



ADMINISTRATIVE RULES OF MONTANA



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

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