Classroom Supplement Units Grade 1

Pre-writing

Montana Content Standards

Language Arts

Grade **1** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RL.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.RL.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.RL.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.RL.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.RF.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.RF.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.RF.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.1.	**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.1.	**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.1.	**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.SL.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.SL.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.SL.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.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.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.
EXPECTATION	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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 1

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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.1.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION /	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.RF.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.1.	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.1.	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.1.	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.SL.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.SL.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.SL.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.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.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.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).
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).

Montana Content Standards

Language Arts

Grade **1** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RL.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.RL.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.RL.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.RL.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.1.	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.1.	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.1.	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.1.	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.RF.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.RF.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.RF.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.1.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION /	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.

BENCHMARK		
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.1.	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.1.	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.SL.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.SL.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.SL.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.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.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.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).
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 3

Montana Content Standards

Language Arts

Grade 1 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RL.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.RL.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.RL.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.RL.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.RF.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.RF.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.RF.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.1.	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.1.	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.1.	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.SL.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.SL.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.SL.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.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

DOMAIN		
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.1.4.	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. 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).
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 4

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	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.RL.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.RL.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.1.	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.1.	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.1.	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.1.	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.RF.1.	Reading Standards: Foundational Skills
BENCHMARK /		Phonological Awareness

STANDARD		
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.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / DOMAIN	MT.CC.RF.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.RF.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.1.	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.1.	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.1.	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.SL.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.SL.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.SL.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.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.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.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.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 /	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	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.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 5

Montana Content Standards

Language Arts

Grade **1** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RL.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.RL.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.RL.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.RL.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.RF.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.RF.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.RF.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.1.	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.1.	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.1.	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.SL.1.	Speaking and Listening Standards
BENCHMARK /		Comprehension and Collaboration

STANDARD		
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.SL.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.SL.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.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.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.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.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).
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.RL.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.RL.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.RL.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.RL.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.RF.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.RF.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.RF.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.1.	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.1.	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.1.	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.SL.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.SL.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.SL.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.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.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).