA.R.6)

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (CCRA.R.7)
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (CCRA.R.8)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (CCRA.R.9)

Range of Reading and Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. (CCRA.R.10)

Reading Standards for Literature K-2

Key Ideas and Details

	Kindergarten Students	Grade 1 Students	Grade 2 Students
1	With prompting and support, ask and answer questions about key details in a text. (RL.K.1)	Ask and answer questions about key details in a text. (RL.1.1)	Ask and answer such questions *as who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (RL.2.1)
2	With prompting and support, retell familiar stories, including key details; include stories by and about American Indians. (RL.K.2)	Retell stories, including stories by and about American Indians, that include key details and demonstrate understanding of their central message or lesson. (RL.1.2)	Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral. (RL.2.2)
3	With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)	Describe characters, settings, and major events in a story, using key details. (RL.1.3)	Describe how characters in a story respond to major events and challenges. (RL.2.3)

Craft and Structure

	Kindergarten Students	Grade 1 Students	Grade 2 Students
4	Ask and answer questions about unknown words in a text.(RL.K.4)	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)
5	Recognize common types of texts (e.g., storybooks, poems). (RL.K.5)	Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types. (RL.1.5)	Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action. (RL.2.5)
6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL.K.6)	Identify who is telling the story at various points in a text. (RL.1.6)	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.2.6)

Integration of Knowledge and Ideas

	Kindergarten Students	Grade 1 Students	Grade 2 Students
7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (RL.K.7)	Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7)	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.2.7)
8	(not applicable to literature)	(not applicable to literature)	(not applicable to literature)
9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, including American Indian stories. (RL.K.9)	Compare and contrast the adventures and experiences of characters in stories, including American Indian stories. (RL.1.9)	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including American Indian authors or cultures. (RL.2.9)

Range of Reading and Level of Text Complexity

	Kindergarten Students	Grade 1 Students	Grade 2 Students
10	Actively engage in group reading activities with purpose and understanding. (RL.K.10)	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10)	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.2.10)

Reading Standards for Literature 3-5

Key Ideas and Details

	Grade 3 Students	Grade 4 Students	Grade 5 Students
1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)
2	Recount stories, including fables, folktales, and myths from diverse cultures; including those by and about American Indians; determine the central message, lesson, or moral; and explain how it is conveyed through key details in the text. (RL.3.2)	Determine a theme of a story, drama, or poem from details in the text; summarize the text; and include texts by and about American Indians. (RL.4.2)	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text; and include texts by and about American Indians. (RL.5.2)
3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3)	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (RL.5.3)

Craft and Structure

	Grade 3 Students	Grade 4 Students	Grade 5 Students
4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. (RL.4.4)	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)
5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections. (RL.3.5)	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (RL.4.5)	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)
6	Distinguish their own point of view from that of the narrator or those of the characters, including works by and about American Indians. (RL.3.6)	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; include works by and about American Indians. (RL.4.6)	Describe how a narrator's or speaker's point of view influences how events are described; include perspectives of American Indians. (RL.5.6)

Integration of Knowledge and Ideas

	Grade 3 Students	Grade 4 Students	Grade 5 Students
7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL.4.7)	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (RL.5.7)
8	(not applicable to literature)	(not applicable to literature)	(not applicable to literature)
9	Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series). (RL.3.9)	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including those by and about American Indians. (RL.4.9)	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories, including traditional and contemporary stories by and about American Indians) on their approaches to similar themes and topics. (RL.5.9)

Range of Reading and Level of Text Complexity

	Grade 3 Students	Grade 4 Students	Grade 5 Students
10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently. (RL.3.10)	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10)	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently. (RL.5.10)

Reading Standards for Literature 6-8

Key Ideas and Details

	Grade 6 Students	Grade 7 Students	Grade 8 Students
1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)
2	Determine a theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)	Determine a theme or central idea of a text; analyze its development over the course of the text; and provide an objective summary of the text. (RL.7.2)	Determine a theme or central idea of a text; analyze its development over the course of the text, including its relationship to the characters, setting, and plot; and provide an objective summary of the text. (RL.8.2)
3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3)	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

Craft and Structure

	Grade 6 Students	Grade 7 Students	Grade 8 Students
4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of a specific word choice on meaning and tone. (RL.6.4)	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4)	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4)
5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5)	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL.7.5)	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (RL.8.5)
6	Explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RL.7.6)	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (RL.8.6)

Integration of Knowledge and Ideas

	Grade 6 Students	Grade 7 Students	Grade 8 Students
7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (RL.6.7)	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (RL.7.7)	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (RL.8.7)
8	(not applicable to literature)	(not applicable to literature)	(not applicable to literature)
9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics. (RL.6.9)	Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period as a means of understanding how authors of fiction use or alter history; include texts that contain portrayals and/or accounts by and about American Indians. (RL.7.9)	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new and include texts by and about American Indians. (RL.8.9)

Range of Reading and Level of Text Complexity

	Grade 6 Students	Grade 7 Students	Grade 8 Students
10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10)	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10)	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. (RL.8.10)

Reading Standards for Literature 9-12

Key Ideas and Details

	Grade 9-10 Students	Grade 11-12 Students
1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and include works by and about American Indians. (RL.9-10.1)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.9-10.1)
2	Determine a theme or central idea of a text, including those by and about American Indians; analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; and provide an objective summary of the text. (RL.9-10.2)	Determine two or more themes or central ideas of a text, including those by and about American Indians; analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; and provide an objective summary of the text. (RL.9-10.2)
3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including texts by and about American Indians; interact with other characters; and advance the plot or develop the theme. (RL.9-10.3)	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RL.9-10.3)

Craft and Structure

	Grade 9-10 Students	Grade 11-12 Students
4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings and analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (RL.9-10.4)	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings and analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (include Shakespeare, works by American Indian authors, as well as other authors). (RL.9-10.4)
5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (RL.9-10.5)	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (RL.9-10.5)
6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and include works by and about American Indians. (RL.9-10.6)

Integration of Knowledge and Ideas

	Grade 9-10 Students	Grade 11-12 Students
7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts," and Breughel's *Landscape with the Fall of Icarus,* and Painting: *American Progress,* by John Gast (circa 1872) with "Birthright," a poem, by M. L. Smoker in *Another Attempt at Rescue).* (RL.9-10.7)	Analyze multiple interpretations of a story, drama, poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text (include at least one play by Shakespeare and one play by an American dramatist). (RL.9-10.7)
8	(not applicable to literature)	(not applicable to literature)
9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, how a later author draws on a play by Shakespeare, or how American Indian stories and oral histories appear in contemporary works, such as James Welch's *Fools Crow*, where the author retells the Pikuni traditional story, "Star Boy.") (RL.9-10.9)	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics. (RL.9-10.9)

Range of Reading and Level of Text Complexity

	Grade 9-10 Students	Grade 11-12 Students
10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently. (RL.9-10.10)	By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-college and career ready (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-CCR text complexity band independently and proficiently. (RL.9-10.10)

Reading Standards for Informational Text K-2

Key Ideas and Details

	Kindergarten Students	Grade 1 Students	Grade 2 Students
1	With prompting and support, ask and answer questions about key details in a text. (RI.K.1)	Ask and answer questions about key details in a text. (RI.1.1)	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)
2	With prompting and support, identify the main topic and retell key details of a text. (RI.K.2)	Identify the main topic and retell key details of a text. (RI.1.2)	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (RI.2.2)
3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text and include texts by and about American Indians. (RI.K.3)	Describe the connection between two individuals, events, ideas, or pieces of information in a text and include texts by and about American Indians. (RI.1.3)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text and include texts by and about American Indians. (RI.2.3)

Craft and Structure

	Kindergarten Students	Grade 1 Students	Grade 2 Students
4	With prompting and support, ask and answer questions about unknown words in a text and recognize words and phrases with cultural significance to American Indians. (RI.K.4)	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text and recognize words and phrases with cultural significance to American Indians. (RI.1.4)	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area and recognize words and phrases with cultural significance to American Indians. (RI.2.4)
5	Identify the front cover, back cover, and title page of a book. (RI.K.5)	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)
6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (RI.K.6)	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)

Integration of Knowledge and Ideas

	Kindergarten Students	Grade 1 Students	Grade 2 Students
7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (RI.K.7)	Use illustrations and details in a text to describe its key events. (RI.1.7)	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7)
8	With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)	Identify the reasons an author gives to support points in a text. (RI.1.8)	Describe how reasons support specific points the author makes in a text. (RI.2.8)
9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). (RI.K.9)	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)	Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9)

Range of Reading and Level of Text Complexity

	Kindergarten Students	Grade 1 Students	Grade 2 Students
10	Actively engage in group reading activities with purpose and understanding. (RI.K.10)	With prompting and support, read informational texts appropriately complex for Grade 1. (RI.1.10)	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)

Reading Standards for Informational Text 3-5

Key Ideas and Details

	Grade 3 Students	Grade 4 Students	Grade 5 Students
1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
2	Determine the main idea of a text; recount the key details, and explain how they support the main idea. (RI.3.2)	Determine the main idea of a text; explain how it is supported by key details; and summarize the text. (RI.4.2)	Determine two or more main ideas of a text, explain how they are supported by key details, and summarize the text. (RI.5.2)
3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect and include texts by and about American Indians. (RI.3.3)	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text and include texts by and about American Indians. (RI.4.3)	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text and include texts by and about American Indians. (RI.5.3)

Craft and Structure

	Grade 3 Students	Grade 4 Students	Grade 5 Students
4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. (RI.3.4)	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. (RI.4.4)	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. (RI.5.4)
5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (RI.3.5)	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)
6	Distinguish their own point of view from that of the author of a text. (RI.3.6)	Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians and describe the differences in focus and the information provided. (RI.4.6)	Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent. (RI.5.6)

Integration of Knowledge and Ideas

	Grade 3 Students	Grade 4 Students	Grade 5 Students
7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)
8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8)	Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)
9	Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)

Range of Reading and Level of Text Complexity

	Grade 3 Students	Grade 4 Students	Grade 5 Students
10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently. (RI.3.10)	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10)	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. (RI.5.10)

Reading Standards for Informational Text 6-8

Key Ideas and Details

	Grade 6 Students	Grade 7 Students	Grade 8 Students
1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)
2	Determine a central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments. (RI.6.2)	Determine two or more central ideas in a text; analyze their development over the course of the text; and provide an objective summary of the text. (RI.7.2)	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas and provide an objective summary of the text. (RI.8.2)
3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (RI.6.3)	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3)	Analyze how a text makes connections among and distinctions between individuals, ideas, cultures, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)

Craft and Structure

	Grade 6 Students	Grade 7 Students	Grade 8 Students
4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the impact of a specific word choice on meaning and tone. (RI.7.4)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)
5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.8.5)
6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text and include texts by and about American Indians. (RI.6.6)	Determine an author's point of view or purpose in a text, including those by and about American Indians, and analyze how the author distinguishes his or her position from that of others. (RI.7.6)	Determine an author's point of view or purpose in a text, including texts by and about American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

Integration of Knowledge and Ideas

	Grade 6 Students	Grade 7 Students	Grade 8 Students
7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (RI.7.7)	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (RI.8.7)
8	Trace and evaluate the argument and specific claims in a text, including texts by and about American Indians, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.8)	Trace and evaluate the argument and specific claims in a text, including texts by and about American Indians, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.7.8)	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced; and include texts by and about American Indians. (RI.8.8)
9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) and include texts by and about American Indians. (RI.6.9)	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts and include texts by and about American Indians. (RI.7.9)	Analyze a case in which two or more texts provide conflicting information on the same topic; identify where the texts disagree on matters of fact or interpretation; and include texts by and about American Indians. (RI.8.9)

Range of Reading and Level of Text Complexity

	Grade 6 Students	Grade 7 Students	Grade 8 Students
10	By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.6.10)	By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.7.10)	By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. (RI.8.10)

Reading Standards for Informational Text 9-12

Key Ideas and Details

	Grade 9-10 Students	Grade 11-12 Students
1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)
2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. (RI.9-10.2)	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis and provide an objective summary of the text. (RI.11-12.2)
3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (RI.9-10.3)	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text. (RI.11-12.3)

Craft and Structure

	Grade 9-10 Students	Grade 11-12 Students
4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, or how American Indian treaty language differs from everyday speech). (RI.9-10.4)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship). (RI.11-12.4)
5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)
6	Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)	Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6)

Integration of Knowledge and Ideas

	Grade 9-10 Students	Grade 11-12 Students
7	Analyze various accounts of a subject told in different mediums, (e.g., a person's life story in both print and multimedia, paying specific attention to cultural nuances) determining which details are emphasized in each account. (RI.9-10.7)	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)
8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and identify false statements and fallacious reasoning. (RI.9-10.8)	Delineate and evaluate the reasoning in seminal U.S. texts and those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies). (RI.11-12.8)
9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," Onondaga Chief Canassatego's address "On Colonizing Education"), including how they address related themes and concepts. (RI.9-10.9)	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features. (RI.11-12.9)

Range of Reading and Level of Text Complexity

	Grade 9-10 Students	Grade 11-12 Students
10	By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently. (RI.9-10.10)	By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-CCR text complexity band independently and proficiently. (RI.11-12.10)

Reading Standards Foundational Skills K-5

Print Concepts

Kindergarten Students	Grade 1 Students	Grade 2 Students
Demonstrate understanding of the organization and basic features of print: • follow words from left to right, top to bottom, and page by page • recognize that spoken words are represented in written language by specific sequences of letters • understand that words are separated by spaces in print • recognize and name all upper- and lowercase letters of the alphabe.t (RF.K.1)	Demonstrate understanding of the organization and basic features of print: • recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RF.1.1)	

Phonological Awareness

Kindergarten Students	Grade 1 Students	Grade 2 Students
Demonstrate understanding of spoken words, syllables, and sounds (phonemes): • recognize and produce rhyming words • count, pronounce, blend, and segment syllables in spoken words • blend and segment onsets and rimes of single-syllable spoken words • isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (this does not include CVCs ending with /l/, /r/, or /x/) • add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2)	Demonstrate understanding of spoken words, syllables, and sounds (phonemes): • distinguish long from short vowel sounds in spoken single-syllable words • orally produce single-syllable words by blending sounds (phonemes), including consonant blends • isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words • segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (RF.1.1)	

Phonics and Word Recognition

Kindergarten Students	Grade 1 Students	Grade 2 Students
Know and apply grade-level phonics and word analysis skills in decoding words: • demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant • associate the long and short sounds with common spellings (graphemes) for the five major vowels • read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) • distinguish between similarly spelled words by identifying the sounds of the letters that differ. (RF.K.3)	Know and apply grade-level phonics and word analysis skills in decoding words: • know the spelling-sound correspondences for common consonant digraphs • decode regularly spelled one-syllable words • know final -e and common vowel team conventions for representing long vowel sounds • use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word • decode two-syllable words following basic patterns by breaking the words into syllables • read words with inflectional endings • recognize and read grade-appropriate irregularly spelled words. (RF.1.3)	Know and apply grade-level phonics and word analysis skills in decoding words: • distinguish long and short vowels when reading regularly spelled one-syllable words • know spelling-sound correspondences for additional common vowel teams • decode regularly spelled two-syllable words with long vowels • decode words with common prefixes and suffixes • identify words with inconsistent but common spelling-sound correspondences • recognize and read grade-appropriate irregularly spelled words. (RF.2.3)
Grade 3 Students	**Grade 4 Students**	**Grade 5 Students**
Know and apply grade-level phonics and word analysis skills in decoding words: • identify and know the meaning of the most common prefixes and derivational suffixes • decode words with common Latin suffixes • decode multi-syllable words • read grade-appropriate irregularly spelled words. (RF.3.3)	Know and apply grade-level phonics and word analysis skills in decoding words: • use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3)	Know and apply grade-level phonics and word analysis skills in decoding words: • use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.5.3)

Fluency

Kindergarten Students	Grade 1 Students	Grade 2 Students
Read emergent-reader texts with purpose and understanding. (RF.K.4)	Read with sufficient accuracy and fluency to support comprehension: • read on-level text with purpose and understanding • read on-level text orally with accuracy, appropriate rate, and expression on successive readings • use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4)	Read with sufficient accuracy and fluency to support comprehension: • read on-level text with purpose and understanding • read on-level text orally with accuracy, appropriate rate, and expression on successive readings • use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4)
Grade 3 Students	**Grade 4 Students**	**Grade 5 Students**
Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4)	Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4)	Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4)

Reading Standards for Literacy in History/Social Studies 6-12

Key Ideas and Details

	Grades 6-8 Students	Grade 9-10 Students	Grade 11-12 Students
1	Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (RH.11-12.1)
2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)
3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (RH.11-12.3)

Craft and Structure

	Grades 6-8 Students	Grade 9-10 Students	Grade 11-12 Students
4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, cultural, or economic aspects of history/social studies. (RH.9-10.4)	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships). (RH.11-12.4)
5	Describe how a text presents information (e.g., sequentially, comparatively, causally). (RH.6-8.5)	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (RH.9-10.5)	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (RH.11-12.5)
6	Identify aspects of a text, including those by and about American Indians, that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)	Compare the point of view of two or more authors (incorporating Montana American Indian authors) for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)	Evaluate authors' (incorporating Montana American Indian authors) differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.11-12.6)

Integration of Knowledge and Ideas

	Grades 6-8 Students	Grade 9-10 Students	Grade 11-12 Students
7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (RH.6-8.7)	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11-12.7)
8	Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about American Indians. (RH.6-8.8)	Assess the extent to which the reasoning and evidence in a text support the author's claims. Include texts by and about American Indians. (RH.9-10.8)	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about American Indians. (RH.11-12.8)
9	Analyze the relationship between a primary and secondary source on the same topic, including sources by and about American Indians. (RH.6-8.9)	Compare and contrast treatments of the same topic in several primary and secondary sources including American Indian sources. (RH.9-10.9)	Integrate information from diverse sources (including American Indian sources), both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (RH.11-12.9)

Range of Reading and Text Complexity

	Grades 6-8 Students	Grade 9-10 Students	Grade 11-12 Students
10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. (RH.6-8.10)	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (RH.9-10.10)	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. (RH.11-12.10)

Reading Standards for Literacy in Science and Technical Subjects 6-12

Key Ideas and Details

	Grades 6-8 Students	Grade 9-10 Students	Grade 11-12 Students
1	Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (RST.11-12.1)
2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. (RST.9-10.2)	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)
3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (RST.11-12.3)

Craft and Structure

	Grades 6-8 Students	Grade 9-10 Students	Grade 11-12 Students
4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. (RST.6-8.4)	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*. (RST.9-10.4)	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*. (RST.11-12.4)
5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. (RST.6-8.5)	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*). (RST.9-10.5)	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (RST.11-12.5)
6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (RST.6-8.6)	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. (RST.9-10.6)	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (RST.11-12.6)

Integration of Knowledge and Ideas

	Grades 6-8 Students	Grade 9-10 Students	Grade 11-12 Students
7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia, Montana tribal resources) in order to address a question or solve a problem. (RST.11-12.7)
8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. Include texts by and about American Indians. (RST.6-8.8)	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. (RST.9-10.8)	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information, including those from American Indians. (RST.11-12.8)
9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (RST.6-8.9)	Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from Montana American Indian cultures), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)	Synthesize information from a range of sources (e.g., texts, experiments, simulations, and knowledge derived from Montana American Indian cultures) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (RST.11-12.9)

Range of Reading and Text Complexity

	Grades 6-8 Students	Grade 9-10 Students	Grade 11-12 Students
10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. (RST.6-8.10)	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. (RST.9-10.10)	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently. (RST.11-12.10)

Montana Anchor Standards for Writing

The K-12 Montana Anchor Standards for Writing define what students should know and be able to do by the end of a grade or grade band. The anchor standards below provide the broad look at what students should be able to do, while the grade level topics provide specificity for instructional planning. These anchor standards are grouped into four broad concepts: *Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing.* Specific topic areas such as *Writing Standards* and the *Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects* provide grade-level specific standards to support teachers in designing their instruction. Together, these standards define the skills and understandings all students should demonstrate to be career, college, and community ready.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCRA.W.1)
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCRA.W.2)
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCRA.W.3)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCRA.W.4)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCRA.W.5)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCRA.W.6)

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCRA.W.7)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (CCRA.W.8)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCRA.W.9)

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCRA.W.10)

Writing Standards for K-2

Text Types and Purposes

	Kindergarten Students	Grade 1 Students	Grade 2 Students
1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .) (W.K.1)	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1)	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)
2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2)	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)
3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events; tell about the events in the order in which they occurred; and provide a reaction to what happened. (W.K.3)	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure. (W.2.3)

Production and Distribution of Writing

	Kindergarten Students	Grade 1 Students	Grade 2 Students
4	(begins in grade 3)	(begins in grade 3)	(begins in grade 3)
5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)
6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6)

Research to Build and Present Knowledge

	Kindergarten Students	Grade 1 Students	Grade 2 Students
7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) and include sources by and about American Indians. (W.K.7)	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions) and include sources by and about American Indians closure (W.1.7)	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) and include sources by and about American Indians. (W.2.7)
8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question and include sources by and about American Indians. (W.K.8)	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question, including sources by and about American Indians. (W.1.8)	Recall information from experiences or gather information from provided sources to answer a question, including sources by and about American Indians. (W.2.8)
9	(begins in grade 4)	(begins in grade 4)	(begins in grade 4)

Range of Writing

	Kindergarten Students	Grade 1 Students	Grade 2 Students
10	(begins in grade 3)	(begins in grade 3)	(begins in grade 3)

Writing Standards for 3-5

Text Types and Purposes

	Grade 3 Students	Grade 4 Students	Grade 5 Students
1	Write opinion pieces on topics or texts supporting a point of view with reasons: • introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons • provide reasons that support the opinion • use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons • provide a concluding statement or section. (W.3.1)	Write opinion pieces on topics or texts supporting a point of view with reasons and information: • introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose • provide reasons that are supported by facts and details • link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) • provide a concluding statement or section related to the opinion presented. (W.4.1)	Write opinion pieces on topics or texts supporting a point of view with reasons and information: • introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose • provide logically ordered reasons that are supported by facts and details • link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) • provide a concluding statement or section related to the opinion presented. (W.5.1)
2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: • introduce a topic and group related information together and include illustrations when useful to aid comprehension • develop the topic with facts, definitions, and details: • use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information • provide a concluding statement or section. (W.3.2)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: • introduce a topic clearly and group related information in paragraphs and sections and include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension • develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic • link ideas within categories of information using words and phrases (e.g., another, for example, also, because) • use precise language and domain-specific vocabulary to inform about or explain the topic • provide a concluding statement or section related to the information or explanation presented. (W.4.2)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: • introduce a topic clearly, provide a general observation and focus, and group related information logically and include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension • develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic • link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) • use precise language and domain-specific vocabulary to inform about or explain the topic • provide a concluding statement or section related to the information or explanation presented. (W.5.2)
3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: • establish a situation and introduce a narrator and/or characters and organize an event sequence that unfolds naturally • use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • use temporal words and phrases to signal event order • provide a sense of closure. (W.3.3)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: • orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally • use dialogue and description to develop experiences and events or show the responses of characters to situations • use a variety of transitional words and phrases to manage the sequence of events • use concrete words and phrases and sensory details to convey experiences and events precisely • provide a conclusion that follows from the narrated experiences or events. (W.4.3)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: • orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally • use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations • use a variety of transitional words, phrases, and clauses to manage the sequence of events • use concrete words and phrases and sensory details to convey experiences and events precisely • provide a conclusion that follows from the narrated experiences or events. (W.5.3)

Production and Distribution of Writing

	Grade 3 Students	Grade 4 Students	Grade 5 Students
4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)
5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.4.5)	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)
6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6)

Research to Build and Present Knowledge

	Grade 3 Students	Grade 4 Students	Grade 5 Students
7	Conduct short research projects that build knowledge about a topic and include sources by and about American Indians. (W.3.7)	Conduct short research projects that build knowledge through investigation of different aspects of a topic and include topics and/or sources by and about American Indians. (W.4.7)	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and include sources and/or topics by and about American Indians. (W.5.7)
8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources, sort evidence into provided categories; and include sources by and about American Indians. (W.3.8)	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; and provide a list of sources. (W.4.8)	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; and provide a list of sources. (W.5.8)
9	(begins in grade 4)	Draw evidence from literary or informational texts to support analysis, reflection, and research: • apply Grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].") • apply Grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") (W.4.9)	Draw evidence from literary or informational texts to support analysis, reflection, and research: • apply Grade 5 reading standards to literature (e.g., "and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]") • apply Grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].") (W.5.9)

Range of Writing

	Grade 3 Students	Grade 4 Students	Grade 5 Students
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10)

Writing Standards for 6-8

Text Types and Purposes

	Grade 6 Students	Grade 7 Students	Grade 8 Students
1	Write arguments to support claims with clear reasons and relevant evidence: a. introduce claim(s) and organize the reasons and evidence clearly b. support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text c. use words, phrases, and clauses to clarify the relationships among claim(s) and reasons d. establish and maintain a formal style e. provide a concluding statement or section that follows from the argument presented. (W.6.1)	Write arguments to support claims with clear reasons and relevant evidence: a. introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically b. support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text c. use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence d. establish and maintain a formal style e. provide a concluding statement or section that follows from and supports the argument presented. (W.7.1)	Write arguments to support claims with clear reasons and relevant evidence: • introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically a. support claim(s) with logical reasoning and relevant evidence using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text b. use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence c. establish and maintain a formal style d. provide a concluding statement or section that follows from and supports the argument presented. (W.8.1)

Text Types and Purposes continued

	Grade 6 Students	Grade 7 Students	Grade 8 Students
2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: a. introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension b. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples c. use appropriate transitions to clarify the relationships among ideas and concepts d. use precise language and domain-specific vocabulary to inform about or explain the topic e. establish and maintain a formal style f. provide a concluding statement or section that follows from the information or explanation presented. (W.6.2)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: a. introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; b. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples c. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts d. use precise language and domain-specific vocabulary to inform about or explain the topic e. establish and maintain a formal style f. provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2)	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: a. introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension b. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples c. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts d. use precise language and domain-specific vocabulary to inform about or explain the topic e. establish and maintain a formal style f. provide a concluding statement or section that follows from and supports the information or explanation presented. (W.8.2)
3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: a. engage and orient the reader by establishing a context and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically b. use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters c. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another d. use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events e. provide a conclusion that follows from the narrated experiences or events. (W.6.3)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: a. engage and orient the reader by establishing a context, point of view, and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically b. use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters c. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another d. use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events e. provide a conclusion that follows from and reflects on the narrated experiences or events. (W.7.3)	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: a. engage and orient the reader by establishing a context, point of view, and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically b. use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters c. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another, and show the relationships among experiences and events d. use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events e. provide a conclusion that follows from and reflects on the narrated experiences or events. (W.8.3)

Production and Distribution of Writing

	Grade 6 Students	Grade 7 Students	Grade 8 Students
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)
5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach and focusing on how well purpose and audience have been addressed. (W.7.5)	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)
6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6)	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.8.6)

Research to Build and Present Knowledge

	Grade 6 Students	Grade 7 Students	Grade 8 Students
7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate and include sources and/or topics by and about American Indians. (W.6.7)	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation and include sources and/or topics by and about American Indians. (W.7.7)	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and include sources and/or topics by and about American Indians. (W.8.7)
8	Gather relevant information from multiple oral, print, and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8)	Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8)	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8)
9	Draw evidence from literary or informational texts to support analysis, reflection, and research: • apply Grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics") • apply Grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.") (W.6.9)	Draw evidence from literary or informational texts to support analysis, reflection, and research: • apply Grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history") • apply Grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.") (W.7.9)	Draw evidence from literary or informational texts to support analysis, reflection, and research: • apply Grade 8 reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new") • apply Grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and recognize when irrelevant evidence is introduced.") (W.8.9)

Range of Writing

	Grade 6 Students	Grade 7 Students	Grade 8 Students
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.8.10)

Writing Standards for 9-12

Text Types and Purposes

	Grade 9-10 Students	Grade 11-12 Students
1	Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing e. Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1)	Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s); establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims; and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1)
2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (w.9-10.2)	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content: a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (w.11-12.2)

Text Types and Purposes continued

	Grade 9-10 Students	Grade 11-12 Students
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation; establishing one or multiple point(s) of view; introducing a narrator and/or characters; and create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3)	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance; establish one or multiple point(s) of view; introduce a narrator and/or characters; and create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3)

Production and Distribution of Writing

	Grade 9-10 Students	Grade 11-12 Students
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.9-10.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.9-10.5)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5)
6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback and include new arguments or information. (W.11-12.6)

Research to Build and Present Knowledge

	Grade 9-10 Students	Grade 11-12 Students
7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9-10.7)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, and demonstrate understanding of the subject under investigation. (W.11-12.7)
8	Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.11-12.8)
9	Draw evidence from literary or informational texts, including American Indian texts, to support analysis, reflection, and research. a. Apply Grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]" and as in James Welch's Fools Crow, the author retells the Pikuni traditional story, "Star Boy"). b. Apply Grades 9-10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text; assessing whether the reasoning is valid and the evidence is relevant and sufficient; and identify false statements and fallacious reasoning."). (W.9-10.9)	Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research. a. Apply Grades 11-12 reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply Grades 11-12 reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies.]"). (W.11-12.9)

Range of Writing

	Grade 9-10 Students	Grade 11-12 Students
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.9-10.10)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10)

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12

Text Types and Purposes

	Grades 6-8 Students	Grades 9-10 Students	Grades 11-12 Students
1	Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. (WHST.11-12.1)	Write arguments focused on *discipline-specific content*. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from or supports the argument presented. (WHST.9-10.1)	Write arguments focused on *discipline-specific content*. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. a. e. Provide a concluding statement or section that follows from or supports the argument presented. (WHST.11-12.1)

Text Types and Purposes Continued

	Grades 6-8 Students	Grades 9-10 Students	Grades 11-12 Students
2	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (WHST.11-12.2)	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (WHST.9-10.2)	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (WHST.11-12.2)
3	(Not applicable as a separate requirement)	(Not applicable as a separate requirement)	(Not applicable as a separate requirement)

Production and Distribution of Writing

	Grades 6-8 Students	Grades 9-10 Students	Grades 11-12 Students
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.6-8.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.9-10.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHST.11-12.4)
5	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (WHST. 6-8.5)	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (WHST.9-10.5)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (WHST.11-12.5)
6	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (WHST. 6-8.6)	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (WHST.9-10.6)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (WHST.11-12.6)

Research to Build and Present Knowledge

	Grades 6-8 Students	Grades 9-10 Students	Grades 11-12 Students
7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (WHST. 6-8.7)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WHST.9-10.7)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (WHST.11-12.7)
8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (WHST. 6-8.8)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (WHST.9-10.8)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (WHST.11-12.8)
9	Draw evidence from informational texts to support analysis, reflection, and research. (WHST. 6-8.9)	Draw evidence from informational texts to support analysis, reflection, and research. (WHST.9-10.9)	Draw evidence from informational texts (WHST.11-12.9)

Range of Writing

	Grades 6-8 Students	Grades 9-10 Students	Grades 11-12 Students
10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST. 6-8.10)	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (WHST.9-10.10)	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range. (WHST.9-10.10)

Montana Anchor Standards for Speaking and Listening

The Speaking and Listening Standards on the following pages define what students should know and be able to do. Anchor standards provide the umbrella overview of expectations. These anchor standards are grouped into two broad concepts; *Comprehension and Collaboration, and Presentation of Knowledge and Ideas*. Grade-level specific standards provide teachers support in designing their instruction. Together, these standards define the skills and understandings all students should demonstrate to be career, college, and community ready.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.2)
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.3)

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (SL.5)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.6)

Speaking and Listening Standards K-2

Comprehension and Collaboration

	Kindergarten	Grade 1 Students	Grade 2 Students
1	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. (SL.K.1)	Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)	Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1)
2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)
3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (SL.2.3)

Presentation of Knowledge and Ideas

	Kindergarten	Grade 1 Students	Grade 2 Students
4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4)
5	Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)
6	Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)	Produce complete sentences when appropriate to task and situation. (SL.1.6)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.2.6)

Speaking and Listening Standards 3-5

Comprehension and Collaboration

	Grade 3 Students	Grade 4 Students	Grade 5 Students
1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. (SL.3.1)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1)
2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2)	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2)	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)
3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3)	Identify the reasons and evidence a speaker provides to support particular points. (SL.4.3)	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)

Presentation of Knowledge and Ideas

	Grade 3 Students	Grade 4 Students	Grade 5 Students
4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Include sources by and about American Indians. (SL.3.4)	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians. (SL.4.4)	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; speak clearly at an understandable pace. Include sources by and about American Indians. (SL.5.4)
5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (SL.3.5)	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5)	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)
6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 30 for specific expectations). (SL.3.6)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 30 for specific expectations). (SL.4.1)	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation, demonstrating awareness of how culture affects speech communities (See grade 5 Language standards (SL.5.6)

Speaking and Listening Standards 6-8

Comprehension and Collaboration

	Grade 6 Students	Grade 7 Students	Grade 8 Students
1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. (SL.7.1)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1)
2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2)	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL.8.2)
3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3)	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3)	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.8.3)

Presentation of Knowledge and Ideas

	Grade 6 Students	Grade7 Students	Grade8 Students
4	pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4)
5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5)	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (SL.7.5)	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)
6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 54 for specific expectations). (SL.6.6)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 54 for specific expectations). (SL.7.6)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 54 for specific expectations). (SL.8.6)

Speaking and Listening Standards 9-12

Comprehension and Collaboration

	Grades 9-10 Students	Grades 11-12 Students
1	Initiate and participate effectively in a range of collaborative and culturally diverse discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. b. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1)	Initiate and participate effectively in a range of collaborative and culturally diverse discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. b. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1)
2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SL.9-10.2)	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2)
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, within culturally diverse contexts, identifying any fallacious reasoning or exaggerated or distorted evidence. (SL.9-10.3)	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, within culturally diverse contexts, assessing. (SL.11-12.3)

Presentation of Knowledge and Ideas

	Grades 9-10 Students	Grades 11-12 Students
4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.11-12.4)
5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9-10.5)	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)
6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 56 for specific expectations). (SL.9-10.6)	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 56 for specific expectations). (SL.11-12.6)

Montana Anchor Standards for Language

The Language Standards on the following pages define what students should know and be able to do. Anchor standards provide the umbrella overview of expectations. These anchor standards are grouped into three broad concepts; *Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use*. Grade-level specific standards provide teachers support in designing their instruction. Together, these standards define the skills and understandings all students should demonstrate to be career, college, and community ready.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2)

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.3)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (L.4)
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.5)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (L.6)

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards K-2

Conventions of Standard English

	Kindergarten	Grade 1 Students	Grade 2 Students
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. c. Use frequently occurring nouns and verbs. d. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*). e. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). f. Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*). g. Produce and expand complete sentences in shared language activities. (L.K.1)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*). c. Use reflexive pronouns (e.g., *myself*, *ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*). (L.2.1)
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). b. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (L.K.2)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. c. Use end punctuation for sentences. d. Use commas in dates and to separate single words in a series. e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). a. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2)

Knowledge of Language

	Kindergarten	Grade 1 Students	Grade 2 Students
3	(Begins in grade 2)	(Begins in grade 2)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. (L.2.3)

Vocabulary Acquisition and Use

	Kindergarten	Grade 1 Students	Grade 2 Students
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. (L.K.4)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). (L.1.4)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4)
5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. (L.K.5)	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. (L.1.5)	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny, scrawny*). (L.2.5)
6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). (L.1.6)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (L.2.6)

Language Standards 3-5

Conventions of Standard English

	Grade 3 Students	Grade 4 Students	Grade 5 Students
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. (L.3.1)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*). (L.4.1)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). (L.5.1)
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. e. Form and use possessives. f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*). g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2)

Knowledge of Language

	Grade 3 Students	Grade 4 Students	Grade 5 Students
3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. (L.K.3)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3)

Vocabulary Acquisition and Use

	Grade 3 Students	Grade 4 Students	Grade 5 Students
4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable*/*disagreeable*, *comfortable*/*uncomfortable*, *care*/*careless*, *heat*/*preheat*). d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). e. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4)
5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). (L.3.5)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5)
6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (L.3.6)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (L.4.6)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, (L.5.6)

Language Standards 6-8

Conventions of Standard English

	Grade 6 Students	Grade 7 Students	Grade 8 Students
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself*, *ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.7.1)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. (L.8.1)
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. (L.6.2)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly. (L.7.2)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. (L.8.2)

Knowledge of Language

	Grade 3 Students	Grade 4 Students	Grade 5 Students
3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. (L.6.2)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.7.3)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.8.3)

Vocabulary Acquisition and Use

	Grade 6 Students	Grade 7 Students	Grade 8 Students
4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.6.4)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.7.4)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.8.4)
5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). (L.6.5)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.7.5)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.8.5)
6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (L.6.6)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (L.7.6)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, (L.8.6)

Language Standards 9-12

Conventions of Standard English

	Grades 9-10 Students	Grades 11-12 Students
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. (L.11-12.1)
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. e. Use a colon to introduce a list or quotation. f. Spell correctly. (L.9-10.2)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. (L.11-12.2)

Knowledge of Language

	Grades 9-10 Students	Grades 11-12 Students
3	Apply knowledge of language to understand how language functions in different contexts, including cultural contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type. (L.9-10.3)	Apply knowledge of language to understand how language functions in different contexts, including cultural contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (L.11-12.3)

Vocabulary of Acquisition and Use

	Grades 9-10 Students	Grades 11-12 Students
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language. b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*). d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.9-10.4)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language. b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4)
5	Demonstrate understanding of figurative language, word relationships, cultural diversity, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. (L.9-10.5)	Demonstrate understanding of figurative language, word relationships, cultural diversity, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. (L.11-12.5)
6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.9-10.6)	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary. (L.11-12.6)

Penmanship and Keyboarding Expectations

K-1st Grade

- Introduce and develop printed upper and lowercase letter formation using the manuscript model of instruction as presented in the current ELA program.

2nd Grade

- Develop and master printed upper and lowercase letter formation using the manuscript model of instruction as presented in the current ELA program.
- Introduce and develop cursive upper and lowercase letter formation using the Zaner-Bloser model of instruction.

3rd Grade

- Develop and master cursive upper and lowercase letter formation using the Zaner-Bloser model of instruction.
- Introduce and develop keyboarding skills to include use of all keys from the home row position.
- Given 20-30 minutes of practice a week using a keyboarding program, students will be able to type a minimum of one paragraph of connected text with correct punctuation in a single sitting.

4th Grade

- Develop keyboarding skills to include use of all keys from the home row position.
- Given 20-30 minutes of practice a week using a keyboarding program, students will be able to type a minimum of one page of connected text with correct punctuation in a single sitting.

5th Grade

- Develop and master keyboarding skills to include the use of all keys from the home row position.
- Given 20-30 minutes of practice a week using a keyboarding program, students will be able to type a minimum of two pages of connected text with correct punctuation in a single sitting.

Library Media Programming

The library media programming in the East Helena Public Schools aims to support the English Language Arts Curriculum as well as other content areas. In addition, the library media program draws from the two documents linked below to shape meaningful instruction and opportunities aimed at success for all.

https://opi.mt.gov/LinkClick.aspx?fileticket=kqne7aNyIHg%3d&portalid=182
Montana Content Standards for Library Media and Information Literacy K-12

https://opi.mt.gov/LinkClick.aspx?fileticket=B6K5iQdb1dI%3d&portalid=182
Montana Content Standards for Technology Integration for K-12