



**MONTANA
ADMINISTRATIVE
REGISTER**



BOARD OF PUBLIC EDUCATION

NOTICE OF PROPOSED RULEMAKING

MAR NOTICE NO. 2025-242.1

Summary

Adoption of NEW RULE 1 (10.53.414) through NEW RULE 13 (10.53.426) and repeal of ARM 10.53.401 through 10.53.413 pertaining to English Language Arts and Literacy Content Standards

Hearing Date and Time

Friday, August 29, 2025, at 10:00 a.m.

Virtual Hearing Information

Please click the link below to join the webinar:

<https://mt-gov.zoom.us/j/81890602864>

Comments

Comments may be submitted using the contact information below. Comments must be received by Friday, September 5, 2025, at 5:00 p.m.

Accommodations

The agency will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. Requests must be made by Friday, August 22, 2025, at 5:00 p.m.

Contact

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General Reasonable Necessity Statement

REASON: By authority of 20-7-101, MCA, standards of accreditation for all schools are adopted by the board upon the recommendation of the Superintendent of Public Instruction. The board considers recommendations for revision of the policies at any time it deems necessary and conducts a comprehensive review of standards of accreditation policies on a regular cycle to ensure that such policies are meeting the needs of the state. There have been numerous revisions over the last decade, but the last comprehensive review for English Language Arts and Literacy Content Standards was in 2011.

The English Language Arts and Literacy Content Standards are being revised to modernize literacy instruction, align with current research, and address the evolving needs of students and educators. Key updates include enhancements to the foundational reading standards for young learners—such as new strands on encoding and decoding—and the extension of these skills into the secondary grades. The standards that separated reading literature and reading informational text were removed to reflect how reading skills integrate and apply across genres and to eliminate redundancy with those standards.

To improve clarity and usability, the standards are now organized by grade level rather than by domain. The language domain was eliminated, with its content integrated into the writing, speaking, and listening domains. A new research and Inquiry domain was created to emphasize research skills as distinct from writing.

Specific curriculum examples were embedded in the content standards. These examples were removed from the standards language with the intent to provide this information in instructional guidance documents, rather than administrative rule. A glossary, proposed as NEW RULE 13, DEFINITIONS, was also added to define terms and phrases used within the standards, providing additional clarity for educators, families, and stakeholders. The revision strengthens Montana’s commitment to Indian Education for All by consistently incorporating language such as “texts by and about Montana Indigenous Peoples” and introducing a dedicated standard within the research and inquiry domain to support learning aligned with the Essential Understandings Regarding Montana Indians.

The updated standards are supported by a set of guiding literacy practices that emphasize relevant, transferable literacy and real-world skills. These practices are designed to promote

student literacy, agency, and success both in and beyond the classroom. Overall, the revised standards provide a streamlined, practical, and culturally responsive framework aligned with Montana’s broader educational goals.

Rulemaking Actions

ADOPT

The rules proposed to be adopted are as follows:

NEW RULE 1 (10.53.414) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR LITERACY PRACTICE FOR GRADES K-12

- (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.
- (2) Literacy practice standard 2 is to practice collaboration. Literate students collaborate with others using active communication skills.
- (3) Literacy practice standard 3 is to practice creativity. Literate students engage creatively to express their thoughts, deepen their understanding, and make connections.
- (4) Literacy practice standard 4 is to practice critical thinking. Literate students analyze, reason, problem solve, and make decisions.
- (5) Literacy practice standard 5 is to practice cultural considerations. Literate students acknowledge and respect diverse cultural perspectives, including those of Montana Indigenous Peoples.
- (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.
- (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.
- (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.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 2 (10.53.415) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR KINDERGARTEN

- (1) Foundational reading standards for kindergarten are that each student will be able to:
 - (a) understand print concepts by:
 - (i) following words from left to right, top to bottom, and page by page;
 - (ii) recognizing the distinguishing features of a sentence;
 - (iii) locating essential text features of a book;
 - (b) understand phonemic awareness by:
 - (i) identifying initial, final, and medial phonemes in consonant-vowel-consonant (CVC) words with automaticity;
 - (ii) orally blending phonemes in CVC words with automaticity;
 - (iii) orally segmenting phonemes in CVC words with automaticity;
 - (c) demonstrate decoding skills by:
 - (i) naming and producing the most common sounds for all consonants;
 - (ii) demonstrating knowledge of phoneme-grapheme relationships between consonant graphemes and their most commonly occurring phonemes;
 - (iii) demonstrating knowledge of phoneme-grapheme relationships between vowel graphemes and short vowel phonemes;
 - (iv) decoding words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy;
 - (v) reading decodable texts accurately; and
 - (d) demonstrate encoding skills by:
 - (i) encoding words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy;
 - (ii) printing many upper and lowercase letters.
- (2) Vocabulary standards for kindergarten are that each student will be able to:

- (a) use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases;
 - (b) develop and apply expanding word knowledge through shared reading and classroom conversation; and
 - (c) with prompting and support, ask and answer questions about unknown words in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for kindergarten are that each student will be able to:
 - (a) read common high-frequency words with accuracy and automaticity.
- (4) Reading comprehension standards for kindergarten are that each student will be able to:
 - (a) 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;
 - (b) retell a familiar story;
 - (c) 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;
 - (d) during or after a shared reading or listening experience, identify elements within stories and describe connections between events or ideas in an informational text;
 - (e) identify whether a text is telling a story or sharing information; and
 - (f) identify who is telling the story at various points in a shared reading of a literary text, including texts by and about Montana Indigenous Peoples.
- (5) Writing standards for kindergarten are that each student will be able to:
 - (a) state a personal opinion orally, visually, or in written form;
 - (b) make an informative statement about a topic and offer one or two details about the topic, orally, visually, or in written form;
 - (c) tell a story with a beginning, middle, and end, orally, visually, or in written form;
 - (d) in a shared setting, develop and strengthen writing by using a process including planning and drafting;
 - (e) with prompting and support, form and expand simple sentences orally and in writing; and

- (f) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for kindergarten are that each student will be able to:
 - (a) with guidance, participate in shared research and writing projects, finding at least one topic to learn more about;
 - (b) with guidance, recall information from experiences or gather information from provided sources on a topic; and
 - (c) with guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.
- (7) Speaking and listening standards for kindergarten are that each student will be able to:
 - (a) participate in structured discussions and routines with a variety of partners, speak clearly, and practice taking turns and listen to others; and
 - (b) demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 3 (10.53.416) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FIRST GRADE

- (1) Foundational reading standards for first grade are that each student will be able to:
 - (a) understand phonemic awareness by:
 - (i) distinguishing long from short vowel sounds in spoken single-syllable words;
 - (ii) orally blending phonemes in complex single-syllable words; and
 - (iii) orally segmenting phonemes in complex single-syllable words;
 - (b) demonstrate decoding skills by:

- (i) demonstrating knowledge of phoneme-grapheme relationships between consonant digraph and trigraph graphemes and their most commonly occurring phonemes;
 - (ii) demonstrating knowledge of phoneme-grapheme relationships between common vowel graphemes and long vowel phonemes;
 - (iii) demonstrating knowledge of phoneme-grapheme relationships between common r-controlled vowel graphemes and phonemes;
 - (iv) decoding regularly spelled one-syllable words;
 - (v) decoding regularly spelled two-syllable words comprised of closed syllables following basic patterns, by breaking the words into syllables;
 - (vi) decoding words with inflectional endings; and
 - (vii) reading decodable texts accurately and with automaticity;
- (c) demonstrate encoding skills by:
 - (i) encoding one-syllable words that follow regular spelling patterns;
 - (ii) encoding two-syllable words comprised of closed syllables that follow regular spelling patterns;
 - (iii) encoding words with inflectional endings, focusing on words that retain their root spelling when an inflectional ending is added; and
 - (iv) printing upper and lowercase letters with automaticity.
- (2) Vocabulary standards for first grade are that each student will be able to:
 - (a) use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases;
 - (b) develop and apply expanding word knowledge through shared reading and classroom conversation; and
 - (c) 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.
- (3) Fluency standards for first grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension; and
 - (b) read common high-frequency words with accuracy and automaticity.
- (4) Reading comprehension standards for first grade are that each student will be able to:

- (a) ask and answer questions about key details in text read aloud and presented through other media, including texts by and about Montana Indigenous Peoples;
 - (b) retell a story;
 - (c) participate in discussions about the central ideas and key details in a text, including those by and about Montana Indigenous Peoples;
 - (d) during or after a shared reading or listening experience, describe elements within stories and connections between events or ideas in informational text;
 - (e) identify basic text features and explain the differences between text that tell stories and texts that provide information; and
 - (f) identify character point of view in shared reading stories, including texts by and about Montana Indigenous Peoples.
- (5) Writing standards for first grade are that each student will be able to:
- (a) write an opinion piece providing one or more supporting reasons;
 - (b) write an informative statement that introduces a topic and includes one or more facts about the topic;
 - (c) write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings;
 - (d) develop and strengthen writing by using a process including planning, drafting, and implementing feedback;
 - (e) with prompting and support, form and expand simple sentences orally and in writing; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for first grade are that each student will be able to:
- (a) participate in shared research and writing projects, finding at least one topic to learn more about;
 - (b) recall information from experiences or gather information from provided sources on a topic; and
 - (c) with guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.

- (7) Speaking and listening standards for first grade are that each student will be able to:
 - (a) participate in structured discussions and routines with a variety of partners; practice taking turns and listening to others; and
 - (b) demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 4 (10.53.417) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SECOND GRADE

- (1) Foundational reading standards for second grade are that each student will be able to:
 - (a) demonstrate decoding skills by:
 - (i) demonstrating knowledge of phoneme-grapheme relationships between all complex vowel phonemes and graphemes;
 - (ii) decoding two-syllable words comprised of different syllable types that follow regular spelling patterns by breaking the words into syllables;
 - (iii) decoding words with common prefixes and suffixes;
 - (b) demonstrate encoding skills by:
 - (i) encoding one-syllable words with all phoneme-grapheme patterns;
 - (ii) encoding two-syllable words comprised of different syllable types that follow regular spelling patterns;
 - (iii) encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending; and
 - (iv) printing upper and lowercase letters with automaticity and accuracy, including the introduction of cursive.
- (2) Vocabulary standards for second grade are that each student will be able to:

- (a) use word learning strategies, including knowledge of morphemes, to determine or clarify the meaning of unknown and multiple-meaning words and phrases;
 - (b) develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and
 - (c) determine the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for second grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension; and
 - (b) read common high-frequency words with accuracy and automaticity.
- (4) Reading comprehension standards for second grade are that each student will be able to:
 - (a) ask and answer questions about a shared text to demonstrate an understanding of key details, including texts by and about Montana Indigenous Peoples;
 - (b) recount a portion of a text;
 - (c) determine the central ideas and key details in a text, including those by and about Montana Indigenous Peoples;
 - (d) during or after a shared reading or listening experience, describe the connections between elements, events, or ideas within fiction and nonfiction texts;
 - (e) describe the basic structure and features of different types of texts and identify the sequence of information or narrative within a text; and
 - (f) compare differences in characters' point of view in shared reading stories, including texts by and about Montana Indigenous Peoples.
- (5) Writing standards for second grade are that each student will be able to:
 - (a) write an opinion piece, providing several supporting reasons, and include a basic introduction and conclusion;
 - (b) write an informative piece that introduces a topic, includes facts about the topic, and has a basic introduction and conclusion;
 - (c) 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;

- (d) develop and strengthen writing by using a process including planning, drafting, revising, and implementing feedback;
 - (e) form and expand simple and compound sentences orally and in writing; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for second grade are that each student will be able to:
 - (a) with guidance, participate in individual research and writing projects, finding at least one topic to learn more about;
 - (b) recall information from experiences, gather information from provided sources on a topic, and sort information into categories; and
 - (c) with guidance, participate in individual research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.
- (7) Speaking and listening standards for second grade are that each student will be able to:
 - (a) participate in structured discussions and routines with a variety of partners, consider and restate their perspectives, and ask questions to clarify ideas; and
 - (b) demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 5 (10.53.418) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR THIRD GRADE

- (1) Foundational reading standards for third grade are that each student will be able to:
 - (a) demonstrate decoding skills by:
 - (i) decoding two- and three-syllable words comprised of all syllable types;
 - (ii) decoding two- and three-syllable words with common roots and affixes; and

- (b) demonstrate encoding skills by:
 - (i) encoding multisyllabic words including words with common affixes;
 - (ii) encoding two-syllable words comprised of different syllable types that follow regular spelling patterns; and
 - (iii) encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending.
- (2) Vocabulary standards for third grade are that each student will be able to:
 - (a) develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and
 - (b) determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for third grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.
- (4) Reading comprehension standards for third grade are that each student will be able to:
 - (a) 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;
 - (b) paraphrase a text;
 - (c) 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;
 - (d) describe how elements within a fictional story contribute to the sequence of events and describe the sequence of events, steps, and or/ideas within nonfiction texts;
 - (e) identify figurative language;
 - (f) compare and contrast the structure and features of different types of texts; and
 - (g) distinguish their own point of view from that of the writer or those of the characters, including texts by and about Montana Indigenous Peoples.

- (5) Writing standards for third grade are that each student will be able to:
 - (a) write an opinion piece including an introduction, supporting reasons, linking words and phrases, and a conclusion;
 - (b) write an informative piece that includes an introduction, facts, definitions, details, and a conclusion;
 - (c) write a narrative about real or imagined experiences or events using descriptive details and clear sequences;
 - (d) develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;
 - (e) form and expand simple and compound sentences to write a paragraph; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for third grade are that each student will be able to:
 - (a) conduct short, guided research projects that build knowledge about a topic, referencing at least one source;
 - (b) recall information from experiences, gather information from multiple sources on a topic, and organize information into logical categories; and
 - (c) 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.
- (7) Speaking and listening standards for third grade are that each student will be able to:
 - (a) engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;
 - (b) 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
 - (c) report on a topic or text, tell a story, or recount an experience.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 6 (10.53.419) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FOURTH GRADE

- (1) Foundational reading standards for fourth grade are that each student will be able to:
 - (a) decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures; and
 - (b) encode multisyllabic words using combined knowledge of taught letter-sound correspondences, syllabication patterns, and morpheme structures.
- (2) Vocabulary standards for fourth grade are that each student will be able to:
 - (a) develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and
 - (b) determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for fourth grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.
- (4) Reading comprehension standards for fourth grade are that each student will be able to:
 - (a) 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;
 - (b) summarize a portion of a text;
 - (c) 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;
 - (d) explain the connections between elements within a fictional story and explain the relationships between events or ideas within nonfiction texts;
 - (e) identify and explain how figurative language contributes to the meaning of the text;
 - (f) describe how an author's structural choices and text features contribute to the overall meaning; and
 - (g) compare and contrast the point of view from which different texts are written, including those by and about Montana Indigenous Peoples.

- (5) Writing standards for fourth grade are that each student will be able to:
- (a) write opinion pieces with a clear organizational structure including an introduction and conclusion, reasons supported by facts and details, and linking words and phrases;
 - (b) write informative pieces with a clear organizational structure, including an introduction and conclusion, linking facts, definitions, and details using transition words;
 - (c) write narratives about real or imagined experiences or events using dialogue, descriptive details, and clear sequences;
 - (d) develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;
 - (e) write a paragraph using simple, compound, and complex sentences; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for fourth grade are that each student will be able to:
- (a) conduct short research projects that build knowledge of different aspects of a topic, referencing multiple relevant sources;
 - (b) gather and take notes on relevant information from multiple sources and organize information into logical categories; and
 - (c) 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.
- (7) Speaking and listening standards for fourth grade are that each student will be able to:
- (a) engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;
 - (b) paraphrase portions of a text read aloud or information presented through a variety of media formats; and
 - (c) 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.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 7 (10.53.420) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FIFTH GRADE

- (1) Foundational reading standards for fifth grade are that each student will be able to:
 - (a) decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures; and
 - (b) encode multisyllabic words using combined knowledge of English graphemes, syllabication patterns, and taught morpheme structures.
- (2) Vocabulary standards for fifth grade are that each student will be able to:
 - (a) develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and
 - (b) determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for fifth grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.
- (4) Reading comprehension standards for fifth grade are that each student will be able to:
 - (a) quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, including those by and about Montana Indigenous Peoples;
 - (b) summarize a text;
 - (c) 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;
 - (d) use key details to compare and contrast two or more elements within a fiction or nonfiction text;
 - (e) identify and explain how figurative language contributes to the meaning and tone of the text;

- (f) compare and contrast how text features, structures, and sequences of events or information in two or more texts contribute to the overall meaning;
 - (g) 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
 - (h) 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.
- (5) Writing standards for fifth grade are that each student will be able to:
- (a) 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;
 - (b) write informative pieces including an introduction and conclusion, linking facts, definitions, and details using transition words and write narratives about real or imagined experiences or events using dialogue, descriptive details, clear sequences, and transition words;
 - (c) develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;
 - (d) write a multi-paragraph piece using simple, compound, and complex sentences; and
 - (e) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for fifth grade are that each student will be able to:
- (a) conduct short research projects that build knowledge of different aspects of a topic, referencing a variety of relevant and reliable sources;
 - (b) gather and take notes on information from multiple relevant sources and organize information and provide a list of sources; and
 - (c) conduct short research projects using traditional and contemporary fiction and nonfiction sources from diverse cultural perspectives, including those by and about Montana Indigenous Peoples.
- (7) Speaking and listening standards for fifth grade are that each student will be able to:
- (a) engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;
 - (b) summarize a text read aloud or information presented through a variety of media formats; and

- (c) 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.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 8 (10.53.421) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SIXTH GRADE

- (1) Foundational reading standards for sixth grade are that each student will be able to:
 - (a) decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.
- (2) Vocabulary standards for sixth grade are that each student will be able to:
 - (a) 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.
- (3) Fluency standards for sixth grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.
- (4) Reading comprehension standards for sixth grade are that each student will be able to:
 - (a) 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;
 - (b) provide an objective summary of the text;
 - (c) 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;
 - (d) determine how elements of a text are developed and build toward a conclusion;
 - (e) analyze the impact of specific word choice on meaning and tone, including figurative, connotative, and technical meanings;

- (f) analyze how a sentence, section, chapter, scene, or stanza fits into the overall structure or theme of a text;
 - (g) 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
 - (h) 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.
- (5) Writing standards for sixth grade are that each student will be able to:
- (a) write arguments using claims supported with clear reasons and relevant evidence;
 - (b) write informative texts on a topic that convey ideas through the selection, organization, and analysis of relevant content;
 - (c) write narratives about real or imagined events, using narrative techniques to engage the reader;
 - (d) develop and strengthen the writing process by planning, revising, editing, implementing feedback, or trying a new approach;
 - (e) write a cohesive, multi-paragraph text using a variety of simple, compound, and complex sentences; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.
- (6) Research and inquiry standards for sixth grade are that each student will be able to:
- (a) conduct research projects that answer a question, drawing on several reliable sources;
 - (b) gather and determine the credibility of multiple sources and quote or summarize the information and provide a list of sources; and
 - (c) 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.
- (7) Speaking and listening standards for sixth grade are that each student will be able to:
- (a) engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues;

- (b) summarize and explain information presented in diverse media formats and how the format contributes to a topic, text, or issue;
- (c) describe a speaker's argument and specific claims, considering the speaker's perspective; and
- (d) present information using reasons and evidence appropriate for the context, sequencing ideas logically.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 9 (10.53.422) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SEVENTH GRADE

- (1) Foundational reading standards for seventh grade are that each student will be able to:
 - (a) decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.
- (2) Vocabulary standards for seventh grade are that each student will be able to:
 - (a) 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.
- (3) Fluency standards for seventh grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.
- (4) Reading comprehension standards for seventh grade are that each student will be able to:
 - (a) 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;
 - (b) provide an objective summary of the text;
 - (c) 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;

- (d) analyze how particular elements of a text interact throughout its development;
 - (e) 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;
 - (f) analyze how a text's form or structure contributes to its meaning;
 - (g) 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
 - (h) 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.
- (5) Writing standards for seventh grade are that each student will be able to:
- (a) write arguments that support claims and acknowledge a counterclaim with clear reasons and relevant evidence;
 - (b) write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of sufficient content;
 - (c) write narratives about real or imagined experiences or events, establishing a clear context and point of view;
 - (d) develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on purpose and audience; and
 - (e) write a cohesive, multi-paragraph text using simple, compound, complex, and compound-complex sentences and demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.
- (6) Research and inquiry standards for seventh grade are that each student will be able to:
- (a) conduct research projects that answer self-generated questions, drawing on several reliable sources;
 - (b) gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; and provide in-text citations and a bibliography; and

- (c) 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.
- (7) Speaking and listening standards for seventh grade are that each student will be able to:
 - (a) engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas;
 - (b) analyze the main ideas and supporting details presented in diverse media and formats and how the format contributes to a topic, text, or issue;
 - (c) delineate a speaker's argument and specific claims, determining the relevance and sufficiency of the evidence and identify the speaker's perspective; and
 - (d) present information with relevant evidence in a focused, coherent manner appropriate to purpose, audience, and task.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 10 (10.53.423) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR EIGHTH GRADE

- (1) Foundational reading standards for eighth grade are that each student will be able to:
 - (a) decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.
- (2) Vocabulary standards for eighth grade are that each student will be able to:
 - (a) 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.
- (3) Fluency standards for eighth grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.
- (4) Reading comprehension standards for eighth grade are that each student will be able to:

- (a) 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;
 - (b) provide an objective summary of the text;
 - (c) 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;
 - (d) analyze the author's choices in developing a text with attention to specific elements or features of the text;
 - (e) evaluate the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone;
 - (f) compare and contrast the structure of two or more texts and analyze how the differing structure of each text affects its meaning;
 - (g) 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
 - (h) 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.
- (5) Writing standards for eighth grade are that each student will be able to:
- (a) write arguments that support claims and counterclaims with clear reasons and relevant evidence that follow a logical progression;
 - (b) write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of sufficient content;
 - (c) 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;
 - (d) 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;
 - (e) write a cohesive multi-paragraph text appropriate to task and purpose using a variety of sentence types; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.

- (6) Research and inquiry standards for eighth grade are that each student will be able to:
 - (a) conduct research projects that answer self-generated questions and allow for multiple avenues of exploration, drawing on several reliable sources;
 - (b) gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; and provide in-text citations and a bibliography according to a standard style; and
 - (c) 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.
- (7) Speaking and listening standards for eighth grade are that each student will be able to:
 - (a) 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;
 - (b) analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation;
 - (c) delineate a speaker's argument and specific claims, evaluating the reasoning, evidence, and the speaker's perspective; and
 - (d) present information with relevant evidence, emphasizing the main point in a focused, coherent manner appropriate to purpose, audience, and task.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 11 (10.53.424) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR NINTH AND TENTH GRADES

- (1) Foundational reading standards for ninth and tenth grades are that each student will be able to:
 - (a) decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context.
- (2) Vocabulary standards for ninth and tenth grades are that each student will be able to:

- (a) 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
 - (b) identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- (3) Fluency standards for ninth and tenth grades are that each student will be able to:
 - (a) read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension.
- (4) Reading comprehension standards for ninth and tenth grades are that each student will be able to:
 - (a) cite textual evidence to support analysis of both explicit and inferred meanings, including those by and about Montana Indigenous Peoples;
 - (b) provide an objective summary of a text;
 - (c) 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;
 - (d) analyze the author's choices in developing a text with attention to specific elements or features of the text;
 - (e) analyze the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone;
 - (f) analyze how an author's choices to structure a text create specific effects and impact meaning;
 - (g) 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
 - (h) 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.
- (5) Writing standards for ninth and tenth grades are that each student will be able to:
 - (a) write arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;
 - (b) write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;

- (c) write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences;
 - (d) 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
 - (e) demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking.
- (6) Research and inquiry standards for ninth and tenth grades are that each student will be able to:
- (a) conduct research projects that answer a question or solve a problem, producing a product that demonstrates understanding of the subject under investigation;
 - (b) gather and synthesize credible information from multiple sources, using the research strategies effectively and quote or paraphrase using in-text citations and provide a reference page according to a standard style; and
 - (c) conduct research by analyzing sources for stereotypes, assumptions, and conflicting perspectives, including culturally diverse sources and those by and about Montana Indigenous Peoples.
- (7) Speaking and listening standards for ninth and tenth grades are that each student will be able to:
- (a) 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;
 - (b) evaluate the credibility and accuracy of a variety of sources and identify the motives behind their presentation;
 - (c) analyze a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacies, faulty reasoning, and problematic evidence; and consider the cultural backgrounds and lived experiences of the speaker and audience; and
 - (d) present information, findings, and supporting evidence logically, in a manner appropriate to purpose, audience, and task.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

**NEW RULE 12 (10.53.425) ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR
ELEVENTH AND TWELFTH GRADES**

- (1) Foundational reading standards for eleventh and twelfth grades are that each student will be able to:
 - (a) decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context.
- (2) Vocabulary standards for eleventh and twelfth grades are that each student will be able to:
 - (a) 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
 - (b) identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- (3) Fluency standards for eleventh and twelfth grades are that each student will be able to:
 - (a) read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension.
- (4) Reading comprehension standards for eleventh and twelfth grades are that each student will be able to:
 - (a) cite textual evidence to support analysis of both explicit and inferred meanings, including texts by and about Montana Indigenous Peoples;
 - (b) provide an objective summary of a text;
 - (c) 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;
 - (d) analyze the author's choices in developing a text with attention to specific elements or features of the text;
 - (e) analyze word choice including figurative, connotative, historical, and technical language, and its impact on meaning and tone;
 - (f) analyze how an author's choices to structure specific parts of a text contribute to a text's development, meaning, and effectiveness;

- (g) 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
 - (h) 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.
- (5) Writing standards for eleventh and twelfth grades are that each student will be able to:
- (a) write multifaceted arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;
 - (b) write informative texts that examine and convey advanced ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;
 - (c) write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences;
 - (d) 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
 - (e) demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking.
- (6) Research and inquiry standards for eleventh and twelfth grades are that each student will be able to:
- (a) 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;
 - (b) 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
 - (c) 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.
- (7) Speaking and listening standards for eleventh and twelfth grades are that each student will be able to:

- (a) 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;
- (b) evaluate the credibility, accuracy, and presentation of multiple sources in a variety of formats and from multiple perspectives;
- (c) evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric and consider the cultural backgrounds and lived experiences of the speaker and audience; and
- (d) 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.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

NEW RULE 13 (10.53.426) DEFINITIONS

For purposes of the English language arts and literacy content standards contained in this subchapter, the following definitions apply:

- (1) "Automaticity" means the ability to read words quickly and effortlessly.
- (2) "Connotative" describes implied ideas or associations beyond the denotative meaning of a word.
- (3) "Decoding" means the ability to apply sound-symbol relationships to read words.
- (4) "Encoding" means the translation of spoken word or sounds into writing or spelling.
- (5) "Etymology" means the study of the origin of words and the historical development of their meaning.
- (6) "Figurative" describes non-literal or metaphorical use of language.
- (7) "Fluency" means the ability to read a text accurately, with appropriate pace and expression. Fluency includes the skills of accuracy, automaticity, and prosody.
- (8) "Grapheme" means a letter or group of letters that represents a single phoneme.
- (9) "Morpheme" means the smallest meaningful unit of language that cannot be further divided, including affixes, prefixes, suffixes, and roots.

- (10) "Morphological awareness" means the recognition, understanding, and use of morphemes that strengthens word recognition and spelling.
- (11) "Morphology" means the study of morphemes and how they are combined.
- (12) "Phoneme" means an individual sound. English is made up of 44 phonemes.
- (13) "Phoneme-grapheme correspondence" means the ability to match a phoneme (single sound) to a grapheme (written representation) and vice versa.
- (14) "Phonemic awareness" means the ability to recognize and manipulate individual phonemes in spoken language.
- (15) "Phonological awareness" means the ability to recognize and manipulate various sounds in spoken language, including word parts, syllables, rhymes, and phonemes.
- (16) "Prosody" means reading with appropriate expression and intonation, including pitch, tone, volume, and word emphasis.
- (17) "Rhetoric" means the art of effective speaking or writing.
- (18) "Syllabication" means the division of words into syllables.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

REPEAL

The rules proposed to be repealed are as follows:

10.53.401 COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.402 COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.403 COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.404 COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.405 READING STANDARDS FOR LITERATURE

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.406 READING STANDARDS FOR INFORMATIONAL TEXT

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.407 READING STANDARDS: FOUNDATIONAL SKILLS

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.408 WRITING STANDARDS

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.409 SPEAKING AND LISTENING STANDARDS

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.410 LANGUAGE STANDARDS

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.411 READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.412 READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

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

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

Small Business Impact

The board adopts rules that primarily impact teachers, administrators, and school district operations. The board works in cooperation with public schools across the state to implement the rules that are adopted. Given that the board does not work directly with small businesses,

the small business impact analysis performed as required under 2-4-111, MCA, indicates that no small businesses are likely to be directly impacted by the proposed rule changes.

Bill Sponsor Notification

The bill sponsor contact requirements do not apply.

Interested Persons

The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, email, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by email unless a mailing preference is noted in the request. Written requests may be mailed or delivered to the contact person above or may be made by completing a request form at any rules hearing held by the board.

Rule Reviewer

McCall Flynn

Approval

Dr. Tim Tharp

Board Chair