



# Proposed Amendments to the Administrative Rules of Montana English Language Arts and Literacy Content Standards, Chapter 10.53 Subchapter 4

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Prepared for: The Montana Board of Public Education

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## Overview

The Superintendent of Public Instruction, with approval from the Montana Board of Public Education (BPE), opened the Montana English Language Arts and Literacy Standards detailed in Chapter 10.53.4 of the Administrative Rules of Montana (ARM)<sup>1</sup> for review in late 2023. The purpose of the review is to ensure that Montana public schools are setting high academic standards for all children of our state. The goal is to serve Montana students and educators with the best possible English language arts and literacy standards to guide instruction and prepare students for their lives beyond the classroom. This document is provided to the BPE to review the Superintendent's recommended amendments and updates to the English Language Arts and Literacy Standards. It includes an introduction to Montana's ELA content standards, a summary of the research, review, and revision activities that informed the Superintendent's consideration and deliberation with instructional partners; the Superintendent's proposed changes consisting of both the rationales for the changes and their proposed specific language (i.e., ARM "redlines").

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# Introduction

The Superintendent of Public Instruction, supported by staff of the Montana Office of Public Instruction (OPI), launched a comprehensive process to review, revise, and update Montana's English Language Arts and Literacy (ELA) Standards. The goal was to make the ELA and Literacy Standards more approachable and understandable while retaining rigor and high expectations for students. Specifically, the Task Force sought to improve the standards to provide simplicity, practicality, and clarity. Montana's ELA and Literacy Standards should consist of fewer standards focused on specific learning goals and written in clear and concise language for students, parents/guardians, and educators. The Task Force sought to increase a focus on critical concepts and literacy practices, authentically integrate the cultural heritage of Montana Indigenous Peoples, and identify ways to effectively integrate updated research on learning and instruction. The Superintendent seeks to foster increased educator confidence, student capacity, and parent/guardian/community understanding of ELA teaching and learning in Montana.

## Historical Context

Montana educators have worked since the 1980s to develop statewide standards in ELA and other subject areas, informed by work by national professional associations such as the National Council for Teachers of English. This work was periodically given extra impetus through federal influence or requirements. For example, the federal Title 1 program for low-income students who needed additional help in reading and math required all states to have state standards in reading and math by 1998. In 2011, the BPE adopted ELA standards based on the Common Core State Standards. Details of Montana's current ELA standards can be found in ARM Chapter 10.53.4, as well as in guidance documents provided by OPI.

The English Language Arts and Literacy Standards influence and guide such matters as the preparation and professional, curriculum adoption, and assessment. The amendments and updates proposed in this document are focused on keeping the legacy of this thoughtful work by earlier educators and instructional partners while evolving Montana's English Language Arts and Literacy Standards to be more succinct and approachable for the public and supporting teachers and schools in order to continually improve and put Montana students first.

# Summary of Research and Review Activities

As guided by § 20-7-101, MCA, the Superintendent and OPI staff organized and implemented a series of formal and informal, internal and external research and instructional partner engagement activities to facilitate the development of proposed revisions to Montana’s English Language Arts and Literacy Standards.

Table 1: Content Standard Amendment Timeline

Research and Review (OPI)	Revision (OPI)	Negotiated Rulemaking (OPI, BPE)	Adoption Phase (OPI, BPE)	Adoption (BPE)	Implementation
September 2023 through March 2024	April through November 2024	December 2024 through January 2025	February through July 2025	September 2025	July 2026

The first three steps (Research and Review, Revision, and Negotiated Rulemaking) are described in detail below. The remaining steps in the process are under the purview of the BPE, although OPI staff will support the BPE as it carries out its responsibilities in considering the Superintendent’s proposed changes and moving forward with those recommendations that they accept.

## Research and Review Phase

Beginning in September 2023, the Montana Office of Public Instruction (OPI) conducted preliminary research to guide the review and revision process. This included OPI staff engaging staff of the Regional Educational Laboratory Northwest (REL Northwest)<sup>1</sup> to prepare summaries of research and evidence on ELA and literacy teaching and learning and collecting samples of ELA and literacy standards used in other US states and Canadian provinces. Through this review, opportunities for enhancements to Montana’s content standards were identified. Specifically, four key opportunities were articulated:

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<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Standards-Revision/ELA#11089913042-proposed-standards-draft-and-relevant-research>

**1. Update standards to include the most recent research and evidence on effective English language arts and literacy teaching and learning.**

As Montana's English Language Arts and Literacy Standards were last updated in 2011, the Superintendent felt it was timely to review the standards for opportunities to incorporate the latest research on ELA and literacy teaching and learning, including integrating research on the Science of Reading and evidence-based literacy instruction at both the elementary and secondary levels.

**2. Promote simplicity, clarity, and practicality in Montana English Language Arts and Literacy Standards.**

Content standards are of greatest interest and utility to professional educators and the organizations that prepare and employ them. That said, the Superintendent felt the standards had more detail than was necessary in places. Streamlining the standards to remove any redundancy or unnecessary detail would make them not only more useful for educators but would also make them more easily accessible by educational stakeholders and rights holders, including parents and members of the community. Detailed guidance and examples of ELA and literacy concepts could be created and offered to educators in OPI guidance documents as elaborations of the standards, while keeping the most essential language within ARM. This is an approach taken by several states and Canadian provinces that makes their ELA standards easier to parse and understand for both professional educators and the public.

**3. Identify literacy practices.**

In condensing the English Language Arts and Literacy Standards, the ELA revision Task Force elected to create literacy practices, following the lead of the Math Standards revision team, who had adopted the Common Core's standards for mathematical practice in 2011 and revised them in 2023. Literacy practices refer to the habits, skills, and ways of thinking that are essential for effectively and authentically engaging with texts and the real world and are intended to promote a deeper understanding of English language arts by encouraging students to develop and practice transferable skills necessary for success in post-secondary education, careers, and community participation. The literacy practices are designed to be integrated throughout the teaching and learning of ELA.

**4. Authentically integrate Indian Education for All (IEFA) into Montana's English Language Arts and Literacy Standards.**

Montana's current ELA standards include references to Indian Education for All (IEFA), but they can feel added as an afterthought or be lost within lengthy requirements of a standard. The Superintendent charged with the Revision Task Force to find ways to more authentically integrate ELA examples and practices that honor the diverse and rich legacy of Indigenous Peoples in Montana. Through professional learning opportunities brought forth in partnership with Education Northwest and the OPI's IEFA and Tribal Relations and Resiliency team, the Task Force and committee had continual conversations on how to best meet this charge in an authentic and respectful manner.

## Revision Phase

Informed by the research and opportunities for revision identified in the research and review phase described above, the Superintendent and OPI staff launched an English Language Arts and Literacy Standards Revision Task Force. The Task Force consisted of a Writing Team, Review Team, and Reconciliation Team composed of current and former Montana English Language Arts and Literacy teachers, higher education faculty, and other education partners (See Appendix A, B and C for a complete list). OPI recruited Task Force members from schools, institutions, and communities across the state to get a broad representation of school communities and sizes as well as a broad range of professional expertise in K-12 ELA instruction, including strong experience in connecting Indian Education for All (IEFA) Essential Understandings to the ELA Content Standards.

OPI convened the Task Force several times virtually between April and October of 2024. They participated in an orientation session to familiarize themselves with their roles and responsibilities as members, understand the superintendent's vision, and start building connections with one another. OPI provided professional learning sessions directly related to the Task Force's needs, as determined by a survey. These sessions included professional development on a range of topics, such as: IEFA and the ELA Standards; Whole Child Skill Development, Indigenous World View Perspective; Culturally Responsive Teaching; Understanding our Indigenous Students' Assessment Requirements and Considerations; English Language Learners; The Science of Reading and ELA Standards; a deep dive on the EdNorthwest Research briefs; State and National Standards review; Cross-Curricular Standards Integration; and CTE Pathways and Writing for Career and College Readiness, and Artificial Intelligence.

The Writing Team gathered in person at the Montana State Capitol from July 15-18, 2024. During these sessions, the members reviewed their goals and priorities for the upcoming days. They also heard a presentation on Indigenous Student Voice by students Dayvany White Man Runs Him and Brandi Johnson, who shared their experiences with IEFA in the classroom and expressed their hopes for what other students could experience as a result of these revisions. As the Task Force began their work, the IEFA and Tribal Student Achievement and Relations team supported the work by hosting office hours to answer and respond to suggestions for the revisions. The Review Team came together at the State Capitol July 29-30, 2024. The Review Team reviewed the proposals from the Writing Team, taking time to understand the restructuring and vision moving forward. Relying on research, the Review Team provided documented feedback to move the process forward. Meanwhile, the Reconciliation Team worked virtually in August and September 2024 to review both teams' revisions and ensure alignment of standards and language from grades K-12. The Reconciliation Team concluded their work with an in-person meeting on October 7-8, 2024.

Throughout the entire process, information was updated on the OPI website, including meeting agendas, recordings, and working revision documents. OPI staff collaborated with staff from the Region 17 Comprehensive Center at Education Northwest, including Jacob Williams, Erich Stiefvater, and Mandy Smoker-Broadus, to design and facilitate inclusive, collaborative, and productive in-person and virtual work sessions.

The Task Force generated a set of proposed revisions to the Montana State English Language Arts and Literacy Standards with accompanying rationales for the changes, relating to the superintendent's proposed changes and the findings of the REL research. OPI staff worked with members of the Task Force to refine their recommendations and rationales and prepare detailed ARM language (i.e., "redlines"). The proposed changes and rationales can be found in the "Superintendent's Recommended Revisions to Montana English Language Arts and Literacy Standards" section and are summarized below, correlating to REL aims.

**1. Update standards to include the most recent research and evidence on effective English language arts and literacy teaching and learning.**

For K-5, this included adding to and revising existing Foundational Reading Standards, including the addition of a strand focused on encoding. Foundational Reading Standards were extended to newly apply to secondary grades, including the addition of decoding standards focused on reading and morphology. The Revision Task Force also recognized the false distinction between Reading Literature and Reading Informational Texts standards, and thus proposed combining the standards to encompass reading standards for both fiction and nonfiction, of which informational texts are just one genre. Promote simplicity, clarity, and practicality in Montana English Language Arts and Literacy Standards.

The Task Force proposed repealing the interdisciplinary ELA and Literacy Standards, ARM 10.53.411-10.53.413, with the understanding that interdisciplinary instructional approaches could be added to the guidance documents. Similarly, the College and Career Readiness Anchor Standards were repealed, as they essentially served as end goals for all students, and were thus redundant.

The Task Force restructured the standards in several ways. Firstly, standards have been organized by grade level rather than domain to maintain consistency with existing subject-area standards. Domains were also restructured to separate research from writing, recognizing that these standards may or may not be taught in conjunction in practice and condensed the language standards, repealing the language domain in order to integrate language standards into the domains of Writing and Speaking and Listening to better reflect the contexts in which these standards are realistically assessed. Proposed changes also included the creation of a new domain of Research and Inquiry for standards previously held under the Writing domain, with the purpose of emphasizing their significance and reflecting that these standards may or may not directly align with writing standards in instruction.

**2. Identify literacy practices.**

The Task Force collaborated to create a set of proposed Literacy Practices intended to guide the implementation of ELA and literacy instruction across K-12. These practices highlight relevant, transferable literacy and real-world skills aimed at developing students' literacy, agency, and success both in and out of the classroom.

### **3. Authentically integrate IEFA into Montana’s English Language Arts and Literacy Standards.**

The Task Force worked to identify standards that would most meaningfully allow for purposeful integration of IEFA and the Essential Understandings, including standards focusing on the identification and analysis of theme and central ideas; point of view; content and genre; and vocabulary and word choice. An additional IEFA-specific standard was added in grades K-12 under the domain of Research and Inquiry to emphasize the reading and analysis of diverse sources related to learning regarding the Essential Understandings.

## **Negotiated Rulemaking**

As required by § 20-7-101, MCA, and building on the contributions and outputs of the research and review and revision phases, the Superintendent convened a Negotiated Rulemaking Committee (NRC) to undertake an expanded public-engagement and fact-finding process to inform the articulation of her recommended revisions to the Montana English Language Arts and Literacy Standards. The NRC consisted of the fifteen members fulfilling the required roles, as listed in MCA (See Appendix D for a complete list), and completed a consensus-based review and revision of the standards put forth by the English Language Arts and Literacy Task Force. After Negotiated Rulemaking commenced, the OPI presented the proposed revisions to the Montana Advisory Council on Indian Education (MACIE) to gather additional feedback to pass on to the Board of Public Education in March of 2025.



# Superintendent's Recommended Revisions to Montana English Language Arts and Literacy Standards

## Instructions for navigating this document:

### Structure:

Each grade level has a table presenting the proposed revisions. Importantly, both the Task Force and the Negotiated Rulemaking Committee (NRC) proposed to **repeal the 2011 English Language Arts and Literacy Standards, ARM 10.53.401-10.53.413**.<sup>2</sup> This decision was made in order to restructure the standard domains and enhance clarity.

In the **Literacy Practices and K-12 standards**, this information is presented in three columns. On the left, you will find the Administrative Rule of Montana (ARM) code. The center column includes the proposed revisions from the Superintendent, based on the work conducted by the Task Force and NRC. The column located on the right presents the rationale for the changes. This rationale combines the reasoning from the two committee groups.

It is important to note that the structure of the standards exist as they are given in ARM, and their structure within guidance documents may differ. While the teacher guidance documents from 2011 provide 'clusters' that group certain standards by their shared core concepts, the ARM language from 2011 does not. You may also notice that the sentence structure in ARM presents a different format than the guidance documents. ARM utilizes semicolons and presents the standards as a list, while the guidance documents provide the standards in formal sentence structure using capitals and varying punctuation. The last thing you will notice is that the guidance documents utilize a coding system for the standards to help with the organization of the standards. It is not necessary for the standards presented in guidance documents to have the same structure as appears in ARM. It should be noted that throughout revisions, the Task Force referred to the guidance documents that are primarily used by educators in the field and do not match the ARM structure. The revision teams across K-12 intend to create dynamic guidance documents that present the standards in a clear and easy-to-follow way for educators and families.

### Additional Considerations:

Each grade-level proposal will begin with an overview statement. This provides additional guidance from the Task Force and outlines trends throughout each section. For more information regarding the implementation plans of OPI, please refer to appendix G.

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<sup>2</sup> See <https://rules.mt.gov/search?query=10.53&v=browse&c=aec52c46-128e-4279-9068-8af5d5432d74%2C631a29ee-2f08-4aa6-a8cc-11a2049ea9f5>.

## 2024 Proposal Overview

### Guidance Documents:

The Superintendent, Negotiated Rulemaking Committee, Task Force members, OPI Staff, and educators all agree that robust and dynamic guidance documents must be created to ensure the successful implementation of the proposed standards. This work will include recommendations from the Task Force, Negotiated Rulemaking Committee to support a variety of instructional partners, from families to educators and everyone in between. The proposed documents also contain recommendations ranging from IEFA integration, to Special Education support, and to strategies for supporting literacy at home. For more information regarding the proposed guidance documents, please refer to Appendix G.

### Common Trends Throughout the Standards:

Many trends emerged that were consistent throughout the grade levels, K-12. A list and brief description of each has been provided here:

#### Cultural Connections Statement:

The 2011 set of standards often presented the Indian Education For All statement in the middle of a standard. Following the lead of the math standard revisions, Task Force, and NRC all agreed that a new place should be found for this statement to provide more prominence and to increase the clarity of the concept contained within the standard. The NRC weighed the use of “Indigenous Peoples” against “American Indian” extensively. While “American Indian” is the federally adopted language, the NRC felt that “Indigenous Peoples” was more respectful, clarifying that “American Indian(s)” implies one group alone while “Indigenous Peoples” communicates that many cultural groups exist within Indigenous Populations. Where appropriate, the phrase: “including texts by and about Montana Indigenous Peoples” was added as a descriptor to the end of a standard. This language and placement is used consistently throughout the K-12 items. A new Research and Inquiry standard was developed to focus specifically on building research skills and knowledge regarding the Essential Understandings and Indigenous Peoples.

#### Restructuring of Standards:

Several changes were made to restructure the English Language Arts and Literacy Standards. This includes organizing the standards by grade level rather than domain in order to maintain consistency with other subject-area standards; repealing College and Career Readiness Anchor Standards and Interdisciplinary Standards with the intention of including relevant information and resources within the guidance documents; combining Reading Literature and Reading Informational Text to better reflect reading skills relevant to all genres; eliminating the Language domain and moving language standards into relevant reading, writing, and Speaking and Listening domains; and creating a domain of Research and Inquiry.

### Removal of Examples and Elaborations:

The Task Force and NRC made efforts to eliminate specific examples in the ARM language for standards. This is not to say that they believed examples are unnecessary; rather, they belong in guidance documents, rather than in ARM, to allow instructional clarity for educators.

### Revision for Clarity and Reducing Length:

Many of the standards were revised with the intent to reduce the use of unnecessary language and redundancy to provide clarity to the concept. Often, revisions did not change the standard's intent, but did shorten its length, and utilized language more familiar to families and educators. A glossary was also included for the purpose of defining words and phrases that audiences other than educators may not have familiarity with.

## ARM 10.53.414: Montana K-12 English Language Arts and Literacy Practices

*Proposed Action: Adoption*

### Proposed Literacy Practices:

In assessing the research compiled for the revision of English Language Arts and Literacy Standards and Literacy Practices, the Task Force identified eight Literacy Practices to be utilized in Montana to address the diverse and unique needs of Montana learners.

ARM Code	Proposed Literacy Practices 2024	Rationale
<u>10.53.414</u>	<u>ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR LITERACY PRACTICE FOR GRADES K-12</u>	
<u>10.53.414.1</u>	<u>(1) Literacy practice standard 1 is to practice broad literacy engagement. Literate students routinely read a broad range of literary and informational texts for a variety of purposes.</u>	Literate students build a foundation of knowledge in a broad range of topics through time spent reading and writing.
<u>10.53.414.2</u>	<u>(2) Literacy practice standard 2 is to practice collaboration. Literate students collaborate with others using active communication skills.</u>	Literate students practice active listening and responsive communication.

<u>10.53.414.3</u>	<u>(3) Literacy practice standard 3 is to practice creativity. Literate students engage creatively to express their thoughts, deepen their understanding, and make connections.</u>	Literate students are able to activate and utilize their imaginations. to make choices and communicate their ideas.
<u>10.53.414.4</u>	<u>(4) Literacy practice standard 4 is to practice critical thinking. Literate students analyze, reason, problem solve, and make decisions.</u>	Given the wide range of available information, critical thinking is a crucial skill of a literate student.
<u>10.53.414.5</u>	<u>(5) Literacy practice standard 5 is to practice cultural considerations. Literate students acknowledge and respect diverse cultural perspectives, including those of Montana Indigenous Peoples.</u>	In this modern world, literate individuals consider, understand, and appreciate other perspectives.
<u>10.53.414.6</u>	<u>(6) Literacy practice standard 6 is to practice effective communication. Literate students routinely express their ideas through speaking and writing coherently in a broad range of literary and informational genres.</u>	Literate students distinguish between genres when writing and communicate for a variety of purposes.
<u>10.53.414.7</u>	<u>(7) Literacy practice standard 7 is to practice strategic technology use. Literate students effectively and responsibly use technology to access and evaluate information to express ideas.</u>	Literate students understand how to access and utilize changing technology responsibly.
<u>10.53.414.8</u>	<u>(8) Literacy practice standard 8 is to practice student agency. Literate students take an active role in their learning, using guidance and feedback to connect their skills and knowledge to practical applications, college readiness, and career development.</u>	Practicing student agency is essential because it empowers literate students to take ownership of their learning, making it meaningful and relevant. By actively engaging with guidance and feedback, students connect their skills to practical applications, preparing them for college and career success.

# ARM 10.53.415: Montana Kindergarten English Language Arts and Literacy Standards

Proposed Action: Adopt

## Summary of Proposed Changes

- Total number of standards in 2011: 41
- Total number of standards proposed for 2024: 34
- Total number of new standards proposed for 2024: 7

## Proposed Montana Kindergarten English Language Arts and Literacy Standards

Kindergarten Standards 2025	Rationale
<u>10.53.415 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR KINDERGARTEN</u>	
<p><b><u>(1) Foundational reading standards for kindergarten are that each student will be able to:</u></b></p> <p>(a) <u>understand print concepts by:</u></p> <p>(i) <u>following words from left to right, top to bottom, and page by page;</u></p> <p>(ii) <u>recognizing the distinguishing features of a sentence;</u></p> <p>(iii) <u>locating essential text features of a book; and</u></p> <p>(b) <u>understand phonemic awareness by:</u></p> <p>(i) <u>identifying initial, final, and medial phoneme in consonant-vowel-consonant (CVC) words with automaticity;</u></p>	<p>Retained as understanding print concept skills are key component to reading development</p> <p>Moved into kindergarten from 1st grade foundation reading standards to align better with research and reading development</p> <p>Retained and combined from multiple domains for clarity</p> <p>Phonemic Awareness substrand added (replacing Phonological Awareness) for specificity and to reflect its importance in current research of reading development and effective instruction</p> <p>New: Includes explicit details included for phonemic awareness to align with research and best practices</p>

Kindergarten Standards 2025	Rationale
<p>(ii) <u>orally blending phonemes in CVC words with automaticity;</u></p> <p>(iii) <u>orally segmenting phonemes in CVC words with automaticity; and</u></p> <p>(c) <u>demonstrate decoding skills by:</u></p> <p>(i) <u>naming and producing the most common sounds for all consonants;</u></p> <p>(ii) <u>demonstrating knowledge of phoneme-grapheme relationships between consonant graphemes and their most commonly occurring phonemes;</u></p> <p>(iii) <u>demonstrating knowledge of phoneme-grapheme relationships between vowel graphemes and short vowel phonemes;</u></p> <p>(iv) <u>decoding words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy;</u></p> <p>(v) <u>reading decodable texts accurately; and</u></p> <p>(d) <u>demonstrate encoding skills by:</u></p> <p>(i) <u>encoding words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy;</u></p> <p>(ii) <u>printing many upper and lowercase letters.</u></p>	<p>Retained with explicit details included for phonemic awareness to align with research and best practices</p> <p>Retained with explicit details included for phonemic awareness to align with research and best practices</p> <p>Decoding substrand added to reflect its importance in current research of reading development and effective instruction</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>New: Explicit details included for decoding development to align with research and best practices</p> <p>New: Explicit details included for decoding development to align with research and best practices</p> <p>Encoding standards added to Foundational Reading Standards for K-5 to reflect reciprocal connection between reading, spelling, and writing</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>Transferred from Language domain, as this standard is more accurately aligned with the encoding substrand</p>

Kindergarten Standards 2025	Rationale
<p><b>(2) <u>Vocabulary standards for kindergarten are that each student will be able to:</u></b></p> <p>(a) <u>use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases;</u></p> <p>(b) <u>develop and apply expanding word knowledge through shared reading and classroom conversation; and</u></p> <p>(c) <u>with prompting and support, ask and answer questions about unknown words in a text, including those with cultural significance to Montana Indigenous Peoples.</u></p>	<p>Transferred from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p> <p>Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p>
<p><b>(3) <u>Fluency standards for kindergarten are that each student will be able to:</u></b></p> <p>(a) <u>Read common high-frequency words with accuracy and automaticity.</u></p>	<p>New: Added fluency standard appropriate to grade-level to reflect current research on reading development</p>
<p><b>(4) <u>Reading comprehension standards for kindergarten are that each student will be able to:</u></b></p> <p>(a) <u>with prompting and support, ask and answer questions about key details in text read aloud and presented through other media, including texts by and about Montana Indigenous Peoples;</u></p> <p>(b) <u>retell a familiar story;</u></p> <p>(c) <u>with prompting and support, participate in discussions about the central idea and key details in a text, including those by and about Montana Indigenous Peoples;</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of retelling and concepts of central ideas and key details</p> <p>Retained and combined from RL &amp; RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about</p>

Kindergarten Standards 2025	Rationale
<p>(d) <u>during or after a shared reading or listening experience, identify elements within stories and describe connections between events or ideas in informational text;</u></p> <p>(e) <u>identify whether a text is telling a story or sharing information; and</u></p> <p>(f) <u>identify who is telling the story at various points in shared reading of literary text, including texts by and about Montana Indigenous Peoples.</u></p>	<p>Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Combined and expanded from RL &amp; RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure</p> <p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view</p>
<p><b>(5) <u>Writing standards for kindergarten are that each student will be able to:</u></b></p> <p>(a) <u>state a personal opinion orally, visually, or in written form;</u></p> <p>(b) <u>make an informative statement about a topic and offer one or two details about the topic, orally, visually, or in written form;</u></p> <p>(c) <u>tell a story with a beginning, middle, and end, orally, visually, or in written form;</u></p> <p>(d) <u>in a shared setting, develop and strengthen writing by using a process including planning and drafting;</u></p> <p>(e) <u>with prompting and support, form and expand simple sentences orally and in writing; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under strand Conventions of Standard English; distinguished</p>



Kindergarten Standards 2025	Rationale
<u>spelling when writing.</u>	between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents
<p><b>(6) <u>Research and inquiry standards for kindergarten are that each student will be able to:</u></b></p> <p>(a) <u>with guidance, participate in shared research and writing projects, finding at least one topic to learn more about;</u></p> <p>(b) <u>with guidance, recall information from experiences or gather information from provided sources on a topic; and</u></p> <p>(c) <u>with guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b>(7) <u>Speaking and listening standards for kindergarten are that each student will be able to:</u></b></p> <p>(a) <u>participate in structured discussions and routines with a variety of partners; speak clearly; and practice taking turns and listen to others; and</u></p> <p>(b) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p> <p>Separated original standard in Language domain under substrand Conventions of Standard English to be assessed in both Speaking and Listening and Writing domains; specific grade-level skills to be included in guidance documents</p>

# ARM 10.53.416: Montana Grade 1 English Language Arts and Literacy Standards

*Proposed Action: Adopt*

## Summary of Proposed Changes

- Total number of standards in 2011: 41
- Total number of standards proposed for 2025: 36
- Total number of new standards proposed for 2025: 8

## Proposed Montana Grade 1 English Language Arts and Literacy Standards

Grade 1 Standards 2025	Rationale
<u>10.53.416 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FIRST GRADE</u>	
<u>(1) Foundational reading standards for kindergarten are that each student will be able to:</u>	Phonemic Awareness substrand added for specificity (replacing Phonological Awareness) and to reflect its importance in current research of reading development and effective instruction
(a) <u>understand phonemic awareness by:</u>	Retained with explicit details included for phonemic awareness to align with research and best practices
(i) <u>distinguishing long from short vowel sounds in spoken single-syllable words;</u>	Retained with explicit details included for phonemic awareness to align with research and best practices
(ii) <u>orally blending phonemes in complex single-syllable words; and</u>	Retained with explicit details included for phonemic awareness to align with research and best practices
(iii) <u>orally segmenting phonemes in complex single-syllable words.</u>	Retained with explicit details included for phonemic awareness to align with research and best practices
(b) <u>demonstrate decoding skills by:</u>	Decoding substrand added to reflect its importance in current research of reading development and effective instruction
(i) <u>demonstrating knowledge of phoneme-grapheme relationships between consonant digraph and trigraph</u>	Retained with explicit details included for decoding development to align with research and best practices

Grade 1 Standards 2025	Rationale
<p><u>graphemes and their most commonly occurring phonemes:</u></p> <p>(ii) <u>demonstrating knowledge of phoneme-grapheme relationships between common vowel graphemes and long vowel phonemes:</u></p> <p>(iii) <u>demonstrating knowledge of phoneme-grapheme relationships between common r-controlled vowel graphemes and phonemes:</u></p> <p>(iv) <u>decoding regularly spelled one-syllable words:</u></p> <p>(v) <u>decoding regularly spelled two-syllable words comprised of closed syllables following basic patterns, by breaking the words into syllables:</u></p> <p>(vi) <u>decoding words with inflectional endings; and</u></p> <p>(vii) <u>reading decodable texts accurately and with automaticity:</u></p> <p>(c) <u>demonstrate encoding skills by:</u></p> <p>(i) <u>encoding one-syllable words that follow regular spelling patterns;</u></p> <p>(ii) <u>encoding two-syllable words comprised of closed syllables that follow regular spelling patterns;</u></p> <p>(iii) <u>encoding words with inflectional endings, focusing on words that retain their root spelling when an inflectional</u></p>	<p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>New: Explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>New: Added to reflect current research and grade-level appropriate decoding skills</p> <p>Encoding standards added to Foundational Reading Standards for K-5 to reflect reciprocal connection between reading, spelling, and writing</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: Added to reflect grade-level appropriate encoding skills</p>

Grade 1 Standards 2025	Rationale
<p><u>ending is added; and</u></p> <p>(iv) <u>printing upper and lowercase letters with automaticity.</u></p>	<p>Transferred from Language domain, as this standard is more accurately aligned with the encoding strand</p>
<p><b>(2) <u>Vocabulary standards for first grade are that each student will be able to:</u></b></p> <p>(a) <u>use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases;</u></p> <p>(b) <u>develop and apply expanding word knowledge through shared reading and classroom conversation; and</u></p> <p>(c) <u>ask and answer questions to help determine or clarify the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.</u></p>	<p>Transferred from Vocabulary and Acquisition strand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p> <p>Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p>
<p><b>(3) <u>Fluency standards for first grade are that each student will be able to:</u></b></p> <p>(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.</u></p> <p>(b) <u>read common high-frequency words with accuracy and automaticity.</u></p>	<p>Retained and combined from previous standards as fluency is a core component of developing proficient readers</p> <p>New: Added fluency standard appropriate to grade-level to reflect current research on reading development</p>
<p><b>(4) <u>Reading comprehension standards for first grade are that each student will be able to:</u></b></p> <p>(a) <u>ask and answer questions about key details in text read aloud and presented through other media, including texts by and about</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p>

Grade 1 Standards 2025	Rationale
<p><u>Montana Indigenous Peoples:</u></p> <p>(b) <u>retell a story;</u></p> <p>(c) <u>participate in discussions about the central ideas and key details in a text, including those by and about Montana Indigenous Peoples;</u></p> <p>(d) <u>during or after a shared reading or listening experience, describe elements within stories and connections between events or ideas in informational text;</u></p> <p>(e) <u>identify basic text features and explain the differences between text that tell stories and texts that provide information; and</u></p> <p>(f) <u>identify character point of view in shared reading stories, including texts by and about Montana Indigenous Peoples.</u></p>	<p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of retelling and concepts of central ideas and key details Retained and combined from RL &amp; RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Combined and expanded from RL &amp; RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of students' own writing</p> <p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view</p>
<p><b>(5) <u>Writing standards for first grade are that each student will be able to:</u></b></p> <p>(a) <u>write an opinion piece providing one or more supporting reasons;</u></p> <p>(b) <u>write an informative statement that introduces a topic and includes one or more facts about the topic;</u></p> <p>(c) <u>write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings;</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p>

Grade 1 Standards 2025	Rationale
<p>(d) <u>develop and strengthen writing by using a process including planning, drafting, and implementing feedback;</u></p> <p>(e) <u>with prompting and support, form and expand simple sentences orally and in writing; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.</u></p>	<p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>
<p><b>(6) <u>Research and inquiry standards for first grade are that each student will be able to:</u></b></p> <p>(a) <u>participate in shared research and writing projects, finding at least one topic to learn more about;</u></p> <p>(b) <u>recall information from experiences or gather information from provided sources on a topic; and</u></p> <p>(c) <u>with guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b>(7) <u>Speaking and listening standards for first grade are that each student will be able to:</u></b></p> <p>(a) <u>participate in structured discussions and routines with a variety of partners; practice taking turns and listening to others; and</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

Grade 1 Standards 2025	Rationale
(b) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.</u>	Separated original standard in Language domain under substrand Conventions of Standard English to be assessed in both Speaking and Listening and Writing domains; specific grade-level skills to be included in guidance documents

# ARM 10.53.417: Montana Grade 2 English Language Arts and Literacy Standards

Proposed Action: Adopt

## Summary of Proposed Changes

- Total number of standards in 2011: 38
- Total number of standards proposed for 2024: 29
- Total number of new standards proposed for 2024: 8

## Proposed Montana Grade 2 English Language Arts and Literacy Standards

Grade 2 Standards 2025	Rationale
<u>10.53.417 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SECOND GRADE</u>	
<u>(1) Foundational reading standards for second grade are that each student will be able to:</u>	
(a) <u>demonstrate decoding skills by:</u>	Decoding substrand added to reflect its importance in current research of reading development and effective instruction
(i) <u>demonstrating knowledge of phoneme-grapheme relationships between all complex vowel phonemes and graphemes;</u>	New: Explicit details included for decoding development to align with research and best practices
(ii) <u>decoding two-syllable words comprised of different syllable types that follow regular spelling patterns by breaking the words into syllables;</u>	Retained with explicit details included for decoding development to align with research and best practices
(iii) <u>decoding words with common prefixes and suffixes; and</u>	Retained with explicit details included for decoding development to align with research and best practices
(b) <u>demonstrate encoding skills by:</u>	Encoding standards added to Foundational Reading Standards for K-5 to reflect reciprocal connection between reading, spelling, writing



Grade 2 Standards 2025	Rationale
<ul style="list-style-type: none"> <li>(i) <u>encoding one-syllable words with all phoneme-grapheme patterns;</u></li> <li>(ii) <u>encoding two-syllable words comprised of different syllable types that follow regular spelling patterns;</u></li> <li>(iii) <u>encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending; and</u></li> <li>(iv) <u>printing upper and lowercase letters with automaticity and accuracy, including the introduction of cursive.</u></li> </ul>	<p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: NRC committee added to reflect grade-level appropriate encoding skills; noted the need for extended instruction in guidance documents and resources for teachers</p>
<p><b>(2) <u>Vocabulary standards for second grade are that each student will be able to:</u></b></p> <ul style="list-style-type: none"> <li>(a) <u>use word learning strategies, including knowledge of morphemes, to determine or clarify the meaning of unknown and multiple-meaning words and phrases;</u></li> <li>(b) <u>develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and</u></li> <li>(c) <u>determine the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.</u></li> </ul>	<p>Transferred from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p> <p>Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p>
<p><b>(3) <u>Fluency standards for second grade are that each student will be able to:</u></b></p>	

Grade 2 Standards 2025	Rationale
<p>(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension; and</u></p> <p>(b) <u>read common high-frequency words with accuracy and automaticity.</u></p>	<p>Retained and combined from previous standards as fluency is a core component of developing proficient readers</p> <p>New: Added fluency standard appropriate to grade-level to reflect current research on reading development</p>
<p><b>(4) <u>Reading comprehension standards for second grade are that each student will be able to:</u></b></p> <p>(a) <u>ask and answer questions about shared text to demonstrate an understanding of key details, including texts by and about Montana Indigenous Peoples;</u></p> <p>(b) <u>recount a portion of a text;</u></p> <p>(c) <u>determine the central ideas and key details in a text, including those by and about Montana Indigenous Peoples;</u></p> <p>(d) <u>during or after a shared reading or listening experience, describe the connections between elements, events, or ideas within fiction and nonfiction texts;</u></p> <p>(e) <u>describe the basic structure and features of different types of texts; identify the sequence of information or narrative within a text; and</u></p> <p>(f) <u>compare differences in characters' point of view in shared reading stories, including texts by and about Montana Indigenous Peoples.</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of recounting and concepts of central idea and key details</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained and combined from RL &amp; RI domains; text elements specific to genre can be listed in guidance documents</p> <p>Combined and expanded from RL &amp; RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation</p> <p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view</p>

Grade 2 Standards 2025	Rationale
<p><b>(5) <u>Writing standards for second grade are that each student will be able to:</u></b></p> <ul style="list-style-type: none"> <li>(a) <u>write an opinion piece, providing several supporting reasons, and include a basic introduction and conclusion;</u></li> <li>(b) <u>write an informative piece that introduces a topic, includes facts about the topic, and has a basic introduction and conclusion;</u></li> <li>(c) <u>write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings, and uses transition words to signal sequence;</u></li> <li>(d) <u>develop and strengthen writing by using a process including planning, drafting, revising, and implementing feedback;</u></li> <li>(e) <u>form and expand simple and compound sentences orally and in writing; and</u></li> <li>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.</u></li> </ul>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>
<p><b>(6) <u>Research and inquiry standards for second grade are that each student will be able to:</u></b></p> <ul style="list-style-type: none"> <li>(a) <u>with guidance, participate in individual research and writing projects, finding at least one topic to learn more about;</u></li> <li>(b) <u>recall information from experiences; gather information from provided sources on a topic; and sort information into</u></li> </ul>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p>

Grade 2 Standards 2025	Rationale
<p><u>categories; and</u></p> <p>(c) <u>with guidance, participate in individual research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.</u></p>	<p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b><u>(7) Speaking and listening standards for second grade are that each student will be able to:</u></b></p> <p>(a) <u>participate in structured discussions and routines with a variety of partners; consider and restate their perspectives and ask questions to clarify ideas; and</u></p> <p>(b) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

# ARM 10.53.418: Montana Grade 3 English Language Arts and Literacy Standards

Proposed Action: Adopt

## Summary of Proposed Changes

- Total number of standards in 2011: 42
- Total number of standards proposed for 2024: 28
- Total number of new standards proposed for 2024: 6

## Proposed Montana Grade 3 English Language Arts and Literacy Standards

Grade 3 Standards 2025	Rationale
<u>10.53.418 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR THIRD GRADE</u>	
<p><b><u>(1) Foundational reading standards for third grade are that each student will be able to:</u></b></p> <p><b><u>(a) demonstrate decoding skills by:</u></b></p> <p><b><u>(i) decoding two- and three-syllable words comprised of all syllable types;</u></b></p> <p><b><u>(ii) decoding two- and three-syllable words with common roots and affixes; and</u></b></p> <p><b><u>(b) demonstrate encoding skills by:</u></b></p> <p><b><u>(i) encoding multisyllabic words including words with common affixes;</u></b></p>	<p>Decoding substrand added to reflect its importance in current research of reading development and effective instruction</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>Encoding standards added to Foundational Reading Standards for K-5 to reflect reciprocal connection between reading, spelling, writing</p> <p>New: Added to reflect grade-level appropriate encoding skills</p> <p>New: Added to reflect grade-level appropriate encoding skills</p>

Grade 3 Standards 2025	Rationale
<p>(ii) <u>encoding two-syllable words comprised of different syllable types that follow regular spelling patterns; and</u></p> <p>(iii) <u>encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending.</u></p>	<p>New: Added to reflect grade-level appropriate encoding skills</p>
<p><b>(2) <u>Vocabulary standards for third grade are that each student will be able to:</u></b></p> <p>(a) <u>develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and</u></p> <p>(b) <u>determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.</u></p>	<p>Transferred from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p> <p>Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p>
<p><b>(3) <u>Fluency standards for third grade are that each student will be able to:</u></b></p> <p>(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.</u></p>	<p>Retained and combined from previous standards as fluency is a core component of developing proficient readers</p>
<p><b>(4) <u>Reading comprehension standards for third grade are that each student will be able to:</u></b></p> <p>(a) <u>ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers, including those by and about Montana Indigenous Peoples.</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of paraphrase and concepts of theme/central idea</p>

Grade 3 Standards 2025	Rationale
<p>(b) <u>paraphrase a text;</u></p> <p>(c) <u>identify and explain a stated central idea or theme and how it is developed with key details in a text, including those by and about Montana Indigenous Peoples; and</u></p> <p>(d) <u>describe how elements within a fictional story contribute to the sequence of events; describe the sequence of events, steps, and or/ideas within nonfiction texts;</u></p> <p>(e) <u>identify figurative language;</u></p> <p>(f) <u>compare and contrast the structure and features of different types of texts; and</u></p> <p>(g) <u>distinguish their own point of view from that of the writer or those of the characters, including texts by and about Montana Indigenous Peoples.</u></p>	<p>Retained and combined from RL &amp; RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained with explicit grade-level skills, as understanding figurative language is a key skill in reading comprehension</p> <p>Combined and expanded from RL &amp; RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of students' own writing</p> <p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view</p>
<p><b>(5) <u>Writing standards for third grade are that each student will be able to:</u></b></p> <p>(a) <u>write an opinion piece including an introduction, supporting reasons, linking words and phrases, and a conclusion;</u></p> <p>(b) <u>write an informative piece that includes an introduction, facts, definitions, details, and a conclusion;</u></p> <p>(c) <u>write a narrative about real or imagined experiences or events using descriptive details, and clear sequences;</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p>

Grade 3 Standards 2025	Rationale
<p>(d) <u>develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;</u></p> <p>(e) <u>form and expand simple and compound sentences to write a paragraph; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.</u></p>	<p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>
<p><b>(6) <u>Research and inquiry standards for third grade are that each student will be able to:</u></b></p> <p>(a) <u>conduct short, guided research projects that build knowledge about a topic, referencing at least one source; and</u></p> <p>(b) <u>recall information from experiences; gather information from multiple sources on a topic; and organize information into logical categories; and</u></p> <p>(c) <u>conduct short, guided research projects, using grade-appropriate fiction and nonfiction sources from diverse cultural perspectives, acknowledging the role of story and oral tradition in the histories, values, and beliefs of Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b>(7) <u>Speaking and listening standards for third grade are that each student will be able to:</u></b></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>



Grade 3 Standards 2025	Rationale
<p>(a) <u>engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;</u></p> <p>(b) <u>recount the main ideas and supporting details of a text or portion of a text read aloud or presented through a variety of media formats; and</u></p> <p>(c) <u>report on a topic or text, tell a story, or recount an experience.</u></p>	

# ARM 10.53.419: Montana Grade 4 English Language Arts and Literacy Standards

*Proposed Action: Adopt*

## Summary of Proposed Changes

- Total number of standards in 2011: 43
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 3

## Proposed Montana Grade 4 English Language Arts and Literacy Standards

Grade 4 Standards 2025	Rationale
<b><u>10.53.419 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FOURTH GRADE</u></b>	
<b><u>(1) Foundational reading standards for fourth grade are that each student will be able to:</u></b>  (a) <u>decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures; and</u>  (b) <u>encode multisyllabic words using combined knowledge of taught letter-sound correspondences, syllabication patterns, and morpheme structures.</u>	Retained with explicit details included for decoding development to align with research and best practices  New: Added to reflect grade-level appropriate encoding skills
<b><u>(2) Vocabulary standards for fourth grade are that each student will be able to:</u></b>  (a) <u>develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and</u>	Transferred from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension

Grade 4 Standards 2025	Rationale
(b) <u>determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.</u>	Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts
(3) <u>Fluency standards for fourth grade are that each student will be able to:</u>  (a) <u>read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.</u>	Retained and combined from previous standards as fluency is a core component of developing proficient readers
(4) <u>Reading comprehension standards for fourth grade are that each student will be able to:</u>  (a) <u>refer to specific details and examples in a text to explain what it explicitly states and to draw inferences, including those by and about Montana Indigenous Peoples:</u>  (b) <u>summarize a portion of a text:</u>  (c) <u>identify and explain a stated or implied central idea or theme and how it is developed with key details in a text, including those by and about Montana Indigenous Peoples;</u>  (d) <u>explain the connections between elements within a fictional story: explain the relationships between events or ideas within nonfiction texts;</u>  (e) <u>identify and explain how figurative language contributes to the meaning of the text;</u>	Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes  Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied  Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea  Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes  Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents  Retained with explicit grade-level skills, as understanding figurative language is a key skill in reading comprehension

Grade 4 Standards 2025	Rationale
<p>(f) <u>describe how an author's structural choices and text features contribute to the overall meaning; and</u></p> <p>(g) <u>compare and contrast the point of view from which different texts are written, including those by and about Montana Indigenous Peoples.</u></p>	<p>Combined and expanded from RL &amp; RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure</p> <p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view</p>
<p><b>(5) <u>Writing standards for fourth grade are that each student will be able to:</u></b></p> <p>(a) <u>write opinion pieces with a clear organizational structure including an introduction, reasons supported by facts and details, linking words and phrases, and a conclusion;</u></p> <p>(b) <u>write informative pieces with a clear organizational structure, including an introduction and conclusion, linking facts, definitions, and details using transition words;</u></p> <p>(c) <u>write narratives about real or imagined experiences or events using dialogue, descriptive details, and clear sequences;</u></p> <p>(d) <u>develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;</u></p> <p>(e) <u>write a paragraph using simple, compound, and complex sentences; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization,</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished</p>

Grade 4 Standards 2025	Rationale
<u>punctuation, and spelling when writing.</u>	between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents
<p><b>(6) <u>Research and inquiry standards for fourth grade are that each student will be able to:</u></b></p> <p>(a) <u>conduct short research projects that build knowledge of different aspects of a topic, referencing multiple relevant sources;</u></p> <p>(b) <u>gather and take notes on relevant information from multiple sources; organize information into logical categories; and</u></p> <p>(c) <u>conduct short research projects, using grade-appropriate fiction and nonfiction sources from diverse cultural perspectives, acknowledging the role of story and oral tradition in the histories, values, and beliefs of Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b>(7) <u>Speaking and listening standards for fourth grade are that each student will be able to:</u></b></p> <p>(a) <u>engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;</u></p> <p>(b) <u>paraphrase portions of a text read aloud or information presented through a variety of media formats; and</u></p> <p>(c) <u>report on a topic or text, tell a story, or recount an experience in an organized manner using descriptive details to support main ideas or themes.</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

# ARM 10.53.420: Montana Grade 5 English Language Arts and Literacy Standards

*Proposed Action: Adopt*

## Summary of Proposed Changes

- Total number of standards in 2011: 43
- Total number of standards proposed for 2024: 25
- Total number of new standards proposed for 2024: 3

## Proposed Montana Grade 5 English Language Arts and Literacy Standards

Grade 5 Standards 2025	Rationale
<u>10.53.420 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FIFTH GRADE</u>	
<b>(1) <u>Foundational reading standards for fifth grade are that each student will be able to:</u></b>  (a) <u>decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures; and</u>  (b) <u>encode multisyllabic words using combined knowledge of English graphemes, syllabication patterns, and taught morpheme structures.</u>	<p>Retained with explicit details included for decoding development to align with research and best practices</p> <p>New: Encoding standards added to Foundational Reading Standards for K-5 to reflect reciprocal connection between reading, spelling, and writing</p>
<b>(2) <u>Vocabulary standards for fifth grade are that each student will be able to:</u></b>  (a) <u>develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and</u>	<p>Transferred from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p>

Grade 5 Standards 2025	Rationale
(b) <u>determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.</u>	Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts
(3) <u>Fluency standards for fifth grade are that each student will be able to:</u>  (a) <u>read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.</u>	Retained and combined from previous standards as fluency is a core component of developing proficient readers
(4) <u>Reading comprehension standards for fifth grade are that each student will be able to:</u>  (a) <u>quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, including those by about Montana Indigenous Peoples;</u>  (b) <u>summarize a text;</u>  (c) <u>explain the development of a stated or implied central idea or theme over the course of a text, including those by and about Montana Indigenous Peoples;</u>  (d) <u>use key details to compare and contrast two or more elements within a fiction or nonfiction text;</u>  (e) <u>identify and explain how figurative language contributes to the meaning and tone of the text;</u>  (f) <u>compare and contrast how text features, structures, and sequences of events or information in two or more texts</u>	Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes  Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied  Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea  Retained and combined from RL & RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes  Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents  Retained with explicit grade-level skills, as understanding figurative language is a key skill in reading comprehension  Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure

Grade 5 Standards 2025	Rationale
<p><u>contribute to the overall meaning;</u></p> <p>(g) <u>describe how a narrator's or author's point of view influences how events are described, including those by and about Montana Indigenous Peoples; and</u></p> <p>(h) <u>compare and contrast multiple accounts of the same event or topic, noting important similarities and differences, including in those by and about Montana Indigenous Peoples.</u></p>	<p>Revised and retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view; NRC added "culturally diverse" to broaden applicability</p> <p>Condensed reading standards from RL &amp; RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; NRC added "culturally diverse" to broaden applicability</p>
<p><b>(5) <u>Writing standards for fifth grade are that each student will be able to:</u></b></p> <p>(a) <u>write opinion pieces with a clear organizational structure including an introduction, logically ordered reasons supported by facts and details, linking words and phrases, and a conclusion;</u></p> <p>(b) <u>write informative pieces including an introduction and conclusion, linking facts, definitions, and details using transition words;</u></p> <p>(c) <u>write narratives about real or imagined experiences or events using dialogue, descriptive details, clear sequences, and transition words;</u></p> <p>(d) <u>develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p>



Grade 5 Standards 2025	Rationale
<p>(e) <u>write a multi-paragraph piece using simple, compound, and complex sentences; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.</u></p>	<p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>
<p><b>(6) <u>Research and inquiry standards for fifth grade are that each student will be able to:</u></b></p> <p>(a) <u>conduct short research projects that build knowledge of different aspects of a topic, referencing a variety of relevant and reliable sources; and</u></p> <p>(b) <u>gather and take notes on information from multiple relevant sources; organize information and provide a list of sources; and</u></p> <p>(c) <u>conduct short research projects using traditional and contemporary fiction and nonfiction sources from diverse cultural perspectives, including those by and about Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b>(7) <u>Speaking and listening standards for fifth grade are that each student will be able to:</u></b></p> <p>(a) <u>engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

Grade 5 Standards 2025	Rationale
<p>(b) <u>summarize a text read aloud or information presented through a variety of media formats; and</u></p> <p>(c) <u>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.</u></p>	

# ARM 10.53.421: Montana Grade 6 English Language Arts and Literacy Standards

Proposed Action: Adopt

## Summary of Proposed Changes

- Total number of standards in 2011: 70
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 3

## Proposed Montana Grade 6 English Language Arts and Literacy Standards

Grade 6 Standards 2025	Rationale
<u>10.53.421 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SIXTH GRADE</u>	
(1) <u>Foundational reading standards for sixth grade are that each student will be able to:</u>  (a) <u>decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.</u>	New: Extended decoding standards through 12th grade to align with reading research and best practices
(2) <u>Vocabulary standards for sixth grade are that each student will be able to:</u>  (a) <u>infer the meaning of words and phrases as they are used in fiction and nonfiction texts, including words and phrases with cultural significance to Montana Indigenous Peoples.</u>	Condensed vocabulary standards for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts
(3) <u>Fluency standards for sixth grade are that each student will be able to:</u>	

Grade 6 Standards 2025	Rationale
(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.</u>	New: Added fluency standard for grades 6-12 to align with reading research, including the addition of prosody as an element of fluency
<p><b>(4) <u>Reading comprehension standards for sixth grade are that each student will be able to:</u></b></p> <p>(a) <u>cite textual evidence that supports analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples;</u></p> <p>(b) <u>provide an objective summary of the text;</u></p> <p>(c) <u>determine a theme or central idea of a text and explain how it is conveyed through particular details, including those by and about Montana Indigenous Peoples;</u></p> <p>(d) <u>determine how elements of a text are developed and build toward a conclusion;</u></p> <p>(e) <u>analyze the impact of specific word choice on meaning and tone, including figurative, connotative, and technical meanings;</u></p> <p>(f) <u>analyze how a sentence, section, chapter, scene, or stanza fits into the overall structure or theme of a text;</u></p> <p>(g) <u>describe how an author's background and lived experiences affect the points of view in texts, including culturally diverse texts and those that represent the perspectives of Montana Indigenous Peoples; and</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea</p> <p>Retained and combined from RL &amp; RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained and combined from RL &amp; RI domains to make analysis applicable to broader use of language and word choice</p> <p>Combined and expanded from RL &amp; RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure</p> <p>Revised and retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view; NRC added "culturally diverse" to broaden applicability</p>

Grade 6 Standards 2025	Rationale
(h) <u>compare and contrast texts in different genres in terms of their approaches to similar topics, including culturally diverse texts and those by and about Montana Indigenous Peoples.</u>	Condensed reading standards from RL & RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; NRC added "culturally diverse" to broaden applicability
<p><b>(5) <u>Writing standards for sixth grade are that each student will be able to:</u></b></p> <p>(a) <u>write arguments using claims supported with clear reasons and relevant evidence;</u></p> <p>(b) <u>write informative texts on a topic that convey ideas through the selection, organization, and analysis of relevant content;</u></p> <p>(c) <u>write narratives about real or imagined events, using narrative techniques to engage the reader;</u></p> <p>(d) <u>develop and strengthen the writing process by planning, revising, editing, implementing feedback, or trying a new approach;</u></p> <p>(e) <u>write a cohesive, multi-paragraph text using a variety of simple, compound, and complex sentences; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>
<b>(6) <u>Research and inquiry standards for sixth grade are that each student will be able to:</u></b>	

Grade 6 Standards 2025	Rationale
<p>(a) <u>conduct research projects that answer a question, drawing on several reliable sources;</u></p> <p>(b) <u>gather and determine the credibility of multiple sources; quote or summarize the information and provide a list of sources; and</u></p> <p>(c) <u>analyze the relationship between primary and secondary sources by conducting short research projects using sources from diverse cultural perspectives, including those written by and about Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b>(7) <u>Speaking and listening standards for sixth grade are that each student will be able to:</u></b></p> <p>(a) <u>engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues;</u></p> <p>(b) <u>summarize and explain information presented in diverse media formats and how the format contributes to a topic, text, or issue;</u></p> <p>(c) <u>describe a speaker's argument and specific claims, considering the speaker's perspective; and</u></p> <p>(d) <u>present information using reasons and evidence appropriate for the context, sequencing ideas logically.</u></p>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

# ARM 10.53.422: Montana Grade 7 English Language Arts and Literacy Standards

Proposed Action: Adopt

## Summary of Proposed Changes

- Total number of standards in 2011: 70
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 4

## Proposed Montana Grade 7 English Language Arts and Literacy Standards

Grade 7 Standards 2025	Rationale
<u>10.53.422 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SEVENTH GRADE</u>	
<p>(1) <u>Foundational reading standards for seventh grade are that each student will be able to:</u></p> <p>(a) <u>decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.</u></p>	New: Extended decoding standards through 12th grade to align with reading research and best practices
<p>(2) <u>Vocabulary standards for seventh grade are that each student will be able to:</u></p> <p>(a) <u>articulate the potential effect of a specific word choice on the meaning when given two word choices in a set context, including words with cultural significance to Montana Indigenous Peoples.</u></p>	Combined and expanded from RL & RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of students' own writing
<p>(3) <u>Fluency standards for seventh grade are that each student will be able to:</u></p>	

Grade 7 Standards 2025	Rationale
(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.</u>	New: Added fluency standard for grades 6-12 to align with reading research, including the addition of prosody as an element of fluency
<p><b>(4) <u>Reading comprehension standards for seventh grade are that each student will be able to:</u></b></p> <p>(a) <u>cite several pieces of textual evidence to support analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples;</u></p> <p>(b) <u>provide an objective summary of the text;</u></p> <p>(c) <u>determine a theme or central idea of a text and analyze its development over the course of the text, including those by and about Montana Indigenous Peoples;</u></p> <p>(d) <u>analyze how particular elements of a text interact throughout its development;</u></p> <p>(e) <u>determine the shades of meaning of words and phrases as they are used in a text, including figurative, connotative, and technical language, and their impact on meaning and tone;</u></p> <p>(f) <u>analyze how a text's form or structure contributes to its meaning;</u></p> <p>(g) <u>describe how an author's background and lived experiences affect the points of view in texts, including in culturally diverse texts and those that represent the perspectives of Montana Indigenous Peoples; and</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added “by and about Montana Indigenous Peoples,” as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea</p> <p>Retained and combined from RL &amp; RI domains; text elements specific to genre can be listed in guidance documents; included “texts by and about Montana Indigenous Peoples” to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained and combined from RL &amp; RI domains to make analysis applicable to broader use of language and word choice</p> <p>Combined and expanded from RL &amp; RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure</p> <p>Revised and retained as point of view is a relevant characteristic of a text contributing to comprehension; included “texts by and about Montana Indigenous Peoples” to emphasize connection between culture and point of view; NRC added “culturally diverse” to broaden applicability</p>



Grade 7 Standards 2025	Rationale
(h) <u>analyze how two or more authors writing about the same topic present information, using culturally diverse texts from different genres, including those by and about Montana Indigenous Peoples.</u>	Condensed reading standards from RL & RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; NRC added "culturally diverse" to broaden applicability
<p><b>(5) <u>Writing standards for seventh grade are that each student will be able to:</u></b></p> <p>(a) <u>write arguments that support claims and acknowledge a counterclaim with clear reasons and relevant evidence;</u></p> <p>(b) <u>write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of sufficient content;</u></p> <p>(c) <u>write narratives about real or imagined experiences or events, establishing a clear context and point of view;</u></p> <p>(d) <u>develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on purpose and audience;</u></p> <p>(e) <u>write a cohesive, multi-paragraph text using simple, compound, complex, and compound-complex sentences; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents</p>

Grade 7 Standards 2025	Rationale
<p><b><u>(6) Research and inquiry standards for seventh grade are that each student will be able to:</u></b></p> <ul style="list-style-type: none"> <li>(a) <u>conduct research projects that answer self-generated questions, drawing on several reliable sources;</u></li> <li>(b) <u>gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; provide in-text citations and a bibliography; and</u></li> <li>(c) <u>conduct short research projects to identify the role of story, narrative, and oral tradition using sources from diverse cultural perspectives, values, beliefs, and points of view, including those of Montana Indigenous Peoples.</u></li> </ul>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b><u>(7) Speaking and listening standards for seventh grade are that each student will be able to:</u></b></p> <ul style="list-style-type: none"> <li>(a) <u>engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas;</u></li> <li>(b) <u>analyze the main ideas and supporting details presented in diverse media and formats and how the format contributes to a topic, text, or issue;</u></li> <li>(c) <u>delineate a speaker's argument and specific claims, determining the relevance and sufficiency of the evidence; identify the speaker's perspective; and</u></li> <li>(d) <u>present information with relevant evidence in a focused, coherent manner appropriate to purpose, audience, and task.</u></li> </ul>	<p>Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy</p>

# ARM 10.53.423: Montana Grade 8 English Language Arts and Literacy Standards

Proposed Action: Adopt

## Summary of Proposed Changes

- Total number of standards in 2011: 70
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 4

## Proposed Montana Grade 8 English Language Arts and Literacy Standards

Grade 8 Standards 2025	Rationale
<u>10.53.423 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR EIGHTH GRADE</u>	
<p>(1) <u>Foundational reading standards for eighth grade are that each student will be able to:</u></p> <p>(a) <u>decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.</u></p>	New: Extended decoding standards through 12th grade to align with reading research and best practices
<p>(2) <u>Vocabulary standards for eighth grade are that each student will be able to:</u></p> <p>(a) <u>articulate the potential effect of specific word choice on meaning when given two comparative texts on the same subject or event, including words and phrases with cultural significance to Montana Indigenous Peoples.</u></p>	Condensed and combined vocabulary standards across domains for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts
<p>(3) <u>Fluency standards for eighth grade are that each student will be able to:</u></p>	

Grade 8 Standards 2025	Rationale
(a) <u>read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.</u>	New: Added fluency standard for grades 6-12 to align with reading research, including the addition of prosody as an element of fluency
<p><b>(4) <u>Reading comprehension standards for eighth grade are that each student will be able to:</u></b></p> <p>(a) <u>cite the textual evidence that most strongly supports an analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples;</u></p> <p>(b) <u>provide an objective summary of the text;</u></p> <p>(c) <u>analyze the development of a theme or central idea over the course of the text and its relationship to specific elements of the text, including those by and about Montana Indigenous Peoples;</u></p> <p>(d) <u>analyze the author's choices in developing a text with attention to specific elements or features of the text;</u></p> <p>(e) <u>evaluate the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone;</u></p> <p>(f) <u>compare and contrast the structure of two or more texts and analyze how the differing structure of each text affects its meaning;</u></p> <p>(g) <u>analyze how point of view or purpose shapes the content and style of a text, including in culturally diverse texts and those by and about Montana Indigenous Peoples; and</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added “by and about Montana Indigenous Peoples,” as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea</p> <p>Retained and combined from RL &amp; RI domains; text elements specific to genre can be listed in guidance documents; included “texts by and about Montana Indigenous Peoples” to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained and combined from RL &amp; RI domains to make analysis applicable to broader use of language and word choice</p> <p>Combined and expanded from RL &amp; RI domains for K-8 to include grade-appropriate focus on sentence and paragraph formation and structure</p> <p>Revised and retained as point of view is a relevant characteristic of a text contributing to comprehension; included “texts by and about Montana Indigenous Peoples” to emphasize connection between culture and point of view; NRC added “culturally diverse” to broaden applicability</p>

Grade 8 Standards 2025	Rationale
(h) <u>analyze the relationship between two or more texts that provide conflicting information or depictions of the same topic, using culturally diverse texts from different genres, including those by and about Montana Indigenous Peoples.</u>	Condensed reading standards from RL & RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; NRC added "culturally diverse" to broaden applicability
<p>(5) <u>Writing standards for eighth grade are that each student will be able to:</u></p> <p>(a) <u>write arguments that support claims and counterclaims with clear reasons and relevant evidence that follow a logical progression;</u></p> <p>(b) <u>write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of sufficient content;</u></p> <p>(c) <u>write narratives about real or imagined experiences or events, using descriptive details, well-structured event sequences, and transitions to convey shifts in time or setting;</u></p> <p>(d) <u>develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on how well purpose and audience have been addressed;</u></p> <p>(e) <u>write a cohesive multi-paragraph text appropriate to task and purpose using a variety of sentence types; and</u></p> <p>(f) <u>demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p> <p>New: Added K-8 to include grade-appropriate focus on sentence and paragraph formation and structure in the context of student writing</p> <p>Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished</p>

Grade 8 Standards 2025	Rationale
<u>writing or speaking.</u>	between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents
<p><b>(6) <u>Research and inquiry standards for eighth grade are that each student will be able to:</u></b></p> <p>(a) <u>conduct research projects that answer self-generated questions and allow for multiple avenues of exploration, drawing on several reliable sources;</u></p> <p>(b) <u>gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; provide in-text citations and a bibliography according to a standard style; and</u></p> <p>(c) <u>conduct short research projects to analyze the role of story, narrative, and oral tradition when reading sources from diverse cultural perspectives, values, beliefs, and points of view, including those of Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b>(7) <u>Speaking and listening standards for eighth grade are that each student will be able to:</u></b></p> <p>(a) <u>engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly;</u></p> <p>(b) <u>analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation;</u></p>	Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy

Grade 8 Standards 2025	Rationale
<p>(c) <u>delineate a speaker's argument and specific claims, evaluating the reasoning, evidence, and the speaker's perspective; and</u></p> <p>(d) <u>present information with relevant evidence, emphasizing the main point in a focused, coherent manner appropriate to purpose, audience, and task.</u></p>	

# ARM 10.53.424: Montana Grades 9-10 English Language Arts and Literacy Standards

Proposed Action: Adopt

## Summary of Proposed Changes

- Total number of standards in 2011: 70
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 3

## Proposed Montana Grades 9-10 English Language Arts and Literacy Standards

Grades 9-10 Standards 2025	Rationale
<u>10.53.424 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR 9th-10th GRADE</u>	
<p>(1) <u>Foundational reading standards for 9th-10th grade are that each student will be able to:</u></p> <p>(a) <u>decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context.</u></p>	New: Extended decoding standards through 12th grade to align with reading research and best practices
<p>(2) <u>Vocabulary standards for 9th-10th grade are that each student will be able to:</u></p> <p>(a) <u>determine the meaning of words and phrases in context, including figurative, connotative, cultural, and technical meanings and words and phrases with cultural significance to Montana Indigenous Peoples; and</u></p> <p>(b) <u>identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</u></p>	<p>Condensed vocabulary standards for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p> <p>Transferred vocabulary standard from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p>



Grades 9-10 Standards 2025	Rationale
<p><b><u>(3) Fluency standards for 9th-10th grade are that each student will be able to:</u></b></p> <p>(a) <u>read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension.</u></p>	<p>New: Added fluency standard for grades 6-12 to align with reading research, including the addition of prosody as an element of fluency</p>
<p><b><u>(4) Reading comprehension standards for 9th-10th grade are that each student will be able to:</u></b></p> <p>(a) <u>cite textual evidence to support analysis of both explicit and inferred meanings, including those by and about Montana Indigenous Peoples;</u></p> <p>(b) <u>provide an objective summary of a text;</u></p> <p>(c) <u>analyze how a theme or central idea is developed over the course of a text and discuss how emerging details shape, define, or forward the theme or central idea, including texts by and about Montana Indigenous Peoples;</u></p> <p>(d) <u>analyze the author's choices in developing a text with attention to specific elements or features of the text;</u></p> <p>(e) <u>analyze the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone;</u></p> <p>(f) <u>analyze how an author's choices to structure a text create specific effects and impact meaning;</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea</p> <p>Retained and combined from RL &amp; RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL.3 and RI.3 reading standards, with text features specific to genre to be listed in guidance documents</p> <p>Retained and combined from RL &amp; RI domains to make analysis applicable to broader use of language and word choice</p> <p>Retained and combined from RL &amp; RI domains to encourage analysis of variety of text structures</p>

Grades 9-10 Standards 2025	Rationale
<p>(g) <u>determine an author's point of view or purpose and analyze how the author communicates point of view or purpose, including culturally diverse texts and those by and about Montana Indigenous Peoples; and</u></p> <p>(h) <u>analyze how an author draws on and transforms source material in a specific work, comparing themes, topics, and rhetorical features where relevant, including culturally diverse texts and those by and about Montana Indigenous Peoples.</u></p>	<p>Retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view; NRC added "culturally diverse" to broaden applicability</p> <p>Condensed reading standards from RL &amp; RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; ; NRC added "culturally diverse" to broaden applicability</p>
<p><b>(5) <u>Writing standards for 9th-10th grade are that each student will be able to:</u></b></p> <p>(a) <u>write arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;</u></p> <p>(b) <u>write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;</u></p> <p>(c) <u>write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences;</u></p> <p>(d) <u>develop and strengthen writing by planning, organizing, drafting, revising, implementing feedback, and editing to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience; and</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p>

Grades 9-10 Standards 2025	Rationale
(e) <u>demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking.</u>	Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents
<p><b>(6) <u>Research and inquiry standards for 9th-10th grade are that each student will be able to:</u></b></p> <p>(a) <u>conduct research projects that answer a question or solve a problem, producing a product that demonstrates understanding of the subject under investigation:</u></p> <p>(b) <u>gather and synthesize credible information from multiple sources, using the research strategies effectively; quote or paraphrase using in-text citations and provide a reference page according to a standard style; and</u></p> <p>(c) <u>conduct research by analyzing sources for stereotypes, assumptions, and conflicting perspectives, including culturally diverse sources and those by and about Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit, grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b>(7) <u>Speaking and listening standards for 9th-10th grade are that each student will be able to:</u></b></p> <p>(a) <u>initiate and engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively:</u></p> <p>(b) <u>evaluate the credibility and accuracy of a variety of sources and identify the motives behind their presentation:</u></p>	Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy

Grades 9-10 Standards 2025	Rationale
<p>(c) <u>analyze a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacies, faulty reasoning, and problematic evidence; consider the cultural backgrounds and lived experiences of the speaker and audience; and</u></p> <p>(d) <u>present information, findings, and supporting evidence logically, in a manner appropriate to purpose, audience, and task.</u></p>	

# ARM 10.53.425: Montana Grades 11-12 English Language Arts and Literacy Standards

Proposed Action: Adopt

## Summary of Proposed Changes

- Total number of standards in 2011: 70
- Total number of standards proposed for 2024: 24
- Total number of new standards proposed for 2024: 3

## Proposed Montana Grades 11-12 English Language Arts and Literacy Standards

Grades 11-12 Standards 2025	Rationale
<u>10.53.425 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR 11th-12th GRADE</u>	
<p>(1) <u>Foundational reading standards for 11th-12th grade are that each student will be able to:</u></p> <p>(a) <u>decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context.</u></p>	New: Extended decoding standards through 12th grade to align with reading research and best practices
<p>(2) <u>Vocabulary standards for 11th-12th grade are that each student will be able to:</u></p> <p>(a) <u>determine the inferred meaning of words and phrases, citing context, morphology, etymology, and cultural influences on language changes over time, including words and phrases with cultural significance to Montana Indigenous Peoples; and</u></p> <p>(b) <u>identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</u></p>	<p>Condensed vocabulary standards for clarity; included "words and phrases with cultural significance to Montana Indigenous Peoples" to emphasize cultural connotations key to comprehending diverse texts</p> <p>Transferred vocabulary standards from Vocabulary and Acquisition substrand of the previous Language domain into Reading domain to reflect connection between vocabulary and reading comprehension</p>

Grades 11-12 Standards 2025	Rationale
<p><b><u>(3) Fluency standards for 11th-12th grade are that each student will be able to:</u></b></p> <p>(a) <u>read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension.</u></p>	<p>New: Added fluency standard for grades 6-12 to align with reading research, including the addition of prosody as an element of fluency</p>
<p><b><u>(4) Reading comprehension standards for 11th-12th grade are that each student will be able to:</u></b></p> <p>(a) <u>cite textual evidence to support analysis of both explicit and inferred meanings, including texts by and about Montana Indigenous Peoples;</u></p> <p>(b) <u>provide an objective summary of a text;</u></p> <p>(c) <u>analyze the development of two or more themes or central ideas over the course of the text and determine how they interact and build on one another to produce a complex presentation, including texts by and about Montana Indigenous Peoples;</u></p> <p>(d) <u>analyze the author's choices in developing a text with attention to specific elements or features of the text;</u></p> <p>(e) <u>analyze word choice including figurative, connotative, historical, and technical language, and its impact on meaning and tone;</u></p> <p>(f) <u>analyze how an author's choices to structure specific parts of a text contribute to a text's development, meaning, and effectiveness;</u></p>	<p>Combined RI and RL reading standards to eliminate inaccurate distinction; comprehension is a complex outcome achieved through cognitive processes used and adapted for specific text types and purposes</p> <p>Retained and combined from RL.1 and RI.2; NRC added "by and about Montana Indigenous Peoples," as this standard is broadly applied</p> <p>Took this out from original RL.2 and RI.2 reading standards to distinguish between the skill of summary and concepts of theme/central idea</p> <p>Retained and combined from RL &amp; RI domains; text elements specific to genre can be listed in guidance documents; included "texts by and about Montana Indigenous Peoples" to emphasize how culture contributes to central ideas and themes</p> <p>Retained and combined from RL &amp; RI domains to make analysis applicable to broader use of language and word choice</p> <p>Retained and combined from RL &amp; RI domains to encourage analysis of variety of text structures</p>

Grades 11-12 Standards 2025	Rationale
<p>(g) <u>analyze an author's point of view or purpose and how style, content, and rhetoric contribute to the text, including those by and about Montana Indigenous Peoples; and</u></p> <p>(h) <u>analyze foundational documents of historical and literary significance, comparing themes, topics, and rhetorical features where relevant, including culturally diverse texts and those by and about Montana Indigenous Peoples.</u></p>	<p>Revised and retained as point of view is a relevant characteristic of a text contributing to comprehension; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and point of view; NRC added "culturally diverse" to broaden applicability</p> <p>Condensed reading standards from RL &amp; RI domains to eliminate redundancy, while maintaining practice of analysis of related texts across genres; included "texts by and about Montana Indigenous Peoples" to emphasize connection between culture and content; NRC added "culturally diverse" to broaden applicability</p>
<p><b>(5) <u>Writing standards for 11th-12th grade are that each student will be able to:</u></b></p> <p>(a) <u>write multifaceted arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;</u></p> <p>(b) <u>write informative texts that examine and convey advanced ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;</u></p> <p>(c) <u>write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences;</u></p> <p>(d) <u>develop and strengthen writing by planning, organizing, drafting, revising, implementing feedback, and editing to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; and</u></p>	<p>Retained and condensed, as argumentative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as informative writing and associated skills are key skills of writing competence</p> <p>Retained and condensed, as narrative writing and associated skills are key skills of writing competence</p> <p>Retained with explicit grade-appropriate skills</p>

Grades 11-12 Standards 2025	Rationale
(e) <u>demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking.</u>	Combined L.1 and L.2 standards formerly within Language domain under substrand Conventions of Standard English; distinguished between conventions that are in writing and in speaking; specific skills for each grade level to be included in guidance documents
<p><b>(6) <u>Research and inquiry standards for 11th-12th grade are that each student will be able to:</u></b></p> <p>(a) <u>conduct both short and in-depth research projects that answer questions or solve problems, using multiple reliable sources and demonstrating understanding of the subject under investigation:</u></p> <p>(b) <u>gather and synthesize relevant information from multiple sources, using advanced research strategies, citing accurately and appropriately and providing an annotated bibliography according to a standard style; and</u></p> <p>(c) <u>conduct research using self-generated questions by analyzing sources for bias and misinformation, including culturally diverse sources and those by and about Montana Indigenous Peoples.</u></p>	<p>Retained and moved from Writing domain to Research and Inquiry domain with explicit grade-level appropriate skills</p> <p>Retained and moved from Writing domain to Research and Inquiry domain with explicit grade-level appropriate skills</p> <p>New: Research standard incorporating IEFA for K-12 to encourage deeper, student-driven incorporation of IEFA content and Essential Understandings; NRC committee revised to ensure scaffolding and include culturally diverse sources in addition to those by and about Montana Indigenous Peoples</p>
<p><b>(7) <u>Speaking and listening standards for 11th-12th grade are that each student will be able to:</u></b></p> <p>(a) <u>initiate and engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively:</u></p> <p>(b) <u>evaluate the credibility, accuracy, and presentation of multiple sources in a variety of formats and from multiple perspectives:</u></p>	Retained and condensed for clarity from previous standards as speaking and listening skills are a key component of literacy



Grades 11-12 Standards 2025	Rationale
<p>(c) <u>evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; consider the cultural backgrounds and lived experiences of the speaker and audience; and</u></p> <p>(d) <u>present a clear and distinct argument that addresses opposing perspectives using information, findings, and supporting evidence, in a manner appropriate to purpose, audience, and task.</u></p>	

# ARM 10.53.426: Montana English Language Arts and Literacy Standards Glossary

*Proposed Action: Adopt*

## Summary of Proposed Changes

- Total number of definitions proposed for 2025: 18

## Proposed Montana English Language Arts and Literacy Standards Glossary

Glossary 2025	Rationale
<u>10.53.426 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS GLOSSARY</u>	These definitions were created to make the rules clear to the public, as determined by the Task Force and Negotiated Rulemaking Committee. All words are found within the content standards.
(1) <u>"Automaticity" means the ability to read words quickly and effortlessly.</u>	
(2) <u>"Connotative" describes implied ideas or associations beyond the denotative meaning of a word.</u>	
(3) <u>"Decoding" means the ability to apply sound-symbol relationships to read words.</u>	
(4) <u>"Encoding" means the translation of spoken word or sounds into writing, or spelling.</u>	
(5) <u>"Etymology" means the study of the origin of words and the historical development of their meaning.</u>	
(6) <u>"Figurative" describes non-literal or metaphorical use of language.</u>	
(7) <u>"Fluency" means the ability to read a text accurately, with appropriate pace and expression; fluency includes the skills of accuracy, automaticity, and prosody.</u>	
(8) <u>"Grapheme" means a letter or group of letters that represents a</u>	

Glossary 2025	Rationale
<u>single phoneme.</u>	
(9) <u>"Morpheme" means the smallest meaningful unit of language that cannot be further divided, including affixes, prefixes, suffixes, and roots.</u>	
(10) <u>"Morphology" means the study of morphemes and how they are combined.</u>	
(11) <u>"Morphological awareness" means the recognition, understanding, and use of morphemes that strengthens word recognition and spelling.</u>	
(12) <u>"Phoneme" means an individual sound; English is made up of 44 phonemes.</u>	
(13) <u>"Phoneme-grapheme correspondence" means the ability to match a phoneme (single sound) to a grapheme (written representation) and vice versa.</u>	
(14) <u>"Phonemic awareness" means the ability to recognize and manipulate individual phonemes in spoken language</u>	
(15) <u>"Phonological awareness" means the ability to recognize and manipulate various sounds in spoken language, including word parts, syllables, rhymes, and phonemes.</u>	
(16) <u>"Prosody" means reading with appropriate expression and intonation, including pitch, tone, volume, and word emphasis.</u>	
(17) <u>"Rhetoric" means the art of effective speaking or writing.</u>	
(18) <u>"Syllabication" means the division of words into syllables.</u>	

## Appendices:

### Appendix A: English Language Arts and Literacy Standards Revision Task Force Members

Task Force Member Name	Location	Assigned Roles
Dana Fitzgale	Florence	K-2 Writing Team
Genevieve Thomas	Whitefish	K-2 Writing Team
Amber Byrd	Helena	3-5 Writing Team
Abby Kuhl	Helena	3-5 Writing Team
Will Dickerson	Bozeman	3-5 Writing Team
Dana Haring	Kalispell	6-8 Writing Team
Karen Polari	Sidney	6-8 Writing Team
Antonia Malchik	Whitefish	6-8 Writing Team
Kristina Matthews	Highwood	6-8 Writing Team
Jeff Ross	Lolo/Belt	9-12 Writing Team
Kathy Pfaffinger	Billings	9-12 Writing Team
Erin Hunt	Helena	9-12 Writing Team
Caitlin Chiller	Livingston	9-12 Writing Team

## Appendix B: English Language Arts and Literacy Standards Revision Review Team Members

Review Team Member Name	Location	Assigned Role
Jeanne Wdowin	Kalispell	K-12 Review
Andrea Meiers	Billings	K-12 Review
Beverly Chin	Missoula	K-12 Review
Kari Dahl-Huff	Billings	K-12 Review

## Appendix C: English Language Arts and Literacy Standards Revision Reconciliation Team Members

Reconciliation Team Member Name	Location	Assigned Role
Kristina Matthews	Highwood	6-8 Writing Team
Kathy Pfaffinger	Billings	9-12 Writing Team
Will Dickerson	Bozeman	3-5 Writing Team
Dana Haring	Kalispell	6-8 Writing Team
Amber Byrd	Helena	K-2 Writing Team
Andrea Meiers	Billings	K-12 Review
Casey Olson	Columbus	K-12 Reconciliation

## Appendix D: English Language Arts and Literacy Standards Revision Negotiated Rulemaking Committee

NRC Member Name	Location	Assigned Representation Role
Justine Alberts	Helena	K-12 School Administrator, Parent, Taxpayer
Nicole Simonsen	Culbertson	K-12 School Administrator
Tawny Cale	Great Falls	K-12 Educator, MT Tribe Representative
Jodi Carlson	Billings	Higher Education Faculty
Clifton Grilley	Power	Parent
Janelle Beers	Dillon	Parent, Taxpayer, K-12 Educator
Barbara Frank	Missoula	K-12 Administrator, Parent, Taxpayer
Crystal Kain	Polson	K-12 School Administrator, K-12 Teacher, Parent
Erin Ellis	Missoula	School Administrator, K-12 Educator
Logan Brower	Boulder	K-12 Educator
Sue Corrigan	Kalispell	School District Trustee, K-12 Teacher, Parent, Taxpayer
Allissa Christensen	Whitehall	Business Official
Jacie Jeffers	Billings	K-12 Educator, MT Tribe Representative
McCall Flynn	Helena	BPE Executive Director
Christy Mock-Stutz	Helena	OPI Assistant Chief Program Officer
Marie Judisch	Ledger	OPI Senior Manager of Teaching and Learning

## Appendix E: Montana Office of Public Instruction Project Leadership and Support

**Susie Hedalen**, Superintendent of Public Instruction  
**Christy Mock-Stutz**, Assistant Chief Program Officer  
**Julie Murgel**, Chief Operating Officer  
**Marie Judisch**, Teaching and Learning Senior Manager  
**Aimee Konzen**, Professional Learning Manager  
**Claire Mikeson**, English Language Arts and Literacy Instructional Coordinator  
**Michelle McCarthy**, MT OPI Science Coordinator  
**Katrina Engeldrum**, MT OPI Mathematics Coordinator  
**Jackie Ronning**, MT OPI Early Literacy Specialist  
**Matt Bell**, MT OPI Culture and Language Specialist  
**Crystal Hickman**, American Indian Student Achievement Specialist  
**Michele Henson**, American Indian Student Achievement Specialist  
**Serena Wright**, Title III EL Specialist  
**Mike Jetty**, Indian Education For All Specialist  
**Alicia Doney**, American Indian Youth Coordinator  
**Jennifer Stadum**, Indian Education for All Specialist

### **Region 17 Comprehensive Center at Education Northwest Support**

Jacob Williams  
Erich Stiefvater  
Mandy Smoker-Broadus

## Appendix F: Standards Crosswalk

The following table presents a crosswalk mapping between the 2024 proposed and 2011 standards. Note that 2025 proposed standards are adapted from the 2011 standard(s) listed, and will likely not exactly match the language contained in the 2011 Standard. In many cases, 2025 standards combine multiple standards from 2011 in order to promote clarity and eliminate duplication and redundancy.

10.53.415 English Language Arts and Literacy Standards for Kindergarten	
2025 Arm Item Code	2011 Arm Item Code
10.53.415.1.a	
10.53.415.1.a.i	RF.K.1
10.53.415.1.a.ii	RF.1.1
10.53.415.1.a.iii	RF.1.1.a; RI.K.5
10.53.415.1.b	
10.53.415.1.b.i	New
10.53.415.1.b.ii	RF.1.b
10.53.415.1.b.iii	RF.1.d
10.53.415.1.c	
10.53.415.1.c.i	RF.K.3
10.53.415.1.c.ii	RF.K.3.a
10.53.415.1.c.iii	RF.K.3.b
10.53.415.1.c.iv	New
10.53.415.1.c.v	New
10.53.415.1.d	
10.53.415.1.d.i	New
10.53.415.1.d.ii	L.K.1.a



10.53.415.2	
10.53.415.2.a	L.K.4
10.53.415.2.b	L.K.6
10.53.415.2.c	RI.K.4; L.K.4
10.53.415.3	
10.53.415.3.a	New
10.53.415.4	
10.53.415.4.a	RL.K.1; RI.K.1
10.53.415.4.b	RL.K.2
10.53.415.4.c	RL.K.2; RI.K.2
10.53.415.4.d	RL.K.3; RI.K.3
10.53.415.4.e	RL.K.5; RI.K.5
10.53.415.4.f	RL.K.6; RI.K.6
10.53.415.5	
10.53.415.5.a	W.K.1
10.53.415.5.b	W.K.2
10.53.415.5.c	W.K.3
10.53.415.5.d	W.K.5
10.53.415.5.e	New
10.53.415.5.f	L.K.1; L.K.2
10.53.415.6	
10.53.415.6.a	W.K.7
10.53.415.6.b	W.K.8
10.53.415.6.c	New IEFA
10.53.415.7	

10.53.415.7.a	SL.K.1
10.53.415.7.b	L.K.1

10.53.416 English Language Arts and Literacy Standards for First Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.416.1	
10.53.416.1.a	
10.53.416.1.a.i	RF.1.2.a
10.53.416.1.a.ii	RF.1.2.b
10.53.416.1.a.iii	RF.1.2.d
10.53.416.1.b	
10.53.416.1.b.i	RF.1.3.a
10.53.416.1.b.ii	RF.1.3.c
10.53.416.1.b.iii	New
10.53.416.1.b.iv	RF.1.3.b
10.53.416.1.b.v	RF.1.3.e
10.53.416.1.b.vi	RF.1.3.f
10.53.416.1.b.vii	New
10.53.416.1.c	
10.53.416.1.c.i	New
10.53.416.1.c.ii	New
10.53.416.1.c.iii	New
10.53.416.1.c.iv	L.1.1.a
10.53.416.2	

10.53.416.2.a	L.1.4
10.53.416.2.b	L.1.6
10.53.416.2.c	RI.1.4; L.1.4
10.53.416.3	
10.53.416.3.a	RF.1.4
10.53.416.3.b	New
10.53.416.4	
10.53.416.4.a	RL.1.1; RI.1.1
10.53.416.4.b	RL.1.2
10.53.416.4.c	RL.1.2; RI.1.2
10.53.416.4.d	RL.1.3; RI.1.3
10.53.416.4.e	RL.1.5; RI.1.5
10.53.416.4.f	RL.1.6
10.53.416.5	
10.53.416.5.a	W.1.1
10.53.416.5.b	W.1.2
10.53.416.5.c	W.1.3
10.53.416.5.d	W.1.5
10.53.416.5.e	New
10.53.416.5.f	L.1.1; L.1.2
10.53.416.6	
10.53.416.6.a	W.1.7
10.53.416.6.b	W.1.8
10.53.416.6.c	New IEFA
10.53.416.7	
10.53.416.7.a	SL.1.1

10.53.416.7.b	L.1.1

10.53.417 English Language Arts and Literacy Standards for Second Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.417.1	
10.53.417.1.a	
10.53.417.1.a.i	New
10.53.417.1.a.ii	RF.2.3.c
10.53.417.1.a.iii	RF.2.3.d
10.53.417.1.b	
10.53.417.1.b.i	New
10.53.417.1.b.ii	New
10.53.417.1.b.iii	New
10.53.417.1.b.iv	New
10.53.417.2	
10.53.417.2.a	L.2.4
10.53.417.2.b	L.2.6
10.53.417.2.c	RI.2.4; L.2.4
10.53.417.3	
10.53.417.3.a	RF.2.4
10.53.417.b	New
10.53.417.4	
10.53.417.4.a	RL.2.1; RI.2.1
10.53.417.4.b	RL.2.2; RI.2.2

10.53.417.4.c	RL.2.2; RI.2.2
10.53.417.4.d	RL.2.3; RI.2.3
10.53.417.4.e	RL.2.5; RI.2.5
10.53.417.4.f	RL.2.6
10.53.417.5	
10.53.417.5.a	W.2.1
10.53.417.5.b	W.2.2
10.53.417.5.c	W.2.3
10.53.417.5.d	W.2.5
10.53.417.5.e	New
10.53.417.5.f	L.2.1; L.2.2
10.53.417.6	
10.53.417.6.a	W.2.7
10.53.417.6.b	W.2.8
10.53.417.6.c	New IEFA
10.53.417.7	
10.53.417.7.a	SL.2.1
10.53.417.7.b	L.2.1

10.53.418 English Language Arts and Literacy Standards for Third Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.418.1	
10.53.418.1.a	
10.53.418.1.a.i	RF.3.3.c

10.53.418.1.a.ii	RF.3.3.a
10.53.418.1.b	
10.53.418.1.b.i	New
10.53.418.1.b.ii	New
10.53.418.1.b.iii	New
10.53.418.1.b.iv	New
10.53.418.2	
10.53.418.2.a	L.3.6
10.53.418.2.b	RI.3.4; L.3.4
10.53.418.3	
10.53.418.3.a	RF.3.4
10.53.418.4	
10.53.418.4.a	RL.3.1; RI.3.1
10.53.418.4.b	RL.3.2; RI.3.2
10.53.418.4.c	RL.3.2; RI.3.2
10.53.418.4.d	RL.3.3; RI.3.3
10.53.418.4.e	RL.3.4
10.53.418.4.f	RL.3.5
10.53.418.4.g	RL.3.6; RI.3.6
10.53.418.5	
10.53.418.5.a	W.3.1
10.53.418.5.b	W.3.2
10.53.418.5.c	W.3.3
10.53.418.5.d	W.3.5
10.53.418.5.e	New
10.53.418.5.f	L.3.1; L.3.2

10.53.418.6	
10.53.418.6.a	W.3.7
10.53.418.6.b	W.3.8
10.53.418.6.c	New IEFA
10.53.418.7	
10.53.418.7.a	SL.3.1
10.53.418.7.b	SL.3.2
10.53.418.7.b	SL.3.4

10.53.419 English Language Arts and Literacy Standards for Fourth Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.419.1	
10.53.419.1.a	RF.4.3; RF.4.3.a
10.53.419.1.b	New
10.53.419.2	
10.53.419.2.a	L.4.6
10.53.419.2.b	RI.4.4; L.4.4
10.53.419.3	
10.53.419.3.a	RF.4.4
10.53.419.4	
10.53.419.4.a	RL.4.1; RI.4.1
10.53.419.4.b	RL.4.2; RI.4.2
10.53.419.4.c	RL.4.2; RI.4.2

10.53.419.4.d	RL.4.3; RI.4.3
10.53.419.4.e	RL.4.4
10.53.419.4.f	RL.4.5; RI.4.5
10.53.419.4.g	RL.4.6; RI.4.6
10.53.419.5	
10.53.419.5.a	W.4.1
10.53.419.5.b	W.4.2
10.53.419.5.c	W.4.3
10.53.419.5.d	W.4.5
10.53.419.5.e	New
10.53.419.5.f	L.4.1; L.4.2
10.53.419.6	
10.53.419.6.a	W.4.7
10.53.419.6.b	W.4.8
10.53.419.6.c	New IEFA
10.53.419.7	
10.53.419.7.a	SL.4.1
10.53.419.7.b	SL.4.2
10.53.419.7.c	SL.4.4

10.53.420 English Language Arts and Literacy Standards for Fifth Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.420.1	
10.53.420.1.a	RF.5.3; RF.5.3.a



10.53.420.1.b	New
10.53.420.2	
10.53.420.2.a	L.5.6
10.53.420.2.b	RI.5.4; L.5.4
10.53.420.3	
10.53.420.3.a	RF.5.4
10.53.420.4	
10.53.420.4.a	RL.5.1; RI.5.1
10.53.420.4.b	RL.5.2; RI.5.2
10.53.420.4.c	RL.5.2; RI.5.2
10.53.420.4.d	RL.5.3; RI.5.3
10.53.420.4.e	RL.5.4
10.53.420.4.f	RL.5.5; RI.5.5
10.53.420.4.g	RL.5.6; RI.5.6
10.53.420.4.h	RL.5.9; RI.5.6
10.53.420.5	
10.53.420.5.a	W.5.1
10.53.420.5.b	W.5.2
10.53.420.5.c	W.5.3
10.53.420.5.d	W.5.5
10.53.420.5.e	New
10.53.420.5.f	L.5.1; L.5.2
10.53.420.6	
10.53.420.6.a	W.5.7
10.53.420.6.b	W.5.8
10.53.420.6.c	New IEFA

10.53.420.7	
10.53.420.7.a	SL.5.1
10.53.420.7.b	SL.5.2; SL.5.3
10.53.420.7.c	SL.5.4

10.53.421 English Language Arts and Literacy Standards for Sixth Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.421.1	
10.53.421.1.a	New
10.53.421.2	
10.53.421.2.a	L.6.4
10.53.421.3	
10.53.421.3.a	New
10.53.421.4	
10.53.421.4.a	RL.6.1; RI.6.1
10.53.421.4.b	RL.6.2; RI.6.2
10.53.421.4.c	RL.6.2; RI.6.2
10.53.421.4.d	RL.6.3; RI.6.3
10.53.421.4.e	RL.6.4; RI.6.4
10.53.421.4.f	RL.6.5; RI.6.5
10.53.421.4.g	RL.6.6; RI.6.6
10.53.421.4.h	RL.6.7; RL.6.9; RI.6.7; RI.6.9
10.53.421.5	

10.53.421.5.a	W.6.1
10.53.421.5.b	W.6.2
10.53.421.5.c	W.6.3
10.53.421.5.d	W.6.5
10.53.421.5.e	New
10.53.421.5.f	L.6.1; L.6.2
10.53.421.6	
10.53.421.6.a	W.6.7
10.53.421.6.b	W.6.8
10.53.421.6.c	New IEFA
10.53.421.7	
10.53.421.7.a	SL.6.1
10.53.421.7.b	SL.6.2
10.53.421.7.c	SL.6.3
10.53.421.7.d	SL.6.4

10.53.422 English Language Arts and Literacy Standards for Seventh Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.422.1	
10.53.422.1.a	New
10.53.422.2	
10.53.422.2.a	L.7.4; L.7.5; RL.7.4; RI.7.4
10.53.422.3	
10.53.422.3.a	New

10.53.422.4	
10.53.422.4.a	RL.7.1; RI.7.1
10.53.422.4.b	RL.7.2; RI.7.2
10.53.422.4.c	RL.7.2; RI.7.2
10.53.422.4.d	RL.7.3; RI.7.3
10.53.422.4.e	RL.7.4; RI.7.4
10.53.422.4.f	RL.7.5; RI.7.5
10.53.422.4.g	RL.7.6; RI.7.6
10.53.422.4.h	RL.7.7; RL.7.9; RI.7.7; RI.7.9
10.53.422.5	
10.53.422.5.a	W.7.1
10.53.422.5.b	W.7.2
10.53.422.5.c	W.7.3
10.53.422.5.d	W.7.5
10.53.422.5.e	New
10.53.422.5.f	L.7.1; L.7.2
10.53.422.6	
10.53.422.6.a	W.7.7
10.53.422.6.b	W.7.8
10.53.422.6.c	New IEFA
10.53.422.7	
10.53.422.7.a	SL.7.1
10.53.422.7.b	SL.7.2
10.53.422.7.c	SL.7.3
10.53.422.7.d	SL.7.4

10.53.423 English Language Arts and Literacy Standards for Eighth Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.423.1	
10.53.423.1.a	New
10.53.423.2	
10.53.423.2.a	L.8.4; L.8.5; RL.8.4; RI.8.4
10.53.423.3	
10.53.423.3.a	New
10.53.423.4	
10.53.423.4.a	RL.8.1; RI.8.1
10.53.423.4.b	RL.8.2; RI.8.2
10.53.423.4.c	RL.8.2; RI.8.2
10.53.423.4.d	RL.8.3; RI.8.3
10.53.423.4.e	RL.8.4; RI.8.4
10.53.423.4.f	RL.8.5; RI.8.5
10.53.423.4.g	RL.8.6; RI.8.6
10.53.423.4.h	RL.8.7; RL.8.9; RI.8.7; RI.8.9
10.53.423.5	
10.53.423.5.a	W.8.1
10.53.423.5.b	W.8.2
10.53.423.5.c	W.8.3
10.53.423.5.d	W.8.5
10.53.423.5.e	New
10.53.423.5.f	L.8.1; L.8.2

10.53.423.6	
10.53.423.6.a	W.8.7
10.53.423.6.b	W.8.8
10.53.423.6.c	New IEFA
10.53.423.7	
10.53.423.7.a	SL.8.1
10.53.423.7.b	SL.8.2
10.53.423.7.c	SL.8.3
10.53.423.7.d	SL.8.4

10.53.424 English Language Arts and Literacy Standards for 9th-10th Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.424.1	
10.53.424.1.a	New
10.53.424.2	
10.53.424.2.a	L.9-10.3; L.9-10.4; L.9-10.5
10.53.424.2.b	L.9-10.4.c
10.53.424.3	
10.53.424.3.a	New
10.53.424.4	
10.53.424.4.a	RL.9-10.1; RI.9-10.1
10.53.424.4.b	RL.9-10.2; RI.9-10.2
10.53.424.4.c	RL.9-10.2; RI.9-10.2

10.53.424.4.d	RL.9-10.3; RI.9-10.3
10.53.424.4.e	RL.9-10.4; RI.9-10.4
10.53.424.4.f	RL.9-10.5; RI.9-10.5
10.53.424.4.g	RL.9-10.6; RI.9-10.6
10.53.424.4.h	RL.9-10.9; RI.9-10.9
10.53.424.5	
10.53.424.5.a	W.9-10.1
10.53.424.5.b	W.9-10.2
10.53.424.5.c	W.9-10.3
10.53.424.5.d	W.9-10.5
10.53.424.5.e	L.9-10.1; L.9-10.2
10.53.424.6	
10.53.424.6.a	W.9-10.7
10.53.424.6.b	W.9-10.8
10.53.424.6.c	New IEFA
10.53.424.7	
10.53.424.7.a	SL.9-10.1
10.53.424.7.b	SL.9-10.2
10.53.424.7.c	SL.9-10.3
10.53.424.7.d	SL.9-10.4

10.53.425 English Language Arts and Literacy Standards for 11th-12th Grade	
2025 Arm Item Code	2011 Arm Item Code
10.53.425.1	

10.53.425.1.a	New
10.53.425.2	
10.53.425.2.a	L.11-12.3; L.11-12.4; L.11-12.5
10.53.425.2.b	L.11-12.4.c
10.53.425.3	
10.53.425.3.a	New
10.53.425.4	
10.53.425.4.a	RL.11-12.1; RI.11-12.1
10.53.425.4.b	RL.11-12.2; RI.11-12.2
10.53.425.4.c	RL.11-12.2; RI.11-12.2
10.53.425.4.d	RL.11-12.3; RI.11-12.3
10.53.425.4.e	RL.11-12.4; RI.11-12.4
10.53.425.4.f	RL.11-12.5; RI.11-12.5
10.53.425.4.g	RL.11-12.6; RI.11-12.6
10.53.425.4.h	RL.11-12.9; RI.11-12.9
10.53.425.5	
10.53.425.5.a	W.11-12.1
10.53.425.5.b	W.11-12.2
10.53.425.5.c	W.11-12.3
10.53.425.5.d	W.11-12.5
10.53.425.5.e	L.11-12.1; L.11-12.2
10.53.425.6	
10.53.425.6.a	W.11-12.7
10.53.425.6.b	W.11-12.8
10.53.425.6.c	New IEFA



10.53.425.7	
10.53.425.7.a	SL.11-12.1
10.53.425.7.b	SL.11-12.2
10.53.425.7.c	SL.11-12.3
10.53.425.7.d	SL.11-12.4

## Appendix G: Guidance Documents

### Summary

Each party participating in the English standards revisions agree—guidance is necessary. Therefore, the work has begun to develop these documents and will continue to progress as needs arise. Many documents have been proposed, from guidance on IEFA integration to definitions and examples. It is the current intention to create documents that support every partner group in the instruction of Montana English Language Arts and Literacy students, including families, support staff, educators, and administrators. As documents are created, they will be added to the list below.

### Guidance Documents List

*Please note that, as of February, 2025 the revisions have not been approved by the Board of Public Education. Therefore, the types of documents that can be created at this time are limited. This list is not representative of the robust list that is in planning.*

*As the Board of Public Education considers the proposed standards, it may be helpful to know what types of guidance documents are being considered for creation. The list provided below gives some insight into the documents being discussed at this time. Each has been proposed at one point or another by the Task Force, NRC members, OPI Staff, or the Superintendent.*

Examples of proposed guidance include:

1. Understanding the Literacy Practices, including inclusion of ISTE standards
2. Resources for IEP/504 writing and accommodations
3. Attention to language changes from 2011 standards (i.e. central ideas and themes)
4. English Language Arts and Literacy Standards Guidance Documents

5. Oral practice strategies as scaffold for relevant standards
6. Decoding and Encoding: instructional strategies, list of graphemes, defining accuracy at grade level
7. Vocabulary tiers and word-learning strategies at grade level
8. Defining features and expectations across relevant standards at grade level
9. Examples of multiple sources and diverse media
10. References to relevant Library Media Standards
11. Crosswalk from 2011 standards
12. Cultural Connections Guidance - IEFA, Essential Understandings, and Community
13. Connecting ELA to Home
14. Vertical Alignment Documents
15. Examples and Elaborations - Standard by Standard
16. Grade-Appropriate Expectations
17. Example Lessons
18. And More