

**10.53.301 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 1**

(1) To satisfy the requirements of English language proficiency content standard 1, English language learners must communicate for social and instructional purposes within the school setting.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), MCA; [NEW](#), 2011 MAR p. 2026, Eff. 9/23/11.

**10.53.302 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 2**

(1) To satisfy the requirements of English language proficiency content standard 2, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), MCA; [NEW](#), 2011 MAR p. 2026, Eff. 9/23/11.

**10.53.303** ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 3

(1) To satisfy the requirements of English language proficiency content standard 3, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.

History: [20-2-114](#), MCA; IMP, [20-2-121](#), MCA; NEW, 2011 MAR p. 2026, Eff. 9/23/11.

**10.53.304 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 4**

(1) To satisfy the requirements of English language proficiency content standard 4, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of science.

History: [20-2-114](#), MCA; IMP, [20-2-121](#), MCA; NEW, 2011 MAR p. 2026, Eff. 9/23/11.

**10.53.305 ENGLISH LANGUAGE PROFICIENCY CONTENT STANDARD 5**

(1) To satisfy the requirements of English language proficiency content standard 5, English language learners must communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

History: [20-2-114](#), MCA; IMP, [20-2-121](#), MCA; NEW, 2011 MAR p. 2026, Eff. 9/23/11.

**10.53.306 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE**  
**DESCRIPTORS AT THE ENTERING LEVEL**

(1) At the entering level of English language proficiency, English language learners will process, understand, produce, or use:

- (a) pictorial or graphic representation of the language of the content areas;
- (b) words, phrases, or chunks of language when presented with one-step commands; directions; WH-, choice, or yes/no questions; or statements with sensory, graphic, or interactive support; and
- (c) oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), MCA; [NEW](#), 2011 MAR p. 2026, Eff. 9/23/11.

**10.53.307 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE**  
**DESCRIPTORS AT THE EMERGING LEVEL**

(1) At the emerging level of English language proficiency, English language learners will process, understand, produce, or use:

- (a) general language related to the content areas;
- (b) phrases or short sentences; and
- (c) oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), MCA; [NEW](#), 2011 MAR p. 2026, Eff. 9/23/11.

**10.53.308 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE**  
**DESCRIPTORS AT THE DEVELOPING LEVEL**

(1) At the developing level of English language proficiency, English language learners will process, understand, produce, or use:

- (a) general and some specific language of the content areas;
- (b) expanded sentences in oral interaction or written paragraphs; and
- (c) oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), MCA; [NEW](#), 2011 MAR p. 2026, Eff. 9/23/11.



**10.53.309 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE**  
**DESCRIPTORS AT THE EXPANDING LEVEL**

(1) At the expanding level of English language proficiency, English language learners will process, understand, produce or use:

(a) specific and some technical language of the content areas;  
(b) a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs; and

(c) oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), MCA; [NEW](#), 2011 MAR p. 2026, Eff. 9/23/11.

**10.53.310 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE**  
**DESCRIPTORS AT THE BRIDGING LEVEL**

(1) At the bridging level of English language proficiency, English language learners will process, understand, produce, or use:

- (a) specialized or technical language of the content areas;
- (b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; and
- (c) oral or written language approaching comparability to that of proficient English peers when presented with grade level material.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), MCA; [NEW](#), 2011 MAR p. 2026, Eff. 9/23/11.

**10.53.311 ENGLISH LANGUAGE PROFICIENCY PERFORMANCE**  
**DESCRIPTORS AT THE REACHING LEVEL**

(1) At the reaching level of English language proficiency, English language learners will process, understand, produce, or use:

(a) specialized or technical language reflective of the content areas at grade level;

(b) a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; and

(c) oral or written communication in English comparable to proficient English peers.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), MCA; [NEW](#), 2011 MAR p. 2026, Eff. 9/23/11.

**10.53.401 COLLEGE AND CAREER READINESS ANCHOR STANDARDS  
FOR READING**

(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.

(2) Determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas.

(3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(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.

(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.

(6) Assess how point of view or purpose shapes the content and style of a text.

(7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(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.

(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.

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

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2520, Eff. 11/26/11.

**10.53.402 COLLEGE AND CAREER READINESS ANCHOR STANDARDS  
FOR WRITING**

(1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(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.

(3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

(6) Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

(7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

(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.

(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

(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.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2520, Eff. 11/26/11.

**10.53.403 COLLEGE AND CAREER READINESS ANCHOR STANDARDS  
FOR SPEAKING AND LISTENING**

(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.

(2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(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.

(5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2520, Eff. 11/26/11.

**10.53.404 COLLEGE AND CAREER READINESS ANCHOR STANDARDS  
FOR LANGUAGE**

(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

(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.

(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.

(5) Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

(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.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2520, Eff. 11/26/11.

**10.53.405 READING STANDARDS FOR LITERATURE**

(1) Reading standards for literature for a student at the kindergarten level are:

(a) with prompting and support, ask and answer questions about key details in a text;

(b) with prompting and support, retell familiar stories, including key details; include stories by and about American Indians;

(c) with prompting and support, identify characters, settings, and major events in a story;

(d) ask and answer questions about unknown words in a text;

(e) recognize common types of texts (e.g., storybooks, poems);

(f) with prompting and support, name the author and illustrator of a story and define the role of each in telling the story;

(g) 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);

(h) with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, including American Indian stories; and

(i) actively engage in group reading activities with purpose and understanding.

(2) Reading standards for literature for a student at the Grade 1 level are:

(a) ask and answer questions about key details in a text;

(b) retell stories, including stories by and about American Indians, including key details and demonstrate understanding of their central message or lesson;

(c) describe characters, settings, and major events in a story, using key details;

(d) identify words and phrases in stories or poems that suggest feelings or appeal to the senses;

(e) 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;

(f) identify who is telling the story at various points in a text;

(g) use illustrations and details in a story to describe its characters, setting, or events;

(h) compare and contrast the adventures and experiences of characters in stories, including American Indian stories; and

(i) with prompting and support, read prose and poetry of appropriate complexity for grade 1.

(3) Reading standards for literature for a student at the Grade 2 level are:

(a) ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text;

(b) recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral;

(c) describe how characters in a story respond to major events and challenges;

(d) describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song;

(e) describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action;

(f) acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud;

(g) use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot;



(h) 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; and

(i) 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.

(4) Reading standards for literature for a student at the Grade 3 level are:

(a) ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers;

(b) 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;

(c) describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events;

(d) determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language;

(e) 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;

(f) distinguish their own point of view from that of the narrator or those of the characters; include works by and about American Indians;

(g) 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);

(h) 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); and

(i) 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.

(5) Reading standards for literature for a student at the Grade 4 level are:

(a) refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text;

(b) 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;

(c) 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);

(d) determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean);

(e) 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;

(f) 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;

(g) 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;

(h) 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; and

(i) 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.

(6) Reading standards for literature for a student at the Grade 5 level are:

(a) quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text;

(b) 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;

(c) 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);

(d) determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes;

(e) explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem;

(f) describe how a narrator's or speaker's point of view influences how events are described; include perspectives of American Indians;

(g) 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);

(h) 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; and

(i) 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.

(7) Reading standards for literature for a student at the Grade 6 level are:

(a) cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) 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;

(c) 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;

(d) 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;

(e) 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;

(f) explain how an author develops the point of view of the narrator or speaker in a text;

(g) 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;

(h) 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; and

(i) 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.

(8) Reading standards for literature for a student at the Grade 7 level are:

(a) cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

(b) 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;

(c) analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot);

(d) 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;

(e) analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning;

(f) analyze how an author develops and contrasts the points of view of different characters or narrators in a text;

(g) 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);

(h) 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; include texts that contain portrayals and/or accounts by and about American Indians; and

(i) 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.

(9) Reading standards for literature for a student at the Grade 8 level are:

(a) cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text;

(b) 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;

(c) 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;

(d) 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;

(e) 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;

(f) 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;

(g) 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;

(h) 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; and

(i) 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.

(10) Reading standards for literature for a student at the Grade 9-10 level are:

(a) 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;

(b) 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;

(c) 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;

(d) 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);

(e) 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;

(f) 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;

(g) 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," Breughel's Landscape with the Fall of Icarus Painting, and American Progress, by John Gast (circa 1872) with "Birthright," a poem, by M. L. Smoker in Another Attempt at Rescue);

(h) 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"); and

(i) 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.

(11) Reading standards for literature for a student at the Grade 11-12 level are:

(a) 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;

(b) 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;

(c) 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);

(d) 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);

(e) 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;

(f) 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;

(g) 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);

(h) 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; and

(i) 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.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2520, Eff. 11/26/11.

**10.53.506 MONTANA GRADE 4 MATHEMATICS CONTENT STANDARDS**

(1) Mathematics operations and algebraic thinking content standards for Grade 4 are:

(a) interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5 and represent verbal statements of multiplicative comparisons as multiplication equations;

(b) multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison;

(c) solve multistep word problems within cultural contexts, including those of Montana American Indians, with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted; represent these problems using equations with a letter standing for the unknown quantity; and assess the reasonableness of answers using mental computation and estimation strategies including rounding;

(d) find all factor pairs for a whole number in the range 1-100; recognize that a whole number is a multiple of each of its factors; determine whether a given whole number in the range 1-1000 is a multiple of a given one-digit number; and determine whether a given whole number in the range 1-100 is prime or composite; and

(e) generate number or shape patterns that follows a given rule; identify apparent features of the pattern that were not explicit in the rule itself; for example, given the rule "add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers; explain informally why the numbers will continue to alternate in this way.

(2) Mathematics number and operations in base ten content standards for Grade 4 are:

(a) recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right; for example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division;

(b) read and write multidigit whole numbers using base ten numerals, number names, and expanded form and compare two multidigit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons;

(c) use place value understanding to round multidigit whole numbers to any place;

(d) fluently add and subtract multidigit whole numbers using the standard algorithm;

(e) multiply a whole number of up to four digits by a one-digit whole number; multiply two two-digit numbers using strategies based on place value and the properties of operations; and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models; and

(f) find whole number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

(3) Mathematics number and operations - fractions content standards for Grade 4 are:

(a) explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size and use this principle to recognize and generate equivalent fractions;

(b) compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ ; recognize that comparisons are valid only when the two fractions refer to the same whole; record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ ; and justify the conclusions, e.g., by using a visual fraction model;

(c) understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ ;

(i) understand addition and subtraction of fractions as joining and separating parts referring to the same whole;

(ii) decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation; justify decompositions, e.g., by using a visual fraction model; for example:  $3/8 = 1/8 + 1/8 + 1/8$ ;  $3/8 = 1/8 + 2/8$ ;  $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ ;

(iii) add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction; and

(iv) solve word problems within cultural contexts, including those of Montana American Indians, involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem;

(d) apply and extend previous understandings of multiplication to multiply a fraction by a whole number;

(i) understand a fraction  $a/b$  as a multiple of  $1/b$ ; for example, use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ ;

(ii) understand a multiple of  $a/b$  as a multiple of  $1/b$ , and use this understanding to multiply a fraction by a whole number; for example, use a visual fraction model to express  $3 \times (2/5)$  as  $6 \times (1/5)$ , recognizing this product as  $6/5$  (in general,  $n \times (a/b) = (n \times a)/b$ );

(iii) solve word problems within cultural contexts, including those of Montana American Indians, involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem; for example, if each person at a party will eat  $3/8$  of a pound of roast beef and there will be five people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? As a contemporary American Indian example, for family/cultural gatherings, the Canadian and Montana Cree bake bannock made from flour, salt, grease, and baking soda, in addition to  $3/4$  cup water per pan. When making four pans, how much water will be needed?;

(e) express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100; for example, express  $3/10$  as  $30/100$ , and add  $3/10 + 4/100 = 34/100$ ;

(f) use decimal notation for fractions with denominators 10 or 100; for example, rewrite  $0.62$  as  $62/100$ ; describe a length as  $0.62$  meters; and locate  $0.62$  on a number line diagram;

(g) compare two decimals to hundredths by reasoning about their size; recognize that comparisons are valid only when the two decimals refer to the same whole;

record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ ; and justify the conclusions, e.g., by using a visual model.

(4) Mathematics measurement and data content standards for Grade 4 are:

(a) know relative sizes of measurement units within one system of units including km, m, cm, kg, g, lb., oz., l, ml, hr, min., and sec.; within a single system of measurement, express measurements in a larger unit in terms of a smaller unit; record measurement equivalents in a two-column table; for example know that 1 ft is 12 times as long as 1 in.; express the length of a four ft snake as 48 in.; generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...;

(b) use the four operations to solve word problems within cultural contexts, including those of Montana American Indians, involving distances, intervals of time, liquid volumes, masses of objects, and money; including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit, represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale;

(c) apply the area and perimeter formulas for rectangles in real-world and mathematical problems; for example, find the width of a rectangular room given the area of the flooring and the length by viewing the area formula as a multiplication equation with an unknown factor;

(d) make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ); solve problems involving addition and subtraction of fractions by using information presented in line plots; for example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect or arrow/spearhead collection;

(e) recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement:

(i) an angle is measured with reference to a circle with its center at the common endpoint of the rays; by considering the fraction of the circular arc between the points where the two rays intersect the circle, an angle that turns through  $\frac{1}{360}$  of a circle is called a "one-degree angle" and can be used to measure angles; and

(ii) an angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees;

(f) measure angles in whole-number degrees using a protractor and sketch angles of specified measure;

(g) recognize angle measure as additive; when an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measures of the parts; solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems; e.g., by using an equation with a symbol for the unknown angle measure.

(5) Mathematics geometry content standards for Grade 4 are:

(a) draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures;

(b) classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size; recognize right triangles as a category; and identify right triangles; and

(c) recognize a line of symmetry for a two-dimensional figure, including those found in Montana American Indian designs, as a line across the figure such that the figure can be folded along the line into matching parts; identify line-symmetric figures; and draw lines of symmetry.



History: [20-2-114](#), MCA; IMP, [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; NEW, 2011  
MAR p. 2522, Eff. 11/26/11.

**10.53.407 READING STANDARDS: FOUNDATIONAL SKILLS**

(1) Reading standards foundational skills for a student at the kindergarten level are:

- (a) demonstrate understanding of the organization and basic features of print;
  - (i) follow words from left to right, top to bottom, and page by page;
  - (ii) recognize that spoken words are represented in written language by specific sequences of letters;
  - (iii) understand that words are separated by spaces in print; and
  - (iv) recognize and name all upper- and lowercase letters of the alphabet;
- (b) demonstrate understanding of spoken words, syllables, and sounds (phonemes);
  - (i) recognize and produce rhyming words;
  - (ii) count, pronounce, blend, and segment syllables in spoken words;
  - (iii) blend and segment onsets and rimes of single-syllable spoken words;
  - (iv) 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/); and
  - (v) add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words;
- (c) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant;
  - (ii) associate the long and short sounds with common spellings (graphemes) for the five major vowels;
  - (iii) read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does); and
  - (iv) distinguish between similarly spelled words by identifying the sounds of the letters that differ; and
- (d) read emergent-reader texts with purpose and understanding.

(2) Reading standards: foundational skills for a student at the Grade 1 level are:

- (a) demonstrate understanding of the organization and basic features of print;
  - (i) recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation);
- (b) demonstrate understanding of spoken words, syllables, and sounds (phonemes);
  - (i) distinguish long from short vowel sounds in spoken single-syllable words;
  - (ii) orally produce single-syllable words by blending sounds (phonemes), including consonant blends;
  - (iii) isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words; and
  - (iv) segment spoken single-syllable words into their complete sequence of individual sounds (phonemes);
- (c) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) know the spelling-sound correspondences for common consonant digraphs;
  - (ii) decode regularly spelled one-syllable words;
  - (iii) know final -e and common vowel team conventions for representing long vowel sounds;
  - (iv) use knowledge that every syllable must have a vowel sound to determine the

- number of syllables in a printed word;
- (v) decode two-syllable words following basic patterns by breaking the words into syllables;
- (vi) read words with inflectional endings; and
- (vii) recognize and read grade-appropriate irregularly spelled words;
- (d) read with sufficient accuracy and fluency to support comprehension;
- (i) read on-level text with purpose and understanding;
- (ii) read on-level text orally with accuracy, appropriate rate, and expression on successive readings; and
- (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- (3) Reading standards: foundational skills for a student at the Grade 2 level are:
  - (a) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) distinguish long and short vowels when reading regularly spelled one-syllable words;
  - (ii) know spelling-sound correspondences for additional common vowel teams;
  - (iii) decode regularly spelled two-syllable words with long vowels;
  - (iv) decode words with common prefixes and suffixes;
  - (v) identify words with inconsistent but common spelling-sound correspondences; and
  - (vi) recognize and read grade-appropriate irregularly spelled words;
  - (b) read with sufficient accuracy and fluency to support comprehension;
  - (i) read on-level text with purpose and understanding;
  - (ii) read on-level text orally with accuracy, appropriate rate, and expression on successive readings; and
  - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- (4) Reading standards: foundational skills for a student at the Grade 3 level are:
  - (a) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) identify and know the meaning of the most common prefixes and derivational suffixes;
  - (ii) decode words with common Latin suffixes;
  - (iii) decode multisyllable words; and
  - (iv) read grade-appropriate irregularly spelled words;
  - (b) read with sufficient accuracy and fluency to support comprehension;
  - (i) read on-level text with purpose and understanding;
  - (ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and
  - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- (5) Reading standards: foundational skills for a student at the Grade 4 level are:
  - (a) know and apply grade-level phonics and word analysis skills in decoding words;
  - (i) 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;
  - (b) read with sufficient accuracy and fluency to support comprehension;
  - (i) read on-level text with purpose and understanding;

(ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and

(iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

(6) Reading standards: foundational skills for students at the Grade 5 level are:

(a) know and apply grade-level phonics and word analysis skills in decoding words;

(i) 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;

(b) read with sufficient accuracy and fluency to support comprehension;

(i) read on-level text with purpose and understanding;

(ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and

(iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

History: [20-2-114](#), MCA; IMP, [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; NEW, 2011 MAR p. 2520, Eff. 11/26/11.

### 10.53.508 MONTANA GRADE 6 MATHEMATICS CONTENT STANDARDS

(1) Mathematics ratios and proportional relationship content standards for Grade 6 are:

(a) understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities; for example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

(b) understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship; for example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $3/4$  cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."

(c) use ratio and rate reasoning to solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations;

(i) make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, plot the pairs of values on the coordinate plane, and use tables to compare ratios;

(ii) solve unit rate problems including those involving unit pricing and constant speed; for example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? As a contemporary American Indian example, it takes at least 16 hours to bead a Crow floral design on moccasins for two children. How many pairs of moccasins can be completed in 72 hours?;

(iii) find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity) and solve problems involving finding the whole, given a part and the percent;

(iv) use ratio reasoning to convert measurement units and manipulate and transform units appropriately when multiplying or dividing quantities.

(2) Mathematics number system content standards for Grade 6 are:

(a) interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem; for example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi?;

(b) fluently divide multidigit numbers using the standard algorithm;

(c) fluently add, subtract, multiply, and divide multidigit decimals using the standard algorithm for each operation;

(d) find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12; use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor; for example, express  $36 + 8$  as  $4(9 + 2)$ ;

(e) understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero,

elevation above/below sea level, credits/debits, positive/negative electric charge) and use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation;

(f) understand a rational number as a point on the number line and extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates;

(i) recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g.,  $-(-3) = 3$ ; and that 0 is its own opposite;

(ii) understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane and recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes; and

(iii) find and position integers and other rational numbers on a horizontal or vertical number line diagram and find and position pairs of integers and other rational numbers on a coordinate plane;

(g) understand ordering and absolute value of rational numbers;

(i) interpret statements of inequality as statements about the relative position of two numbers on a number line diagram; for example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right;

(ii) write, interpret, and explain statements of order for rational numbers in real-world contexts; for example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ ;

(iii) understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation; for example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars; and

(iv) distinguish comparisons of absolute value from statements about order; for example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars;

(h) solve real-world and mathematical problems from a variety of cultural contexts, including those of Montana American Indians, by graphing points in all four quadrants of the coordinate plane and include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

(3) Mathematics expressions and equations content standards for Grade 6 are:

(a) write and evaluate numerical expressions involving whole-number exponents;

(b) write, read, and evaluate expressions in which letters stand for numbers; (i) write expressions that record operations with numbers and with letters standing for numbers; for example, express the calculation "subtract  $y$  from 5" as  $5 - y$ ;

(ii) identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity; for example, describe the expression  $2(8 + 7)$  as a product of two factors; and view  $(8 + 7)$  as both a single entity and a sum of two terms; and

(iii) evaluate expressions at specific values of their variables; include expressions that arise from formulas used in real-world problems; perform arithmetic operations, including those involving whole-number exponents in the conventional order when there are no parentheses to specify a particular order (order of operations); for example, use the formulas  $V = s^3$  and  $A = 6s^2$  to find the volume and surface area of a cube with sides of length  $s = \frac{1}{2}$ ;

(c) apply the properties of operations to generate equivalent expressions; for example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; and apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ ;

(d) identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them); for example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for;

(e) understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true;

(f) use variables to represent numbers and write expressions when solving a real-world or mathematical problem and understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set;

(g) solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  for cases in which  $p$ ,  $q$ , and  $x$  are all nonnegative rational numbers;

(h) write an inequality of the form  $x > c$  or  $x < c$  to represent a constraint or condition in a real-world or mathematical problem; recognize that inequalities of the form  $x > c$  or  $x < c$  have infinitely many solutions; and represent solutions of such inequalities on number line diagrams; and

(i) use variables to represent two quantities in a real-world problem from a variety of cultural contexts, including those of Montana American Indians, that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable; analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation; for example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times and write the equation  $d = 65t$  to represent the relationship between distance and time.

(4) Mathematics geometry content standards for Grade 6 are:

(a) find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems within cultural contexts, including those of Montana American Indians; for example, use Montana American Indian designs to decompose shapes and find the area;

(b) find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism and apply the formulas  $V = lwh$  and  $V = bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems;

(c) draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; and apply these techniques in the context of solving real-world and mathematical problems; and

(d) represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures and apply these techniques in the context of solving real-world and mathematical problems within cultural contexts, including those of Montana American Indians.

(5) Mathematics statistics and probability content standards for Grade 6 are:

(a) recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers; for example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages;

(b) understand that a set of data collected (including Montana American Indian demographic data) to answer a statistical question has a distribution which can be described by its center, spread, and overall shape;

(c) recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number;

(d) display numerical data in plots on a number line, including dot plots, histograms, and box plots; and

(e) summarize numerical data sets in relation to their context, such as by:

(i) reporting the number of observations;

(ii) describing the nature of the attribute under investigation, including how it was measured and its units of measurement;

(iii) giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and

(iv) relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2522, Eff. 11/26/11.



### 10.53.409 SPEAKING AND LISTENING STANDARDS

(1) Speaking and listening standards for a student at the kindergarten level are:

(a) participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups;

(i) follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); and

(ii) continue a conversation through multiple exchanges;

(b) 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;

(c) ask and answer questions in order to seek help, get information, or clarify something that is not understood;

(d) describe familiar people, places, things, and events and, with prompting and support, provide additional detail;

(e) add drawings or other visual displays to descriptions as desired to provide additional detail; and

(f) speak audibly and express thoughts, feelings, and ideas clearly.

(2) Speaking and listening standards for a student at the Grade 1 level are:

(a) participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups;

(i) follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion);

(ii) build on others' talk in conversations by responding to the comments of others through multiple exchanges; and

(iii) ask questions to clear up any confusion about the topics and texts under discussion;

(b) ask and answer questions about key details in a text read aloud or information presented orally or through other media;

(c) ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood;

(d) describe people, places, things, and events with relevant details, expressing ideas and feelings clearly;

(e) add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings; and

(f) produce complete sentences when appropriate to task and situation (See Grade 1 Language standards (a) and (c) for specific expectations.);

(3) Speaking and listening standards for a student at the Grade 2 level are:

(a) participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups;

(i) follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion);

(ii) build on others' talk in conversations by linking their comments to the remarks of others; and

(iii) ask for clarification and further explanation as needed about the topics and texts under discussion;

(b) recount or describe key ideas or details from a text read aloud or information presented orally or through other media;

(c) 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;

(d) tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences;

(e) create audio recordings of stories or poems and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings; and

(f) produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

(4) Speaking and listening standards for a student at the Grade 3 level are:

(a) 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;

(i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;

(ii) follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care and speaking one at a time about the topics and texts under discussion);

(iii) ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; and

(iv) explain their own ideas and understanding in light of the discussion;

(b) 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;

(c) ask and answer questions about information from a speaker, offering appropriate elaboration and detail;

(d) report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly at an understandable pace; and include sources by and about American Indians;

(e) create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace and add visual displays when appropriate to emphasize or enhance certain facts or details; and

(f) speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 language standards (a) and (c) for specific expectations.)

(5) Speaking and listening standards for a student at the Grade 4 level are:

(a) 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;

(i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;

(ii) follow agreed-upon rules for discussions and carry out assigned roles;

(iii) 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; and

(iv) review the key ideas expressed and explain their own ideas and understanding in light of the discussion;

(b) paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;

(c) identify the reasons and evidence a speaker provides to support particular points;

(d) 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; and include sources by and about American Indians;

(e) add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes; and

(f) differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) and use formal English when appropriate to task and situation. (See Grade 4 language standard (a) for specific expectations.)

(6) Speaking and listening standards for a student at the Grade 5 level are:

(a) 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;

(i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;

(ii) follow agreed-upon rules for discussions and carry out assigned roles;

(iii) pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others; and

(iv) review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions;

(b) summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;

(c) summarize the points a speaker makes and explain how each claim is supported by reasons and evidence;

(d) 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; and include sources by and about American Indians;

(e) include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes; and

(f) adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 language standards (a) and (c) for specific expectations.)

(7) Speaking and listening standards for a student at the Grade 6 level are:

(a) 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;

(i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;

(ii) follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed;

(iii) pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion; and

(iv) review the key ideas expressed and demonstrate understanding of multiple

perspectives through reflection and paraphrasing;

(b) 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;

(c) delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not;

(d) present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes and use appropriate eye contact, adequate volume, and clear pronunciation;

(e) include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 language standards (a) and (c) for specific expectations.)

(8) Speaking and listening standards for a student at the Grade 7 level are:

(a) 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;

(i) come to discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;

(ii) follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed;

(iii) 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; and

(iv) acknowledge new information expressed by others and, when warranted, modify their own views;

(b) 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;

(c) delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence;

(d) present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples and use appropriate eye contact, adequate volume, and clear pronunciation;

(e) include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 language standards (a) and (c) for specific expectations.)

(9) Speaking and listening standards for a student at the Grade 8 level are:

(a) 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;

(i) come to discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;

(ii) follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed;

(iii) pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas; and

(iv) acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented;

(b) 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;

(c) 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;

(d) present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details and use appropriate eye contact, adequate volume, and clear pronunciation;

(e) integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 language standards (a) and (c) for specific expectations.)

(10) Speaking and listening standards for a student at the Grade 9-10 level are:

(a) initiate and participate effectively in a range of collaborative 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;

(i) come to discussions prepared, having read and researched material under study and 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;

(ii) 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;

(iii) 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; and

(iv) respond thoughtfully to diverse perspectives, with specific attention to culture; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding; and make new connections in light of the evidence and reasoning presented;

(b) integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source;

(c) evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, identifying any fallacious reasoning or exaggerated or distorted evidence;

(d) 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;

(e) 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; and

(f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9-10 language standards (a) and (c) for specific expectations.)

(11) Speaking and listening standards for a student at the Grade 11-12 level are:

(a) initiate and participate effectively in a range of collaborative 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;

(i) come to discussions prepared, having read and researched material under study and 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;

(ii) work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed;

(iii) 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; and

(iv) respond thoughtfully to diverse perspectives, with specific attention to culture; 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;

(b) 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;

(c) evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used;

(d) 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;

(e) 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; and

(f) 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 (a) and (c) for specific expectations.)

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2520, Eff. 11/26/11.

### 10.53.410 LANGUAGE STANDARDS

(1) Language standards for a student at the kindergarten level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) print many upper- and lowercase letters;

(ii) use frequently occurring nouns and verbs;

(iii) form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes);

(iv) understand and use question words (interrogatives) (e.g., who, what, where, when, why, how);

(v) use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); and

(vi) produce and expand complete sentences in shared language activities;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) capitalize the first word in a sentence and the pronoun "I";

(ii) recognize and name end punctuation;

(iii) write a letter or letters for most consonant and short-vowel sounds (phonemes); and

(iv) spell simple words phonetically, drawing on knowledge of sound-letter relationships;

(c) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content;

(i) identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); and

(ii) 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;

(d) with guidance and support from adults, explore word relationships and nuances in word meanings;

(i) sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent;

(ii) demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms);

(iii) identify real-life connections between words and their use (e.g., note places at school that are colorful); and

(iv) distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings; and

(e) use words and phrases acquired through conversations, reading and being read to, and responding to texts.

(2) Language standards for a student at the Grade 1 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) print all upper- and lowercase letters;

(ii) use common, proper, and possessive nouns;

(iii) use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);

(iv) use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything);

(v) 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);

- (vi) use frequently occurring adjectives;
- (vii) use frequently occurring conjunctions (e.g., and, but, or, so, because);
- (viii) use determiners (e.g., articles, demonstratives);
- (ix) use frequently occurring prepositions (e.g., during, beyond, toward); and
- (x) produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts;
- (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
  - (i) capitalize dates and names of people;
  - (ii) use end punctuation for sentences;
  - (iii) use commas in dates and to separate single words in a series;
  - (iv) use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and
  - (v) spell untaught words phonetically, drawing on phonemic awareness and spelling conventions;
- (c) 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;
  - (i) use sentence-level context as a clue to the meaning of a word or phrase;
  - (ii) use frequently occurring affixes as a clue to the meaning of a word; and
  - (iii) identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking);
  - (d) with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings;
    - (i) sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent;
    - (ii) 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);
    - (iii) identify real-life connections between words and their use (e.g., note places at home that are cozy); and
    - (iv) 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; and
    - (e) 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).
- (3) Language standards for a student at the Grade 2 level are:
  - (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
    - (i) use collective nouns (e.g., group);
    - (ii) form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish);
    - (iii) use reflexive pronouns (e.g., myself, ourselves);
    - (iv) form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told);
    - (v) use adjectives and adverbs and choose between them depending on what is to be modified; and
    - (vi) 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);



(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) capitalize holidays, product names, and geographic names;

(ii) use commas in greetings and closings of letters;

(iii) use an apostrophe to form contractions and frequently occurring possessives;

(iv) generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil); and

(v) consult reference materials, including beginning dictionaries, as needed to check and correct spellings;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) compare formal and informal uses of English;

(d) 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;

(i) use sentence-level context as a clue to the meaning of a word or phrase;

(ii) determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell);

(iii) use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional);

(iv) use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); and

(v) use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases;

(e) demonstrate understanding of word relationships and nuances in word meanings;

(i) identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy); and

(ii) distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny); and

(f) 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).

(4) Language standards for a student at the Grade 3 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences;

(ii) form and use regular and irregular plural nouns;

(iii) use abstract nouns (e.g., childhood);

(iv) form and use regular and irregular verbs;

(v) form and use the simple (e.g., I walked; I walk; I will walk) verb tenses;

(vi) ensure subject-verb and pronoun-antecedent agreement;

(vii) form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;

(viii) use coordinating and subordinating conjunctions; and

(ix) produce simple, compound, and complex sentences;

(b) demonstrate command of the conventions of standard English capitalization,

- punctuation, and spelling when writing;
  - (i) capitalize appropriate words in titles;
  - (ii) use commas in addresses;
  - (iii) use commas and quotation marks in dialogue;
  - (iv) form and use possessives;
  - (v) use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness);
  - (vi) use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; and
  - (vii) consult reference materials, including beginning dictionaries, as needed to check and correct spellings;
  - (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
    - (i) choose words and phrases for effect; and
    - (ii) recognize and observe differences between the conventions of spoken and written standard English;
  - (d) 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;
    - (i) use sentence-level context as a clue to the meaning of a word or phrase;
    - (ii) 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);
    - (iii) use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); and
    - (iv) use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases;
  - (e) demonstrate understanding of word relationships and nuances in word meanings;
    - (i) distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps);
    - (ii) identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); and
    - (iii) distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered); and
  - (f) 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).
- (5) Language standards for a student at the Grade 4 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
    - (i) use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why);
    - (ii) form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;
    - (iii) use modal auxiliaries (e.g., can, may, must) to convey various conditions;
    - (iv) order adjectives within sentences according to conventional patterns (e.g., a

- small red bag rather than a red small bag);
- (v) form and use prepositional phrases;
- (vi) produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and
- (vii) correctly use frequently confused words (e.g., to, too, two; there, their);
- (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
  - (i) use correct capitalization;
  - (ii) use commas and quotation marks to mark direct speech and quotations from a text;
  - (iii) use a comma before a coordinating conjunction in a compound sentence;
- and
- (iv) spell grade-appropriate words correctly, consulting references as needed;
- (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
  - (i) choose words and phrases to convey ideas precisely;
  - (ii) choose punctuation for effect; and
  - (iii) differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion);
- (d) 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;
  - (i) use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase;
  - (ii) use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); and
  - (iii) 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;
- (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
  - (i) explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context;
  - (ii) recognize and explain the meaning of common idioms, adages, and proverbs;
- and
- (iii) demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms); and
- (f) 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).
- (6) Language standards for a student at the Grade 5 level are:
  - (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
    - (i) explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences;
    - (ii) form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses;

- (iii) use verb tense to convey various times, sequences, states, and conditions;
- (iv) recognize and correct inappropriate shifts in verb tense; and
- (v) use correlative conjunctions (e.g., either/or, neither/nor);
- (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
  - (i) use punctuation to separate items in a series;
  - (ii) use a comma to separate an introductory element from the rest of the sentence;
  - (iii) 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?);
  - (iv) use underlining, quotation marks, or italics to indicate titles of works; and
  - (v) spell grade-appropriate words correctly, consulting references as needed;
- (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
  - (i) expand, combine, and reduce sentences for meaning, reader/listener interest, and style; and
  - (ii) compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems;
- (d) 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;
  - (i) use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase;
  - (ii) use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); and
  - (iii) 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;
- (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
  - (i) interpret figurative language, including similes and metaphors, in context;
  - (ii) recognize and explain the meaning of common idioms, adages, and proverbs;
- and
  - (iii) use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words; and
- (f) 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, nevertheless, similarly, moreover, in addition).
- (7) Language standards for a student at the Grade 6 level are:
  - (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
    - (i) ensure that pronouns are in the proper case (subjective, objective, possessive);
    - (ii) use intensive pronouns (e.g., myself, ourselves);
    - (iii) recognize and correct inappropriate shifts in pronoun number and person;
    - (iv) recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents); and
    - (v) recognize variations from standard English in their own and others' writing

and speaking, and identify and use strategies to improve expression in conventional language;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; and

(ii) spell correctly;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) vary sentence patterns for meaning, reader/listener interest, and style; and

(ii) maintain consistency in style and tone;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies;

(i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible);

(iii) consult 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 or its part of speech; and

(iv) 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);

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figures of speech (e.g., personification) in context;

(ii) use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words;

(iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty); and

(iv) recognize the influence time, culture, gender and social relationships have upon word meaning; and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(8) Language standards for a student at the Grade 7 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) explain the function of phrases and clauses in general and their function in specific sentences;

(ii) choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and

(iii) place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie, but not, He wore an old[,] green shirt); and

(ii) spell correctly;

(c) use knowledge of language and its conventions when writing, speaking,

reading, or listening;

(i) choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy;

(d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies;

(i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel);

(iii) 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 or its part of speech; and

(iv) 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);

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context;

(ii) use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words;

(iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending); and

(iv) recognize the influence time, culture, gender, and social relationships have upon word meaning; and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(9) Language standards for a student at the Grade 8 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences;

(ii) form and use verbs in the active and passive voice;

(iii) form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and

(iv) recognize and correct inappropriate shifts in verb voice and mood;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use punctuation (comma, ellipsis, dash) to indicate a pause or break;

(ii) use an ellipsis to indicate an omission; and

(iii) spell correctly;

(c) use knowledge of language and its conventions when writing, speaking, reading, or listening;

(i) use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty; or describing a state contrary to fact);

(d) determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of

strategies;

(i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position; or function in a sentence) as a clue to the meaning of a word or phrase;

(ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede);

(iii) 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 or its part of speech; and

(iv) 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);

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figures of speech (e.g. verbal irony, puns) in context;

(ii) use the relationship between particular words to better understand each of the words;

(iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute); and

(iv) recognize the influence time, culture, gender, and social relationships have upon word meaning; and

(f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(10) Language standards for a student at the Grade 9-10 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) use parallel structure; and

(ii) 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;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses;

(ii) use a colon to introduce a list or quotation; and

(iii) spell correctly;

(c) 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;

(i) 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;

(d) 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;

(i) 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;

(ii) identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate,

advocacy);

(iii) 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, part of speech, or etymology; and

(iv) 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);

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;

(i) interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text; and

(ii) analyze nuances in the meaning of words with similar denotations; and

(f) 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 and demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(11) Language standards for a student at the Grade 11-12 level are:

(a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

(i) apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and

(ii) 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;

(b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

(i) observe hyphenation conventions; and

(ii) spell correctly;

(c) 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;

(i) vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed and apply an understanding of syntax to the study of complex texts when reading;

(d) 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 and recognizing the role culture plays in the development of language;

(i) 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;

(ii) identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable);

(iii) 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, part of speech, etymology, or standard usage; and

(iv) 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);

(e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;



(i) interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text; and

(ii) analyze nuances in the meaning of words with similar denotations; and

(f) 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 and demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

History: [20-2-114](#), MCA; IMP, [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; NEW, 2011 MAR p. 2520, Eff. 11/26/11.

### 10.53.411 READING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES

(1) Reading standards for literacy in history/social studies for a student at the Grade 6-8 level are:

(a) cite specific textual evidence to support analysis of primary and secondary sources;

(b) determine the central ideas or information of a primary or secondary source and provide an accurate summary of the source distinct from prior knowledge or opinions;

(c) 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);

(d) determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies;

(e) describe how a text presents information (e.g., sequentially, comparatively, causally);

(f) 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);

(g) integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts;

(h) distinguish among fact, opinion, and reasoned judgment in a text, including texts by and about American Indians;

(i) analyze the relationship between a primary and secondary source on the same topic, including sources by and about American Indians; and

(j) by the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.

(2) Reading standards for literacy in history/social studies for a student at the Grade 9-10 level are:

(a) cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information;

(b) determine the central ideas or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop over the course of the text;

(c) analyze in detail a series of events described in a text and determine whether earlier events caused later ones or simply preceded them;

(d) 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;

(e) analyze how a text uses structure to emphasize key points or advance an explanation or analysis;

(f) compare the point of view of two or more authors, incorporating American Indian authors, for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts;

(g) integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text;

(h) assess the extent to which the reasoning and evidence in a text support the author's claims; include texts by and about American Indians;

(i) compare and contrast treatments of the same topic in several primary and secondary sources, including American Indian sources; and

(j) by the end of Grade 10, read and comprehend history/social studies texts in

the Grades 9-10 text complexity band independently and proficiently.

(3) Reading standards for literacy in history/social studies for a student at the Grade 11-12 level are:

(a) 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;

(b) determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas;

(c) evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain;

(d) 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 and how the use of "sovereignty" in official documents impacts political and legal relationships);

(e) 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;

(f) evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence;

(g) 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;

(h) evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information, including texts by and about American Indians;

(i) 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; and

(j) by the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2520, Eff. 11/26/11.

### 10.53.412 READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

(1) Reading standards for literacy in science and technical subjects for a student at the Grade 6-8 level are:

- (a) cite specific textual evidence to support analysis of science and technical texts;
- (b) determine the central ideas or conclusions of a text and provide an accurate summary of the text distinct from prior knowledge or opinions;
- (c) follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks;
- (d) 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;
- (e) 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;
- (f) analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text;
- (g) 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);
- (h) distinguish among facts, reasoned judgment based on research findings, and speculation in a text; include texts by and about American Indians;
- (i) compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic; and
- (j) by the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.

(2) Reading standards for literacy in science and technical subjects for a student at the Grade 9-10 level are:

- (a) cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions;
- (b) determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; and provide an accurate summary of the text;
- (c) 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;
- (d) 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;
- (e) analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy);
- (f) 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;
- (g) 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;
- (h) assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving scientific or technical problems;

(i) compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts; and

(j) by the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.

(3) Reading standards for literacy in science and technical subjects for a student at the Grade 11-12 level are:

(a) 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;

(b) determine the central ideas or conclusions of a text and summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms;

(c) follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks and analyze the specific results based on explanations in the text;

(d) 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;

(e) analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas;

(f) 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;

(g) 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;

(h) 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;

(i) synthesize information from a range of sources (e.g., texts, experiments, simulations, and knowledge derived from American Indian cultures) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible; and

(j) by the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2520, Eff. 11/26/11.

### **10.53.413 WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

(1) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 6-8 level are:

- (a) write arguments focused on discipline-specific content;
- (i) 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;
- (ii) support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources;
- (iii) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;
- (iv) establish and maintain a formal style; and
- (v) provide a concluding statement or section that follows from and supports the argument presented;
- (b) write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes;
- (i) introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;
- (ii) develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;
- (iii) use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;
- (iv) use precise language and domain-specific vocabulary to inform about or explain the topic;
- (v) establish and maintain a formal style and objective tone; and
- (vi) provide a concluding statement or section that follows from and supports the information or explanation presented;
- (c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
- (d) 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;
- (e) use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently;
- (f) 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;
- (g) gather relevant information from multiple oral, 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;
- (h) draw evidence from informational texts to support analysis, reflection, and research, including texts by and about American Indians; and
- (i) 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.

(2) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 9-10 level are:

- (a) write arguments focused on discipline-specific content;
  - (i) 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;
  - (ii) 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;
  - (iii) 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;
  - (iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and
  - (v) provide a concluding statement or section that follows from or supports the argument presented;
- (b) write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes;
  - (i) 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 aid comprehension;
  - (ii) 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;
  - (iii) use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts;
  - (iv) 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;
  - (v) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and
  - (vi) 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);
- (c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
- (d) 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;
- (e) 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 display information flexibly and dynamically;
- (f) 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;
- (g) gather relevant information from multiple authoritative oral, 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;

(h) draw evidence from informational texts to support analysis, reflection, and research, including texts by and about American Indians; and

(i) 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.

(3) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 11-12 level are:

(a) Write arguments focused on discipline-specific content;

(i) 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;

(ii) 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;

(iii) 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;

(iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

(v) provide a concluding statement or section that follows from or supports the argument presented;

(b) write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes;

(i) 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 and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension;

(ii) 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;

(iii) 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;

(iv) 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; and

(v) 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);

(c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;

(d) 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;

(e) use technology, including the internet, to produce, publish, and update



individual or shared writing products in response to ongoing feedback, including new arguments or information;

(f) 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;

(g) gather relevant information from multiple authoritative oral, 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; 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;

(h) draw evidence from informational texts to support analysis, reflection, and research, including texts by and about American Indians; and

(i) 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.

History: [20-2-114](#), MCA; [IMP](#), [20-2-121](#), [20-3-106](#), [20-7-101](#), MCA; [NEW](#), 2011 MAR p. 2520, Eff. 11/26/11.