Main Criteria: Classroom Supplement Units Grade 1
Secondary Criteria: Montana Content Standards

Subject: Language Arts
Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Montana Content Standards Language Arts

		Grade 1 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including

1		consonant blends.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how- to" books on a given topic and use them to write a sequence of instructions). Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters.
EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / DOMAIN	MT.CC.L. 1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
EXPECTATION	L.1.2.c.	Use commas in dates and to separate single words in a series.
EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.1.4.c.	ldentify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Montana Content Standards Language Arts

CONTENT STANDARD Craft and Structure			Grade 1 - Adopted. 2011
GRADE LEVEL EXPECTATION / BENCHMARK CRADE LEVEL EXPECTATION / BENCHMARK CRADE LEVEL EXPECTATION / BENCHMARK REAL / Retell stories, including key details, and demonstrate understanding of their central expectation was a consistent of their central expectation was a consistent or	STANDARD /		Reading Standards for Literature
EXPECTATION BENCHMARK GRADE LEVEL EXPECTATION BENCHMARK CRADE LEVEL EXPECTATION BENCHMARK CRADE LEVEL EXPECTATION BENCHMARK CONTENT STANDARD CRADE LEVEL EXPECTATION BENCHMARK CONTENT STANDARD CRADE LEVEL EXPECTATION BENCHMARK CONTENT STANDARD CRADE LEVEL EXPECTATION BENCHMARK CONTENT STANDARD CRADE LEVEL EXPECTATION BENCHMARK STANDARD CONTENT STANDARD CONTENT STANDARD CONTENT STANDARD CONTENT STANDARD CONTENT STANDARD CRADE LEVEL EXPECTATION BENCHMARK STANDARD CONTENT STANDARD CONTENT STANDARD CONTENT STANDARD CRADE LEVEL EXPECTATION BENCHMARK STANDARD CONTENT STANDARD DOMAIN BENCHMARK STANDARD DOMAIN Phonics and Word Recognition STANDARD DOMAIN Phonics			Key Ideas and Details
Message or lesson. Include stories by and about American Indians.	EXPECTATION /	RL.1.1.	Ask and answer questions about key details in a text.
EXPECTATION / BENCHMARK / STANDARD / DOMAIN BENCHMARK / STANDARD / DOMAIN / STANDARD / DOMA	EXPECTATION /	RL.1.2.	
STANDARD DOMAIN Craft and Structure	EXPECTATION /	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
GRADE LEVEL EXPECTATION / BENCHMARK GRADE LEVEL EXPECTATION / BENCHMARK GRADE LEVEL EXPECTATION / BENCHMARK GRADE LEVEL EXPECTATION / BENCHMARK Integration of Knowledge and Ideas Integration of Knowledge and Ideas GRADE LEVEL EXPECTATION / BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK / STANDARD / STAND	STANDARD /		Reading Standards for Literature
Senses S			Craft and Structure
information, including those of American Indians, drawing on a wide reading of a range of text types. CONTENT STANDARD DOMAIN DOMAIN	EXPECTATION /	RL.1.4.	
L.1. Integration of Knowledge and Ideas	EXPECTATION /	RL.1.5.	information, including those of American Indians, drawing on a wide reading of a
GRADE LEVEL EXPECTATION / BENCHMARK / STANDARD / DOMAIN BENCHMARK / STANDARD / BENCHMARK / STANDARD	STANDARD /		Reading Standards for Literature
EXPECTATION BENCHMARK CONTENT STANDARD CONTENT STANDARD DOMAIN Range of Reading and Level of Text Complexity CONTENT STANDARD CONTEN			Integration of Knowledge and Ideas
STANDARD DOMAIN ENCHMARK STANDARD Range of Reading and Level of Text Complexity RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. With prompting and support, read prose and poetry of appropriate complexity for grade 1. RL.1.10. Reading Standards: Foundational Skills F.1. DOMAIN F.1. Phonological Awareness Phonological Awareness RF.1.2. Phonological Awareness RF.1.2. EXPECTATION RENCHMARK EXPECTATION RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words. EXPECTATION RF.1.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CONTENT STANDARD F.1. Reading Standards: Foundational Skills Phonics and Word Recognition RF.1.2.b. Content Standard Reading Standards: Foundational Skills Phonics and Word Recognition RF.1.2.b. Content Standard RESTANDARD Phonics and Word Recognition RESTANDARD	EXPECTATION /	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / BENCHMARK GRADE LEVEL EXPECTATION / BENCHMARK / STANDARD / DOMAIN BENCHMARK / STANDARD / BENCHMARK Distinguish long from short vowel sounds in spoken single-syllable words. EXPECTATION RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words. EXPECTATION RF.1.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD Phonics and Word Recognition BENCHMARK / STANDARD Phonics and Word Recognition RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	STANDARD /		Reading Standards for Literature
EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words. EXPECTATION RF.1.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CONTENT STANDARD MT.CC.R F.1. Reading Standards: Foundational Skills ENCHMARK Phonics and Word Recognition BENCHMARK Phonics and Word Recognition GRADE LEVEL RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.			Range of Reading and Level of Text Complexity
STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION RF.1.2. Distinguish long from short vowel sounds in spoken single-syllable words. EXPECTATION RF.1.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD Phonics and Word Recognition GRADE LEVEL RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	EXPECTATION /	RL.1.10.	
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words. EXPECTATION RF.1.2.b. Distinguish long from short vowel sounds in spoken single-syllable words. EXPECTATION RF.1.2.b. Drally produce single-syllable words by blending sounds (phonemes), including consonant blends. CONTENT STANDARD F.1. Reading Standards: Foundational Skills F.1. BENCHMARK / STANDARD Phonics and Word Recognition Phonics and word analysis skills in decoding words.	STANDARD /		Reading Standards: Foundational Skills
EXPECTATION RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words. EXPECTATION RF.1.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CONTENT STANDARD F.1. Reading Standards: Foundational Skills F.1. Phonics and Word Recognition STANDARD RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.			Phonological Awareness
EXPECTATION RF.1.2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD Phonics and Word Recognition GRADE LEVEL RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	EXPECTATION /	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD Phonics and Word Recognition GRADE LEVEL RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
STANDARD / DOMAIN BENCHMARK / STANDARD Phonics and Word Recognition GRADE LEVEL RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	EXPECTATION	RF.1.2.b.	
STANDARD GRADE LEVEL RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	STANDARD /		Reading Standards: Foundational Skills
			Phonics and Word Recognition
		RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

BENCHMARK		
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how- to" books on a given topic and use them to write a sequence of instructions). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Montana Content Standards Language Arts

	Grade 1 - Adopted. 2011
MT.CC.R L.1.	Reading Standards for Literature
	Key Ideas and Details
RL.1.1.	Ask and answer questions about key details in a text.
RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.
RL.1.3.	Describe characters, settings, and major events in a story, using key details.
MT.CC.R L.1.	Reading Standards for Literature
	Craft and Structure
RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5.	Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.
MT.CC.R L.1.	Reading Standards for Literature
	Integration of Knowledge and Ideas
RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
MT.CC.R L.1.	Reading Standards for Literature
	Range of Reading and Level of Text Complexity
RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
MT.CC.RI	Reading Standards for Informational Text
	Key Ideas and Details
RI.1.1.	Ask and answer questions about key details in a text.
RI.1.2.	Identify the main topic and retell key details of a text.
MT.CC.RI	Reading Standards for Informational Text
	Craft and Structure
RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Recognize words and phrases with cultural significance to American Indians.
	L.1. RL.1.1. RL.1.2. RL.1.3. MT.CC.R L.1. RL.1.5. MT.CC.R L.1. RL.1.7. MT.CC.R L.1. RL.1.10. RI.1.10.

GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel
		sounds.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	sounds. Reading Standards: Foundational Skills
STANDARD /		
STANDARD / DOMAIN BENCHMARK /		Reading Standards: Foundational Skills
STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION /	F.1.	Reading Standards: Foundational Skills Fluency
STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK	F.1.	Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.
STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION	RF.1.4. RF.1.4.a. RF.1.4.b.	Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on
STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION EXPECTATION	RF.1.4. RF.1.4.a. RF.1.4.b.	Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding,
STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION EXPECTATION CONTENT STANDARD /	RF.1.4. RF.1.4.a. RF.1.4.b. RF.1.4.c.	Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal even order, and provide some sense of closure. CONTENT STANDARD DOMAIN 1.	nd v-ude
BENCHMARK / STANDARD 1. With guidance and support from adults, focus on a topic, respond to questions an suggestions from peers, and add details to strengthen writing as needed. W1.5. STANDARD STANDARD DOMAIN 1. Writing Standards W1.7. Participate in shared research and writing projects (e.g., explore a number of "how sources by and about American Indians. Content Standard Standards Speaking and Listening Standards Sta	v- u d e
GRADE LEVEL EXPECTATION / BENCHMARK MT.CC.W. TANDARD / DOMAIN BENCHMARK MT.CC.S Speaking and Listening Standards GRADE LEVEL EXPECTATION / BENCHMARK / STANDARD / DOMAIN MT.CC.S Speaking and Listening Standards GRADE LEVEL EXPECTATION / BENCHMARK / STANDARD / DOMAIN BENCHMARK / SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topi and texts with peers and adults in small and larger groups. BENCHMARK / EXPECTATION SL.1.1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). EXPECTATION SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. EXPECTATION SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion (continuous). BENCHMARK / Comprehension and Collaboration CONTENT STANDARD / DOMAIN BENCHMARK / Comprehension and Collaboration	v- u d e
Suggestions from peers, and add details to strengthen writing as needed.	v- u d e
STANDARD DOMAIN Research to Build and Present Knowledge Research to Build and Present Knowledge STANDARD Research to Build and Present Knowledge Research to Build and Present Knowledge Research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions). Inclusion BENCHMARK STANDARD L.1. Speaking and Listening Standards STANDARD L.1. Participate in collaboration STANDARD Comprehension and Collaboration STANDARD SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topic and texts with peers and adults in small and larger groups. SENCHMARK SL.1.1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). EXPECTATION SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. EXPECTATION SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion. CONTENT STANDARD DOMAIN DOMAIN Comprehension and Collaboration Content Comprehension and Collaboration Comprehension	ude
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EXPECTATION / BENCHMARK EXPECTATION SL.1.1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). EXPECTATION SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. EXPECTATION SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion. CONTENT STANDARD / DOMAIN DOMAIN Comprehension and Collaboration Comprehension Comprehension	ics
Speaking one at a time about the topics and texts under discussion). EXPECTATION SL.1.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. EXPECTATION SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion. CONTENT STANDARD DOMAIN Speaking and Listening Standards L.1. Comprehension and Collaboration Comprehension	
through multiple exchanges. EXPECTATION SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion. CONTENT STANDARD / DOMAIN BENCHMARK / Comprehension and Collaboration	
discussion. CONTENT MT.CC.S Speaking and Listening Standards L.1. DOMAIN Comprehension and Collaboration Comprehension Compreh	
STANDARD / L.1. DOMAIN BENCHMARK / Comprehension and Collaboration	
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GRADE LEVEL SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. BENCHMARK	
CONTENT MT.CC.S Speaking and Listening Standards STANDARD / L.1. DOMAIN	
BENCHMARK / Presentation of Knowledge and Ideas STANDARD	
GRADE LEVEL SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	
CONTENT MT.CC.L. Language Standards STANDARD / 1. DOMAIN	
BENCHMARK / Conventions of Standard English STANDARD	
GRADE LEVEL L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. BENCHMARK	Э
EXPECTATION L.1.1.b. Use common, proper, and possessive nouns.	
EXPECTATION L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He ho We hop).	ps;
EXPECTATION L.1.1.f. Use frequently occurring adjectives.	
EXPECTATION L.1.1.i. Use frequently occurring prepositions (e.g., during, beyond, toward).	
EXPECTATION L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	

CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 3

Montana Content Standards Language Arts

CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK /		Craft and Structure

STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD I DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

GRADE LEVEL EXPECTATION / BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how- to" books on a given topic and use them to write a sequence of instructions). Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD /	MT.CC.L. 1.	Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MT.CC.L. 1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to

DOMAIN

Unit 4

Montana Content Standards Language Arts

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CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the

EXPECTATION / BENCHMARK		senses.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD / DOMAIN	MT.CC.RI	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Recognize words and phrases with cultural significance to American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK /		Phonological Awareness

STANDARD		
GRADE LEVEL	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION / BENCHMARK		
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how- to" books on a given topic and use them to write a sequence of instructions). Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	L.1.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD /	MT.CC.L. 1.	Language Standards

DOMAIN		
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION		Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT	MT.CC.L.	Language Standards
STANDARD / DOMAIN	1.	Language Standards
STANDARD /		Vocabulary Acquisition and Use

Unit 5

Montana Content Standards Language Arts

		Grade 1 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD /	MT.CC.R F.1.	Reading Standards: Foundational Skills

DOMAIN		
BENCHMARK / STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how- to" books on a given topic and use them to write a sequence of instructions). Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK /		Comprehension and Collaboration

Comprehension and Collaboration	STANDARD		
Speaking one at a time about the topics and texts under discussion). SL.1.1.b. Bull on on their stalk in conversations by responding to the comments of others through multiple exchanges. EXPECTATION SL.1.1.c. Ask questions to clear up any confusion about the topics and texts under discussion. CONTENT STANDARD JODMAIN ENCHMARK JODMAIN ENCHMARK JODMAIN ENCHMARK JODMAIN ENCHMARK JODMAIN BENCHMARK JODMAI	EXPECTATION /	SL.1.1.	
through multiple exchanges. EXPECTATION SL.1.1.6. Ask questions to clear up any confusion about the topics and texts under discussion. CONTENT STANDARD / DOMAIN MT.CC.S. Speaking and Listening Standards STANDARD / ST	EXPECTATION	SL.1.1.a.	
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STANDARD / DOMAIN BENCHMARK / SCANDARD / SC	EXPECTATION	SL.1.1.c.	
GRADE LEVEL EXPECTATION SENCETATION STANDARD Conventions of Standard English grammar and usage when writing or speaking. EXPECTATION L.1.1.c. Use common, proper, and possessive nouns. EXPECTATION L.1.1.c. Use common, proper, and possessive nouns. EXPECTATION L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop). EXPECTATION L.1.1.c. Use requently occurring adjectives. EXPECTATION L.1.1.c. Use frequently occurring adjectives. EXPECTATION L.1.2.c. Language Standards EXPECTATION L.1.2.c. Use frequently occurring adjectives. EXPECTATION L.1.2.c. Use frequently occurring adjectives. EXPECTATION L.1.2.c. Use frequently occurring adjectives. EXPECTATION L.1.2.c. Language Standards Language Standards			Speaking and Listening Standards
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Language standards 1 and 3 for specific expectations.) ENECHMARK STANDARD DOMAIN	BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
STANDARD DOMAIN	EXPECTATION /	SL.1.6.	
GRADE LEVEL EXPECTATION L.1.1.b. Use common, proper, and possessive nouns. EXPECTATION L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). EXPECTATION L.1.1.f. Use frequently occurring adjectives. EXPECTATION L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CONTENT STANDARD DOMAIN L.1.2.b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION L.1.2.b. Use end punctuation for sentences. EXPECTATION L.1.2.c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. EXPECTATION L.1.2.c. Spell untaught words phonetically, drawing on phonemic awareness and spelling CONTENT STANDARD L.1.2.c. Spell untaught words phonetically, drawing on phonemic awareness and spelling DOMAIN L.1.2.c. Language Standards L.1.2.c. Spell untaught words phonetically, drawing on phonemic awareness and spelling CONTENT STANDARD L.1.2.c. Language Standards Language Standards L.1.2.c. Language Standards L.1.2.c. Language Standards L.1.2.c. Language Standards L.1.2.c. Language Standards L.1.4.c. Language Standards L.1	CONTENT STANDARD / DOMAIN		Language Standards
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EXPECTATION L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). EXPECTATION L.1.1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). EXPECTATION L.1.1.f. Use frequently occurring adjectives. EXPECTATION L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD / DOMAIN CONVENTION / BENCHMARK / SPECTATION L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION L.1.2.b. Use end punctuation for sentences. EXPECTATION L.1.2.c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. EXPECTATION L.1.2.c. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CONTENT STANDARD / DOMAIN STANDARD / DOMAIN STANDARD / STANDAR	EXPECTATION /	L.1.1.	
EXPECTATION L.1.1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). EXPECTATION L.1.1.f. Use frequently occurring adjectives. EXPECTATION L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CONTENT STANDARD Language Standards Conventions of Standard English STANDARD Language Standards Conventions of Standard English STANDARD Language Standard English september of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION Language Standards Language Standard English capitalization, punctuation, and spelling when writing. EXPECTATION Language Standards Language Standards Language Standards Language Standards Language Standards Language Standards EXPECTATION Language Standards Langua	EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
home; Today I walk home; Tomorrow I will walk home). EXPECTATION L.1.1.f. Use frequently occurring adjectives. EXPECTATION L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CONTENT STANDARD / DOMAIN Language Standards Language Standards Language Standards Conventions of Standard English STANDARD Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. BENCHMARK Use end punctuation for sentences. EXPECTATION L.1.2.b. Use end punctuation for sentences. EXPECTATION L.1.2.e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. EXPECTATION L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CONTENT MT.CC.L. Language Standards Language S	EXPECTATION	L.1.1.c.	
EXPECTATION L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. MT.CC.L. 1. Language Standards DOMAIN BENCHMARK / STANDARD GRADE LEVEL 2. L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION L.1.2.b. Use end punctuation for sentences. EXPECTATION L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. EXPECTATION L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK / BOMAIN Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	EXPECTATION	L.1.1.e.	
imperative, and exclamatory sentences in response to prompts. CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION L.1.2.b. Use end punctuation for sentences. EXPECTATION L.1.2.c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. EXPECTATION L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD / DOMAIN BENCHMARK / STANDARD / DOMAIN GRADE LEVEL EXPECTATION / L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
STANDARD DOMAIN 1. Conventions of Standard English	EXPECTATION	L.1.1.j.	
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION L.1.2.b. Use end punctuation for sentences. EXPECTATION L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. EXPECTATION L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CONTENT STANDARD / DOMAIN Use and punctuation for sentences. WT.CC.L. Language Standards L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CONTENT STANDARD / DOMAIN Use Standards L.1.4. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CONTENT STANDARD L.1.2.e. Language Standards L.1.4. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	STANDARD /		Language Standards
EXPECTATION / BENCHMARK EXPECTATION L.1.2.b. Use end punctuation for sentences. EXPECTATION L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. EXPECTATION L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.			Conventions of Standard English
EXPECTATION L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. EXPECTATION L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD CONTENT STANDARD / DOMAIN CONTENT STANDARD / DOMAIN	EXPECTATION /	L.1.2.	
EXPECTATION L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK COnventions. MT.CC.L. Language Standards Vocabulary Acquisition and Use Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	EXPECTATION	L.1.2.d.	
STANDARD 1. BENCHMARK Vocabulary Acquisition and Use STANDARD Use GRADE LEVEL L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	EXPECTATION	L.1.2.e.	
STANDARD GRADE LEVEL EXPECTATION I BENCHMARK Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	STANDARD /		Language Standards
EXPECTATION / phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.			Vocabulary Acquisition and Use
EXPECTATION L.1.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	EXPECTATION /	L.1.4.	phrases based on grade 1 reading and content, choosing flexibly from an array of
	EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION		Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT STANDARD / DOMAIN	MT.CC.L. 1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit 7

Montana Content Standards Language Arts

		Grade 1 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MT.CC.R L.1.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words.
EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MT.CC.W.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). Include sources by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION /	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
BENCHMARK		
EXPECTATION	SL.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MT.CC.S L.1.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 1.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns.
EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
EXPECTATION	L.1.1.f.	Use frequently occurring adjectives.
EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / DOMAIN	MT.CC.L.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.1.2.b.	Use end punctuation for sentences.
EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MT.CC.L. 1.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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