

Current Policy
Title 28
EDUCATION

**Part LXIII. Bulletin 1965—Louisiana Content Standards, Benchmarks, and
Grade Expectations for English Language Art**

Chapter 1. General

§101. Introduction

A. The content standards in this document define what Louisiana students should know and be able to do in the English Language Arts in order to become lifelong learners and productive citizens in the 21st century. The challenges our students face are numerous and rigorous, requiring that students communicate in all settings. Therefore, the Louisiana English Language Arts Content Standards demonstrate an expanded definition of literacy, one that includes not only knowledge and application of subject matter, but also the ability to be literate technologically and to function as part of a team working individually, collaboratively, and strategically to achieve a common goal.

B. The English Language Arts, reading, writing, speaking, listening, viewing, and visually representing, are integrated; they support each other as they are learned and as they are used. Learning activities are rarely *just reading*, *just writing*, or *just speaking*. Therefore, it is essential that the content standards be viewed holistically; they are not distinct or separable. The English Language Arts are interwoven as pervasive themes throughout this document. Consequently, the Louisiana English Language Arts Content Standards are not categorized by strands.

C. The Louisiana English Language Arts Standards support the philosophy that all students can learn and seek to remove any disparities that may exist in educational opportunities. These content standards reflect a shared vision of the community, educators, and parents that all Louisiana students are capable of becoming informed, productive citizens in our society.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2858 (November 2005).

§103. Louisiana Content Standards Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. Communication. A process by which information is exchanged and a concept of *meaning* is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing;

2. Problem Solving. The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent;

3. Resource Access and Utilization. The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies;

4. Linking and Generating Knowledge. The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. *Transfer* refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. *Elaboration* refers to monitoring, adjusting, and expanding strategies into other contexts; and

5. Citizenship. The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

NOTE: These foundation skills are listed numerically in parenthesis after each benchmark.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2858 (November 2005).

§105. Information Literacy Model for Lifelong Learning

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy, the ability to recognize an information need and then locate, evaluate, and effectively use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for

Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. **Defining/Focusing.** The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. **Selecting Tools and Resources.** After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. **Extracting and Recording.** Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, chunking reading, finding main ideas, and taking notes.

4. **Processing Information.** After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. **Organizing Information.** Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. **Presenting Findings.** Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyper stack).

7. **Evaluating Efforts.** Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

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§107. Louisiana English Language Arts Content Standards

A. The Louisiana English Language Arts Content Standards listed below should be considered as a whole and not as isolated components of instruction. Further, it should be noted that the content standards are numbered for reference purposes and are not arranged by hierarchy or progression.

1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

2. Students write competently for a variety of purposes and audiences.

3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

4. Students demonstrate competence in speaking and listening as tools for learning and communicating.

5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

6. Students read, analyze, and respond to literature as a record of life experiences.

7. Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2859 (November 2005).

Chapter 3. Standard One

§301. General Provisions

A. **Standard One.** Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

B. **Focus.** As students move through the stages of reading development from emergent literacy to fluent, strategic reading, they learn to draw upon their prior experiences, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., semantic, syntactic, graphophonic). Students need to learn how to vary their approaches according to the type of text (e.g., written, spoken, or visual, including formal, informal, literary, and practical), their purpose in reading, and their own knowledge and experiences. Therefore, students should read for a variety of purposes and within a variety of contexts in order to become proficient and knowledgeable readers. Discovering various purposes and exploring and studying different kinds of texts will enable students to become lifelong readers and productive members of society and the workplace.

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§303. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-1-E1—gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using phonemic awareness, phonics, sentence structure, meaning (1, 4);

2. ELA-1-E2—using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching, sentence framing (1, 4);

3. ELA-1-E3—adjusting speed of reading (e.g., appropriate pacing, intonation, expression) to suit the difficulty of materials and the purpose for reading (e.g., enjoying, learning, problem solving) (1, 4);
4. ELA-1-E4—recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection (1, 4);
5. ELA-1-E5—reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., range for fiction passages C45-1,000 words; range for nonfiction C450-850 words) (1, 3, 4);
6. ELA-1-E6—interpreting (e.g., retelling, summarizing) texts to generate connections to real-life situations (1, 2, 4);
7. ELA-1-E7—reading with fluency (natural sequencing of words) for various purposes (e.g., enjoying, learning, problem solving) (1, 2, 4).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§305. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-1-M1—using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words) (1, 4);
2. ELA-1-M2—interpreting story elements (e.g., mood, tone, style)* and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism)* within a selection (1, 4);
3. ELA-1-M3—reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words) (1, 3, 4);
4. ELA-1-M4—interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific) (1, 2, 4, 5);
5. ELA-1-M5—adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)* (1, 2, 4, 5).

* Inclusive of K-4 examples.

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§307. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-1-H1—using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., contexts, connotations and denotations, word derivations, relationships, inferences) (1, 4);
2. ELA-1-H2—analyzing and evaluating the effects of complex elements and complex literary devices (e.g., irony, sarcasm, ambiguity)** on the meaning and purpose of a selection (1, 2, 4);
3. ELA-1-H3—reading, comprehending, and responding to extended, complex, written, spoken, and visual texts (e.g., ranging from 600-1,500 words) (1, 2, 3, 4);
4. ELA-1-H4—analyzing and evaluating complex texts with supportive explanations to generate connections to real-life situations and other texts (e.g., consumer materials, public documents) (1, 2, 4, 5);
5. ELA-1-H5—adjusting reading rate according to texts and purposes for reading (e.g., analyzing, synthesizing, evaluating)** (1, 2, 4).

* Inclusive of K-4 examples.

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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Chapter 5. Standard Two

§501. General Provisions

A. Standard Two. Students write competently for a variety of purposes and audiences.

B. Focus Writing is a flexible, recursive process that requires an awareness of purpose and audience, an ability to draw on prior experience, and a knowledge of various approaches. To attain the necessary skills to create written text, students should engage in frequent, meaningful writing activities. As students use different strategies and modify their writing for various purposes and audiences, they become competent in communicating in real-life situations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§503. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-2-E1—drawing, dictating and writing compositions that clearly state or imply a central idea with supporting details in a logical, sequential order (beginning, middle, end) (1, 4);
2. ELA-2-E2—focusing on language (vocabulary), concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions (1, 2, 4);
3. ELA-2-E3—creating written texts using the writing process (1, 4);
4. ELA-2-E4—using narration, description, exposition, and persuasion to develop compositions (e.g., stories, letters, poems, logs) (1, 4);
5. ELA-2-E5—recognizing and applying literary devices (e.g., figurative language) (1, 4);
6. ELA-2-E6—writing as a response to texts and life experiences (e.g., journals, letters, lists) (1, 2, 4).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), amended LR 31:2861 (November 2005).

§505. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-2-M1—writing multiparagraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order (1, 4);
2. ELA-2-M2—using language, concepts, and ideas that show an awareness of intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions (1, 2, 4);
3. ELA-2-M3—identifying and applying the steps of the writing process (1, 4);
4. ELA-2-M4—using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)* (1, 4);
5. ELA-2-M5—identifying and applying literary devices (e.g., symbolism, dialogue)* (1, 4);
6. ELA-2-M6—writing as a response to texts and life experiences (e.g., personal and business letters)* (1, 2, 4).

* Inclusive of K-4 examples.

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§507. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-2-H1—writing compositions (250-300 words) that employ specific organizational elements (e.g., spatial order, order of importance, ascending/descending order, chronological order) and clearly imply a central idea with supporting details in a logical, sequential order (1, 4);
2. ELA-2-H2—using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions (1, 2, 4);
3. ELA-2-H3—applying the steps of the writing process, emphasizing revising and editing in final drafts (1, 4);
4. ELA-2-H4—using narration, description, exposition, and persuasion to develop various modes of writing (e.g., editorials, critical analyses)** (1, 4);
5. ELA-2-H5—applying literary devices and various stylistic elements (e.g., diction, sentence structure, voice, tone)** (1, 4);
6. ELA-2-H6—writing as a response to texts and life experiences (e.g., technical writing, resumes)** (1, 2, 4, 5).

* Inclusive of K-4 examples.

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2861 (November 2005).

Chapter 7. Standard Three

§701. General Provisions

A. Standard Three. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

B. Focus. Communication is dependent on the practical application of standard English to real-life situations. Students need to be able to apply the knowledge of the systems and structures of standard English in order to develop, discuss, and critique various texts. When students connect the study of grammar and language patterns to written, spoken, and visual compositions, they begin to incorporate these skills into their own working knowledge and ensure that the texts that they create are well received and understood.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2861 (November 2005).

§703. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-3-E1—writing legibly, allowing margins and correct spacing between letters in a word and words in a sentence (1, 4);
2. ELA-3-E2—demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments (1, 4);
3. ELA-3-E3—demonstrating standard English structure and usage by writing clear, coherent sentences (1, 4);
4. ELA-3-E4—using knowledge of the parts of speech to make choices for writing (1, 4);
5. ELA-3-E5—spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary (1, 4).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§705. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-3-M1—writing fluidly and legibly in cursive or printed form (1, 4);
2. ELA-3-M2—demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations (1, 4);
3. ELA-3-M3—demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles (1, 4, 5);
4. ELA-3-M4—demonstrating understanding of the parts of speech to make choices for writing (1, 4); and
5. ELA-3-M5—spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary (1, 3, 4).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§707. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-3-H1—writing fluidly and legibly in cursive or printed form (1, 4);
2. ELA-3-H2—using the grammatical and mechanical conventions of standard English (1, 4, 5);
3. ELA-3-H3—spelling accurately using strategies and resources (e.g., technical glossary, specialized dictionary) when necessary (1, 3, 4).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2862 (November 2005).

Chapter 9. Standard Four

§901. General Provisions

A. Standard Four. Students demonstrate competence in speaking and listening as tools for learning and communicating.

B. Focus. Communication is dependent on the interpersonal skills of speaking and listening and on the ability to work collaboratively with different people. Since information can be conveyed in various ways (e.g., between persons or groups, between persons and technological mechanisms, or between mechanisms), students need to understand the communication process: the concepts of sender and receiver, the ability to track communication breakdowns, recognition of verbal and nonverbal cues, and the art of follow-through. Understanding the communication process and applying this understanding to different audiences, purposes, and contexts will enable students to achieve effective communication in real-life situations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), amended LR 31:2862 (November 2005).

§903. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-4-E1—speaking intelligibly, using standard English pronunciation (1, 4);
2. ELA-4-E2—giving and following directions/procedures (1, 4);
3. ELA-4-E3—telling or retelling stories in sequence (1, 4);

4. ELA-4-E4—giving rehearsed and unrehearsed presentations (1, 4);
5. ELA-4-E5—speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving) (1, 2, 4, 5);
6. ELA-4-E6—listening and responding to a wide variety of media (e.g., music, TV, film, speech) (1, 3, 4, 5);
7. ELA-4-E7—participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader) (1, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), amended LR 31:2862 (November 2005).

§905. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-4-M1—speaking intelligibly, using standard English pronunciation and diction (1, 4);
2. ELA-4-M2—giving and following directions /procedures (1, 4);
3. ELA-4-M3—using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations (1, 2, 4);
4. ELA-4-M4—speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving) (1, 2, 4, 5);
5. ELA-4-M5—listening and responding to a wide variety of media* (1, 3, 4, 5);
6. ELA-4-M6—participating in a variety of roles in group discussions (e.g., facilitator, recorder)* (1, 4, 5).

* Inclusive of K-4 examples.

** inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§907. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-4-H1—speaking intelligibly, using standard English pronunciation and diction (1, 4);
2. ELA-4-H2—giving and following directions /procedures (1, 4);
3. ELA-4-H3—using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations (1, 2, 4);
4. ELA-4-H4—speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving) (1, 2, 4, 5);
5. ELA-4-H5—listening and responding to a wide variety of media (e.g., CD-ROM)** (1, 3, 4);
6. ELA-4-H6—participating in a variety of roles in group discussion (e.g., mediator)** (1, 4, 5).

* Inclusive of K-4 examples.

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

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Chapter 11. Standard Five

§1101. General Provisions

A. Standard Five. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

B. Focus. The information and technology age demands multifaceted approaches to accessing facts, images, and text from an array of information sources (e.g., libraries, electronic data, audio and video materials). The vast amount of available sources includes the reading and retrieval of information through the use of technology. The ability to identify topics, to gather information, and to evaluate, assemble, and interpret findings from an assortment of sources is one of the most essential real-life skills that students need in order to acquire and communicate knowledge in a rapidly changing world.

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§1103. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-5-E1—recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features) (1, 3, 4);

2. ELA-5-E2—locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials) (1, 3, 4, 5);

3. ELA-5-E3—locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics (1, 3, 4);

4. ELA-5-E4—using available technology to produce, revise, and publish a variety of works (e.g., book reviews, summaries, short research reports) (1, 3, 4);

5. ELA-5-E5—giving credit for borrowed information by telling or listing sources (1, 4);

6. ELA-5-E6—recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams /maps) (1, 2, 3, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), amended LR 31:2863 (November 2005).

§1105. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-5-MCidentifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)* (1, 3, 4);

2. ELA-5-M2—integrating information sources* (1, 3, 4, 5);

3. ELA-5-M3—locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics* (1, 3, 4);

4. ELA-5-M4—using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)* (1, 3, 4);

5. ELA-5-M5—citing references using various formats (e.g., endnotes, bibliography)* (1, 4);

6. ELA-5-M6—identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)* (1, 2, 3, 4, 5).

* Inclusive of K-4 examples.

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003), amended LR 31:2863 (November 2005).

§1107. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-5-H1—evaluating and using organizational features of printed text, other media, and electronic information (e.g., citations, endnotes, bibliographic references)** (1, 3, 4);

2. ELA-5-H2—synthesizing information sources** (1, 3, 4, 5);

3. ELA-5-H3—accessing information and conducting research using a variety of primary and secondary sources to produce formal papers** (1, 2, 3, 4);

4. ELA-5-H4—using available technology to produce, revise, and publish a variety of works (e.g., abstracts, analytical reports, summative research)** (1, 3, 4);

5. ELA-5-H5—citing references using various formats (e.g., parenthetical citations, annotated bibliographies)** (1, 4);

6. ELA-5-H6—analyzing and synthesizing graphic organizers (e.g., organizational charts, concept maps, comparative tables)** (1, 2, 3, 4, 5).

* Inclusive of K-4 examples.

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003), amended LR 31:2864 (November 2005).

Chapter 13. Standard Six

§1301. General Provisions

A. Standard Six. Students read, analyze, and respond to literature as a record of life experiences.

B. Focus. Literature is a record of life experiences as set forth in various writings (e.g., history, novels, poetry, science fiction, essays, news articles, logs). The study of literary texts recognizes characteristics of enduring literature, discovers and reviews the elements of various genres, identifies diverse perspectives, and distinguishes cultural traditions. The study of literature and writers of the United States and throughout the world gives students an appreciation of other cultures in a global society. Through a comprehensive literature program, students learn to make connections between literary texts and their own lives, to develop their own perspectives, and to analyze different viewpoints toward events, circumstances, and issues in our complex society.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:610 (March 2003), amended LR 31:2/864 (November 2005).

§1303. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-6-E1—recognizing and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups (1, 4, 5);
2. ELA-6-E2—recognizing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, short stories) (1, 4);
3. ELA-6-E3—identifying and distinguishing key differences of various genres (1, 2, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003), amended LR 31:2864 (November 2005).

§1305. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following:

1. ELA-6-M1—comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups (1, 4, 5);
2. ELA-6-M2—identifying, comparing, and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., novels, drama)* (1, 2, 4, 5);
3. ELA-6-M3—classifying and interpreting various genres according to their unique characteristics (1, 2, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1307. Benchmarks 9-12

A. As students in grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-6-H1—analyzing, evaluating, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups (1, 2, 4, 5);
2. ELA-6-H2—analyzing and evaluating distinctive elements (e.g., recurrent themes, historical significance, literary techniques) of ancient, American, British, and world literature (1, 2, 4, 5);
3. ELA-6-H3—analyzing, and synthesizing a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., epics)** (1, 2, 4, 5);
4. ELA-6-H4—analyzing and responding to various genres as records of life experiences (1, 2, 4, 5).

* Inclusive of K-4 examples.

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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Chapter 15. Standard Seven

§1501. General Provisions

A. Standard Seven. Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

B. Focus. Students use language daily to solve problems and deal with issues surrounding them. In order to respond effectively to these situations, students need to use the English Language Arts clearly, fluently, strategically, critically, technologically, and creatively. Students should use reasoning skills as they pose questions, plan, predict, investigate, hypothesize, speculate, and communicate about issues they encounter in academic subjects as well as in everyday life.

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§1503. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following:

1. ELA-7-E1—using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts (1, 2, 4);
2. ELA-7-E2—using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts (1, 2, 4);
3. ELA-7-E3—recognizing an author's purpose (reason for writing), and viewpoint (perspective) (1, 2, 4);
4. ELA-7-E4—using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations (1, 2, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1505. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what students know and are able to do includes the following:

1. ELA-7-M1—using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing)* to analyze oral, written, and visual texts (1, 2, 4);
2. ELA-7-M2—using reasoning skills (e.g., categorizing, prioritizing),* life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts (1, 2, 4);
3. ELA-7-M3—interpreting the effects of an author's purpose (reason for writing) and viewpoint (perspective) (1, 2, 4);
4. ELA-7-M4—using inductive and deductive reasoning skills across oral, written, and visual texts* (1, 2, 4, 5).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1507. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following:

1. ELA-7-H1—using comprehension strategies (e.g., synthesizing, critiquing)** to evaluate oral, written, and visual texts (1, 2, 4);
2. ELA-7-H2—using reasoning skills (e.g., analyzing evaluating)** incorporating life experiences, and using available information resources to solve problems in complex oral, written, and visual texts (1, 2, 4, 5);
3. ELA-7-H3—analyzing and evaluating the effects of an author's life, culture, and philosophical assumptions as reflected in the author's viewpoint (perspective) (1, 2, 4, 5);
4. ELA-7-H4—analyzing and evaluating the effects of an author's life, culture, and philosophical assumptions as reflected in the author's viewpoint (perspective) (1, 2, 4, 5).

*Inclusive of K-4 examples.

** Inclusive of K-8 examples.

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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Chapter 17. Grade Level Expectations

§1701. Prekindergarten

A. Reading and Responding. Standard One

1. GLE 1—demonstrate understanding of phonological awareness by doing the following:
 - a. manipulating endings of words and nonsense words to make rhyming sounds;
 - b. manipulating syllables in spoken words (segment/blend);
 - c. identifying and manipulating onset and rime in words with three sounds (onset of the word *cake* is /k/ and the rime of the word *cake* is /-ake/);
 - d. repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1).
2. GLE 2—demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds (PK-LL-L3) (ELA-1-E1);
3. GLE 3—demonstrate understanding of alphabetic principle by doing the following:
 - a. identifying own first name in print;
 - b. identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1);
4. GLE 4—orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1);
5. GLE 5—demonstrate understanding of book and print concepts by doing the following:
 - a. recognizing that a book has a cover and identifying the cover and title of a book;
 - b. holding a book right side up;
 - c. differentiating between an illustration and printed text;
 - d. recognizing that print is read left-to-right and top-to-bottom (PK-LL-R3) (ELA-1-E2);
6. GLE 6—relate pictures to characters (PK-LL-R4) (ELA-1-E4);
7. GLE 7—role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4);
8. GLE 8—listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-E5);

9. GLE 9—answer simple questions about a story read aloud (PK-L-S3) (PK-LL-R4) (ELA-1-E5);
10. GLE 10—share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6);
11. GLE 11—orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6).

B. Reading and Responding. Standard Seven

1. GLE 12—demonstrate understanding of texts read aloud using a variety of strategies, including:
 - a. sequencing two or three pictures to illustrate events in a story;
 - b. participating in a group discussion to predict what a book will be about; and
 - c. determining whether the prediction was accurate (PK-LL-R2) (ELA-7-E1).
2. GLE 13—identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2);
3. GLE 14—use simple reasoning skills, including:
 - a. identifying reality and fantasy in texts read aloud (PF-LL-R1);
 - b. determining why something happens in a story read aloud (PK-LL-R2);
 - c. asking simple questions about a story read aloud (e.g., who, where) (PK-LL-S3) (ELA-7-E4).

C. Writing. Standard Two

1. GLE 15—use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1);
2. GLE 16—orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3);
3. GLE 17—write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4);
4. GLE 18—participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5); and
5. GLE 19—scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6).

D. Writing/Proofreading. Standard Three

1. GLE 20—demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1).

E. Speaking and Listening. Standard Four

1. GLE 21—use words, phrases, and /or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1);
2. GLE 22—carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1);
3. GLE 23—repeat an instruction given orally (PK-LL-S1) (ELA-4-E2);
4. GLE 24—follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2);
5. GLE 25—retell part of a favorite story (PK-LL-R2) (ELA-4-E3);
6. GLE 26—speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4);
7. GLE 27—actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5);
8. GLE 28—listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6);
9. GLE 29—recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7).

F. Information Resources. Standard Five

1. GLE 30—identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (LEA-5-E1);
2. GLE 31—identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2865 (November 2005).

§1703. Kindergarten

A. Reading and Responding. Standard One

1. GLE 1—demonstrate understanding of phonemic awareness by doing the following:
 - a. creating rhyming words;
 - b. demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen;
 - c. identifying when words begin with the same sound;

- d. listening to three sounds (phonemes) and recognizing that two are the same;
 - e. listening to and deleting or adding a beginning, a middle, or a final sound to a word;
 - f. orally segmenting individual sounds (phonemes) in words that have two to five sounds;
 - g. isolating and saying the beginning and final sounds (phonemes) of a spoken word;
 - h. clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1).
2. GLE 2—demonstrate understanding of alphabetic principle by doing the following:
 - a. distinguishing and naming all uppercase and lowercase letters;
 - b. identifying own first and last name (ELA-1-E1).
 3. GLE 3—demonstrate understanding of phonics by doing the following:
 - a. matching each consonant or short vowel sound to the appropriate letter;
 - b. decoding simple one-syllable words (ELA-1-E1).
 4. GLE 4—recognize and understand words found in environmental print (ELA-1-E1);
 5. GLE 5—read books with predictable, repetitive text and simple illustrations (ELA-1-E1);
 6. GLE 6—identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2);
 7. LE 7—demonstrate understanding of book and print concepts by doing the following:
 - a. locating front and back covers, title pages, and inside pages of a book;
 - b. identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence;
 - c. isolating individual words in print (ELA-1-E5).
 8. GLE 8—identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4);
 9. GLE 9—orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher and read by the individual student (ELA-1-E5);
 10. GLE 10—answer questions about the important characters, setting, and events of a story (ELA-1-E5);
 11. GLE 11—describe the connections between life experiences and texts (ELA-1-E6).

B. Reading and Responding, Standard Six

1. GLE 12—respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1);
2. GLE 13—identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2).

C. Reading and Responding, Standard Seven

1. GLE 14—demonstrate understanding of information in texts read aloud using a variety of strategies, including:
 - a. making predictions using prior knowledge and pictures;
 - b. using at least five pictures to sequence the events of a story;
 - c. drawing conclusions from text;
 - d. using pictures to resolve questions (ELA-7-E1).
2. GLE 15—identify problems in texts and offer possible solutions (ELA-7-E2);
3. GLE 16—describe the role of an author and an illustrator (ELA-7-E3);
4. GLE 17—identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E4);
5. GLE 18—ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4);

D. Writing, Standard Two

1. GLE 19—write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1);
2. GLE 20—create compositions by participating in shared writing activities (ELA-2-E1);
3. GLE 21—use illustrations, developmental/ inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2);
4. GLE 22—create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3);
5. GLE 23—use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3);
6. GLE 24—actively discuss ideas and select a focus for group stories (ELA-2-E3);
7. GLE 25—write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures (ELA-2-E4);

8. GLE 26—use rhyme and alliteration in group-shared writing activities (ELA-2-E5);
9. GLE 27—use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6).

E. Writing/Proofreading. Standard Three

1. GLE 28—demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page (ELA-3-E1);
2. GLE 29—print all uppercase and lowercase letters (ELA-3-E1);
3. GLE 30—print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1);
4. GLE 31—identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2);
5. GLE 32—write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5).

F. Speaking and Listening. Standard Four

1. GLE 33—initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1);
2. GLE 34—express feelings, needs, and ideas in complete sentences (ELA-4-E1);
3. GLE 35—give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2);
4. GLE 36—relate an experience or creative story in a logical sequence (ELA-4-E3);
5. GLE 37—describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3);
6. GLE 38—recite short poems, rhymes, and songs (ELA-4-E4);
7. GLE 39—listen to and recite short poems and stories for an audience (ELA-4-E5);
8. GLE 40—respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption (ELA-4-E6);
9. GLE 41—participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper (ELA-4-E7).

G. Information Resources. Standard Five

1. GLE 42—use a computer mouse to navigate the screen (ELA-5-E1);
2. GLE 43—identify that a computer has a keyboard to enter information (ELA-5-E1);
3. GLE 44—use technology to produce class work (ELA-5-E4);
4. GLE 45—read and interpret a classroom schedule (ELA-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1705. First Grade

A. Reading and Responding. Standard One

1. GLE 1—demonstrate understanding of phonemic awareness of:
 - a. creating and stating a series of rhyming words, including consonant blends;
 - b. distinguishing which words have the same target sounds (i.e., beginning, medial, and final) in a given set of spoken words;
 - c. distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the *a* is short in *ran* and long in *make*);
 - d. segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words, without looking at the word or letters in print;
 - e. adding, deleting, or substituting sounds (phonemes) to create new words (ELA-1-E1);
2. GLE 2—demonstrate understanding of phonics by:
 - a. decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, *r*-controlled vowels, and long vowels spelled with more than one letter, including silent *e*;
 - b. reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns;
 - c. identifying and reading words from common word families;
 - d. recognizing base words and the inflectional forms (e.g., suffixes, *-s*, *-es*, *-ed*, *-ing*, *-est*, *-er*);
 - e. reading high-frequency, grade-appropriate nonphonetic words with automaticity (ELA-1-E1);
3. GLE 3—use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1);
4. GLE 4—identify grade-appropriate compound words in print (ELA-1-E1);

5. GLE 5—identify grade-appropriate contractions (e.g., *isn't*, *can't*, *don't*) (ELA-1-E1);
6. GLE 6—identify words in categories with shared conceptual or definitional characteristics (ELA-1-E1);
7. GLE 7—give more than one definition for grade-appropriate words that have more than one meaning (ELA-1-E2);
8. GLE 8—identify the author and the illustrator of a book (ELA-1-E2);
9. GLE 9—identify that the first sentence of a paragraph is indented (ELA-1-E2);
10. GLE 10—identify table of contents in a book (ELA-1-E3);
11. GLE 11—demonstrate ability to read and follow two-step written directions (ELA-1-E3);
12. GLE 12—identify story elements, including:
 - a. speaker or narrator;
 - b. setting;
 - c. characters;
 - d. plot;
 - e. problems and solutions (ELA-1-E4);
13. GLE 13—identify literary devices, including dialogue (ELA-1-E4);
14. GLE 14—retell a story's beginning, middle, and end (ELA-1-E5);
15. GLE 15—retell important facts from informational text (ELA-1-E5);
16. GLE 16—compare the similarities/differences between events in a story and events in life (ELA-1-E6);
17. GLE 17—identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6);
18. GLE 18—demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7).

B. Reading and Responding, Standard Six

1. GLE 19—identify and state/tell cultural differences found in literature read aloud (ELA-6-E1);
2. GLE 20—explain the difference between a fable and a fairy tale (ELA-6-E2);
3. GLE 21—distinguish between a poem, a fable, and a fairy tale (ELA-6-E3).

C. Reading and Responding, Standard Seven

1. GLE 22—demonstrate understanding of information in texts using a variety of strategies, including:
 - a. identifying the main idea and some details in a text;
 - b. after finishing a story, discuss predictions made during reading to determine whether they were reasonable;
 - c. making simple inferences about characters and events;
 - d. resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1);
2. GLE 23—identify alternative solutions and consequences to a problem in texts (ELA-7-E3);
3. GLE 24—identify an author's purpose for writing (e.g., to entertain, to inform, to describe) (ELA-7-E3);
4. GLE 25—apply basic reasoning skills, including:
 - a. identifying simple causes and effects in stories;
 - b. telling differences between reality and fantasy in texts;
 - c. formulating questions beginning with *who*, *what*, *when*, *where*, and *why* about texts read independently (ELA-7-E4).

D. Writing, Standard Two

1. GLE 26—write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1);
2. GLE 27—use specific action and descriptive words when writing a story, description, or narration (e.g., *stomped* instead of *walked* and *magnificent* instead of *big*) for a specific purpose and/or audience (ELA-2-E2);
3. GLE 28—participate in group writing activities and processes, including:
 - a. using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing;
 - b. planning for writing by completing a partially completed graphic organizer;
 - c. writing a first draft of a story, letter, or description using complete sentences;
 - d. conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper;
 - e. revising/editing own writing in first draft;
 - f. creating individual and class-written texts for publication (ELA-2-E3);
4. GLE 29—independently write a variety of grade-appropriate compositions, including:
 - a. simple letters, notes, and stories;

- b. simple informational descriptions;
 - c. simple rhymes and poems (ELA-2-E4);
5. GLE 30—use literary devices including dialogue and sensory details in shared writing activities (ELA-2-E5);
 6. GLE 31—write for various purposes, including:
 - a. responses that include simple judgments about stories and text;
 - b. responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6).

E. Writing/Proofreading, Standard 3

1. GLE 32—write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1);
2. GLE 33—use standard English punctuation, including:
 - a. correctly writing common contractions such as *isn't*, *we'll*, and *I'd*;
 - b. periods, exclamation points, and question marks at the end of sentences;
 - c. commas to separate words in a series (ELA-3-E2);
3. GLE 34—capitalize the first word of a sentence, names of people, the pronoun *I*, and the names of months and days (ELA-3-E2);
4. GLE 35—use the singular and plural forms of high-frequency and commonly used words (ELA-3-E3);
5. GLE 36—identify and use a subject and a verb when writing a complete sentence (ELA-3-E3);
6. GLE 37—distinguish between a complete and an incomplete sentence (ELA-3-E3);
7. GLE 38—identify different types of sentences including telling, asking, and exclaiming (ELA-3-E3);
8. GLE 39—identify and use knowledge parts of speech, including:
 - a. basic singular and plural nouns, pronouns, verbs;
 - b. common conjunctions such as *and*, *but*, and *because*;
 - c. simple transitional words including *first*, *second*, and *finally* (ELA-3-E4);
9. GLE 40—spell grade-appropriate words, including:
 - a. one-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds;
 - b. high-frequency, grade-level words including words with irregular spellings, such as *was*, *were*, *says*, *said*, *who*, *what*, and *why* (ELA-3-E5);
10. GLE 41—create phonetically spelled written work that can be read by the writer and others (ELA-3-E5);
11. GLE 42—spell unfamiliar words using various phonics strategies, including:
 - a. segmenting;
 - b. sounding out;
 - c. matching familiar words and word parts;
 - d. using word walls and word banks (ELA-3-E5);
12. GLE 43—use a beginner's dictionary to verify correct spelling (ELA-3-E5);
13. GLE 44—alphabetize to the first letter (ELA-3-E5);

F. Speaking and Listening, Standard Four

1. GLE 45—speak clearly at a speed and volume appropriate for purpose and setting (ELA-4-E1);
2. GLE 46—follow classroom procedures (e.g., organizing materials) according to teacher directions (ELA-4-E2);
3. GLE 47—give or explain directions for simple processes (e.g., explaining an assignment) to classmates (ELA-4-E2);
4. GLE 48—ask questions to clarify directions and/or classroom routines (ELA-4-E2);
5. GLE 49—retell stories with the following included:
 - a. sequential order using vocabulary from the story;
 - b. descriptive words to answer questions about characters, settings, and events of a story (ELA-4-E3);
6. GLE 50—recite parts of familiar literature to the class (ELA-4-E4);
7. GLE 51—give oral presentations about familiar experiences or topics using eye contact and adequate volume (ELA-4-E4);
8. GLE 52—give oral presentations that have a recognizable organization (e.g., sequence, summary) (ELA-4-E4);
9. GLE 53—use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures (ELA-4-E5);
10. GLE 54—listen and orally respond to information presented in a variety of media, such as audio and video recordings (ELA-4-E6);
11. GLE 55—maintain the topic of conversation with a classmate (ELA-4-E7);

12. GLE 56—engage in discussions about classroom procedures and rules (ELA-4-E7).

G. Information Resources. Standard Five

1. GLE 57—locate information using the organization features of various media, including:

- a. the keyboard to enter information on a computer;
- b. a picture dictionary (ELA-5-E1);

2. GLE 58—use various sources, including print materials and observations, to gather information to explain a topic (ELA-5-E2);

3. GLE 59—record data through pictures or words (ELA-5-E3);

4. GLE 60—use graphic organizers to categorize information and create informal outlines individually and during class discussions (ELA-5-E3);

5. GLE 61—use technology to publish class work such as research questions and answers (ELA-5-E4);

6. GLE 62—locate and read information on simple charts and graphs (ELA-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2868 (November 2005).

§1707. Second Grade

A. Reading and Responding. Standard One

1. GLE 1—identify unique letter-sound patterns, including long and short vowels (e.g., *eg* for short *e*, as in *bread*, and *ought* for long *o*, as in *though*) and consonants (*tch* for /ch/, as in *watch*, and *gh* for /f/, as in *cough*) (ELA-1-E1);

2. GLE 2—demonstrate understanding of phonics by doing the following:

- a. isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word;
- b. fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words;
- c. differentiating short and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., *ou*, *ow*, *ough*, *igh*);
- d. reading regularly spelled words with as many as four syllables;
- e. using phonetic decoding strategies accurately and rapidly in unfamiliar words and text;
- f. using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1);

3. GLE 3—identify and explain common synonyms, antonyms, and homonyms (ELA-1-E1);

4. GLE 4—use knowledge of base words to interpret meaning of unfamiliar words (e.g., *heat/preheat*) (ELA-1-E1);

5. GLE 5—determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses (ELA-1-E1);

6. GLE 6—identify the glossary and index in a book (ELA-1-E2);

7. GLE 7—determine appropriate circumstances to use skimming and scanning to preview text and to find information (ELA-1-E3);

8. GLE 8—identify story elements, including effects of setting on events and characters (ELA-1-E4);

9. GLE 9—identify literary and sound devices, including similes and rhythm in texts (ELA-1-E4);

10. GLE 10—retell a story in sequence including main idea and important supporting details (ELA-1-E5);

11. GLE 11—make statements about how previous reading and life experiences relate to information read in texts (ELA-1-E6);

12. GLE 12—demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation (ELA-1-E7);

13. GLE 13—read texts and simple chapter books silently at independent reading level (ELA-1-E7).

B. Reading and Responding. Standard Six

1. GLE 14—compare and contrast different version of the same story from different cultures through oral, written, and visual responses (ELA-6-E1);

2. GLE 15—identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses (ELA-6-E2);

3. GLE 16—distinguish between a variety of types of literature, including biography, autobiography, and plays (ELA-6-E3).

C. Reading and Responding. Standard Seven

1. GLE 17—demonstrate understanding of information in texts using a variety of strategies, including:

- a. comparing and contrasting story elements (e.g., character, setting, events);
- b. predicting what will happen next in a story or a text;
- c. making simple inferences about information in texts;

d. self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1);

2. GLE 18—discuss and choose the most appropriate solution to a problem in texts (ELA-7-E2);

3. GLE 19—identify the author's viewpoint (i.e., perspective) in a text (ELA-7-E3);

4. GLE 20—apply basic reasoning skills, including:

a. discussing the relationship between cause-effect;

b. asking questions about texts read independently including why and how (ELA-7-E4).

D. Writing. Standard Two

1. GLE 21—write compositions of one or more paragraphs, organized with a central idea and a coherent beginning, middle, and end (ELA-2-E1);

2. GLE 22—use a greater variety of action and descriptive words when writing for a specific purpose and /or audience (ELA-2-E2);

3. GLE 23—develop compositions of one or more paragraphs using writing processes such as the following:

a. independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing);

b. creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing;

c. writing a first draft with a developed beginning, a middle, and an end;

d. conferencing with a teacher or peers;

e. revising for clarity, grammatical and mechanical correctness, and/or to include additional information;

f. creating a final draft for possible publication (ELA-2-E3);

4. GLE 24—Develop grade-appropriate compositions, for example:

a. friendly letters;

b. poems;

c. stories;

d. informational descriptions for possible publication (ELA-2-E4);

5. GLE 25—use literary devices, including patterns of rhythm and simile in writing (ELA-2-E5);

6. GLE 26—write for various purposes, including:

a. letters or invitations that include relevant information and follow a letter/envelope format;

b. informal writing, including messages, journals, notes, and poems (ELA-2-E6).

E. Writing/Proofreading. Standard 3

1. GLE 27—write legible short paragraphs using proper indentation (ELA-3-E1);

2. GLE 28—use standard English punctuation, including:

a. commas in the greeting and closure of a letter, between a city and a state, and in dates;

b. apostrophes in contractions;

c. periods in abbreviations (ELA-3-E2);

3. GLE 29—capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation, and closing of a friendly letter (ELA-3-E2);

4. GLE 30—writing using standard English structure and usage, including:

a. subject-verb agreement in simple and compound sentences;

b. past and present verb tenses;

c. noun and pronoun antecedent agreement;

d. transitional words and conjunctions in sentences;

e. prepositions and prepositional phrases;

f. possessive nouns;

g. adverbs, especially those related to time (ELA-3-E3);

5. GLE 31—distinguish between a sentence and a sentence fragment (ELA-3-E3);

6. GLE 32—use knowledge of parts of speech, including:

a. identifying and using nouns, including proper, common, concrete, abstract, and collective;

b. using correct antecedents of pronouns;

c. identifying and using the standard forms of possessives (e.g., *mom's coat*, *dad's hat*, *girl's shoes*);

d. electing and using verbs in past and present tenses in writing;

e. selecting and using standard forms of personal pronouns;

f. using a variety of conjunctions (e.g., *or*, *nor*, *yet*, *so*);

g. selecting and using adverbs that modify according to time;

- h. identifying and using prepositions appropriately (ELA-3-E4);
- 7. GLE 33—spell grade-appropriate words, including:
 - a. words with short-vowels, long vowels, *r*-controlled vowels, and consonant blends;
 - b. words with short- and long-vowel sounds when those sounds are made with a broad variety of letter combinations (e.g., *ou*, *ow*, *ough*, *igh*);
 - c. frequently used irregularly spelled words (ELA-3-E5);
- 8. GLE 34—use spelling patterns and rules correctly (e.g., dropping silent *-e* before adding *-ing*) (ELA-3-E5);
- 9. GLE 35—use multiple spelling strategies (e.g., word wall, word lists, thinking about the base word, affixes) (ELA-3-E5);
- 10. GLE 36—alphabetize to the second letter and some third letters (ELA-3-E5);
- 11. GLE 37—use a dictionary and a glossary to locate correct spellings (ELA-3-E5).

F. Speaking and Listening. Standard Four

- 1. GLE 38—adjust speaking tone and volume to suit purpose, audience, and setting (ELA-4-E1);
- 2. GLE 39—give/relate multi-step directions to classmates (ELA-4-E2);
- 3. GLE 40—tell and retell stories with the following included:
 - a. sequential order, including setting, character, and simple plot;
 - b. supportive facts and details from the story;
 - c. explicit and implicit main ideas (ELA-4-E3);
- 4. GLE 41—adjust language during a presentation in order to inform or explain to a specific audience (ELA-4-E4);
- 5. GLE 42—deliver informal presentations that demonstrate an understanding of a topic (ELA-4-E4);
- 6. GLE 43—give rehearsed oral presentations about general topics using eye contact, appropriate volume, clear pronunciation, and appropriate visual aids (ELA-4-E4);
- 7. GLE 44—use active listening strategies, including asking for clarification and explanations (ELA-4-E5);
- 8. GLE 45—give oral responses, including:
 - a. telling stories and personal experiences;
 - b. giving explanations and reports (ELA-4-E5);
- 9. GLE 46—compare ideas from a wide variety of media (ELA-4-E6);
- 10. GLE 47—discuss classroom procedures and rules and generate ideas for new procedures and rules (ELA-4-E7);
- 11. GLE 48—identify the role of discussion leader, contributor, and active listener (ELA-4-E7).

G. Information Resources. Standard Five

- 1. GLE 49—locate information using the organizational features of texts, including:
 - a. URL addresses from the Web;
 - b. title pages;
 - c. glossaries;
 - d. indices;
 - e. table of contents;
 - f. chapter headings (ELA-5-E1);
- 2. GLE 50—locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2);
- 3. GLE 51—gather and arrange information in a variety of organizational forms, including graphic organizers, simple outlines, notes, and summaries (ELA-5-E3);
- 4. GLE 52—tell and write about the sources of learned information (ELA-5-E5);
- 5. GLE 53—locate and read information on a chart, graph, diagram, map, and simple timeline (EL-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2870 (November 2005).

§1709. Third Grade

A. Reading and Responding. Standard One

- 1. GLE 1—decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1);
- 2. GLE 2—decode similar words (e.g., *supper* vs. *super*) using knowledge of basic syllabication rules (ELA-1-E1);
- 3. GLE 3—identify and explain words with multiple meanings using contextual clues (ELA-1-E1);

4. GLE 4—demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1);
5. GLE 5—use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1);
6. GLE 6—determine meanings of unfamiliar words using a variety of strategies, including:
 - a. knowledge of common antonyms, synonyms, homonyms, and homographs;
 - b. use of context clues;
 - c. identification of base words and root words (ELA-1-E1);
7. GLE 7—adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3);
8. GLE 8—identify story elements including:
 - a. theme;
 - b. conflict;
 - c. character traits, feelings, and motivation (ELA-1-E4);
9. GLE 9—identify literary devices, including idioms and personification (ELA-1-E4);
10. GLE 10—demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5);
11. GLE 11—connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6);
12. GLE 12—demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7);
13. GLE 13—read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7).

B. Reading and Responding. Standard Six

1. GLE 14—compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1);
2. GLE 15—identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2);
3. GLE 16—identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3);

C. Reading and Responding. Standard Seven

1. GLE 17—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - a. sequencing events;
 - b. making predictions using information from texts;
 - c. making simple inferences and drawing conclusions about information in texts;
 - d. comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts;
 - e. distinguishing between a main idea and a summary;
 - f. identifying main ideas of texts (ELA-7-E1);
2. GLE 18—explain chosen solutions to problems in texts (ELA-7-E2);
3. GLE 19—identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3);
4. GLE 20—explain the author's viewpoint using information from the text (ELA-7-E3);
5. GLE 21—apply basic reasoning skills, including:
 - a. identifying differences between fact and opinion;
 - b. skimming and scanning texts to locate specific information;
 - c. identifying multiple causes and/or effects in texts and life situations;
 - d. raising questions to obtain clarification and/or direct investigation;
 - e. connecting what is learned to real-life situations (ELA-7-E4).

D. Writing. Standard Two

1. GLE 22—write compositions of two or more paragraphs that are organized with the following:
 - a. a central idea;
 - b. a logical, sequential order;
 - c. supporting details that develop ideas;
 - d. transitional words within and between paragraphs (ELA-2-E1);

2. GLE 23—incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2);
3. GLE 24—develop compositions of two or more paragraphs using writing processes such as the following:
 - a. selecting a topic;
 - b. prewriting using strategies such as brainstorming, locating information, and generating graphic organizers;
 - c. drafting;
 - d. conferencing with teachers;
 - e. revising and proofreading;
 - f. creating a final draft for publication (ELA-2-E3);
4. GLE 25—develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4);
5. GLE 26—use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5);
6. GLE 27—write for various purposes, including:
 - a. informal letters using appropriate letter format;
 - b. book reports and informational compositions that include main idea and significant details from the text (ELA-2-E6).

E. Writing/Proofreading. Standard Three

1. GLE 28—write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1);
2. GLE 29—use standard English punctuation, including:
 - a. commas to separate phrases in a series;
 - b. commas to separate parts of addresses (ELA-3-E2);
3. GLE 30—capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2);
4. GLE 31—write using standard English structure and usage, including:
 - a. avoiding run-on sentences;
 - b. using verbs in the future tense;
 - c. making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3);
5. GLE 32—apply knowledge of parts of speech in writing, including:
 - a. using standard future verb tenses;
 - b. using a variety of conjunctions, such as *although*, *since*, *until*, and *while*, in constructing sentences;
 - c. using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions;
 - d. identifying and using irregular plural nouns correctly;
 - e. sing first- and second-, and third-person pronouns correctly;
 - f. selecting and using adverbs that modify according to time, place, manner, and degree;
 - g. identifying and using irregular verb tenses (ELA-3-E4);
6. GLE 33—spell grade-appropriate words, including:
 - a. multisyllabic words made up of both base words and roots and common prefixes and suffixes;
 - b. compound words;
 - c. common homophones (ELA-3-E5);
7. GLE 34—follow common spelling generalizations, including *-qu*, *consonant doubling*, and *changing -y to -i* (ELA-3-E5);
8. GLE 35—alphabetize to the third letter (ELA-3-E5);
9. GLE 36—use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5).

F. Speaking and Listening. Standard Four

1. GLE 37—use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1);
2. GLE 38—give and follow precise directions and instructions (ELA-4-E2);
3. GLE 39—tell a complex story that includes the following:
 - a. a central idea;
 - b. ideas and details organized chronologically (ELA-4-E3);
4. GLE 40—give rehearsed oral presentations that include the following:

- a. expression of an opinion about a text, topic, or idea;
 - b. relevant facts and details from multiple sources (ELA-4-E4);
5. GLE 41—clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4);
6. GLE 42—use active listening strategies, including:
- a. asking questions and responding to ideas/opinions;
 - b. giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5);
7. GLE 43—compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6);
8. GLE 44—assume the role of discussion leader, contributor, and active listener (ELA-4-E7).

G. Information Resources. Standard Five

1. GLE 45—locate information using organizational features of a variety of resources, including:
- a. electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features;
 - b. printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings, and subheadings;
 - c. the Dewey Decimal system;
 - d. electronic and online catalogs (ELA-5-E1);
2. GLE 46—locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2);
3. GLE 47—determine appropriateness of collected information for a specified purpose (ELA-5-E2);
4. GLE 48—use keywords to take notes from written sources (ELA-5-E3);
5. GLE 49—complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3);
6. GLE 50—use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4);
7. GLE 51—use simple bibliographic information to cite source (ELA-5-E5);
8. GLE 52—locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2871 (November 2005).

§1711. Fourth Grade

A. Reading and Responding. Standard One

1. GLE 1—use understanding of base words, roots, prefixes, and suffixes to decode more complex words (ELA-1-E1);
2. GLE 2—determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1);
3. GLE 3—determine word meanings, word choices, and pronunciations using a board variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software (ELA-1-E1);
4. GLE 4—adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3);
5. GLE 5—identify a variety of story elements, including:
- a. the impact of setting on character;
 - b. multiple conflicts;
 - c. first- and third-person points of view;
 - d. development of theme (ELA-1-E4);
6. GLE 6—identify literary devices, including metaphor and hyperbole (ELA-1-E4);
7. GLE 7—answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses (ELA-1-E5);
8. GLE 8—connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written response (ELA-1-E6);
9. GLE 9—increase oral and silent reading fluency and accuracy with grade-appropriate texts (ELA-1-E7);
10. GLE 10—demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression (ELA-1-E7).

B. Reading and Responding. Standard Six

1. GLE 11—compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1);

2. GLE 12—identify a variety of types of literature, including poetry and short stories, in oral and written responses (ELA-6-E2);

3. GLE 13—identify and explain the defining characteristics of various types of literature, including the myth and the legend (ELA-6-E3).

C. Reading and Responding. Standard Seven

1. GLE 14—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as:

- a. sequencing events and steps in a process;
- b. explaining how the setting impacts other story elements, including the characters' traits and actions;
- c. using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations;
- d. confirming or denying a prediction about information in a text;
- e. comparing and contrasting story elements or information within and across texts;
- f. identifying stated main ideas and supporting details;
- g. making simple inferences (ELA-7-E1);

2. GLE 15—justify solutions to problems in texts by verifying, confirming, and supporting (ELA-7-E2);

3. GLE 16—distinguish an author's purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information (ELA-7-E3);

4. GLE 17—explain in oral or written responses how an author's life and times are reflected in a text (ELA-7-E3);

5. GLE 18—explain how an author's purpose influences organization of a text, word choice, and sentence structure (ELA-7-E3);

6. GLE 19—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

- a. supporting differences between fact and opinion with information from texts;
- b. skimming and scanning texts from various purposes (e.g., locating information, verifying facts);
- c. identifying cause-effect relationships in text and real-life situations;
- d. generating questions to guide examination of topics in texts and real-life situations;
- e. explaining connection between information from texts and real-life experiences (ELA-7-E4).

D. Writing. Standard Two

1. GLE 20—write compositions of at least three paragraphs organized with the following:

- a. a clearly stated central idea;
- b. an introduction and a conclusion;
- c. a middle developed with supporting details;
- d. a logical, sequential order;
- e. transitional words and phrases that unify points and ideas (ELA-2-E1);

2. GLE 21—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-E1);

3. GLE 22—identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience (ELA-2-E2);

4. GLE 23—develop grade-appropriate compositions by identifying and applying writing processes, including the following:

- a. selecting topic and form;
- b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers);
- c. drafting;
- d. conferencing with peers and teachers;
- e. revising based on feedback and use of various tools (e.g., *LEAP21 Writer's Checklist*, rubrics);
- f. proofreading/editing;
- g. publishing using available technology (ELA-2-E3);

5. GLE 24—develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and description (ELA-2-E4);

6. GLE 25—use a variety of literary devices, including hyperbole and metaphor, in compositions (ELA-2-E5);

7. GLE 26—write for various purposes, including:

a. formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure;

b. informational reports that include facts and examples and that present important details in a logical order;

c. book reports that include an opinion and /or a persuasive viewpoint (ELA-2-E6).

E. Writing/Proofreading. Standard Three

1. GLE 27—write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency (ELA-3-E1);
2. GLE 28—use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns (ELA-3-E2);
3. GLE 29—capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs (ELA-3-E2);
4. GLE 30—write using standard English structure and usage, including:
 - a. using active and passive voices of verbs;
 - b. avoiding writing with sentence fragments and run-on sentences (ELA-3-E3);
5. GLE 31—apply knowledge of parts of speech in writing, including:
 - a. selecting and using common interjections appropriately;
 - b. identifying and using transitive and intransitive verbs correctly;
 - c. identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect;
 - d. using grade-appropriate irregular verb tenses correctly (ELA-3-E4);
6. GLE 32—use knowledge of root words, affixes, and syllable constructions to spell words (ELA-3-E5);
7. GLE 33—alphabetize to the fourth and fifth letters (ELA-3-E5).

F. Speaking and Listening. Standard Four

1. GLE 34—adjust pacing to suit purpose, audience, and setting when speaking (ELA-4-E1);
2. GLE 35—interpret, follow, and give multi-step directions (ELA-4-E2);
3. GLE 36—deliver presentations that include the following:
 - a. information drawn from several sources and identification of the sources;
 - b. effective introductions and conclusions;
 - c. details, examples, anecdotes, or statistics that explain or clarify information;
 - d. information selected to persuade or influence the audience (ELA-4-E4);
4. GLE 37—demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5);
5. GLE 38—adjust speaking content according to the needs of the audience (ELA-4-E5);
6. GLE 39—listen to and critique messages such as advertising that are communicated in a variety of mediums, including television and print (ELA-4-E6);
7. GLE 40—identify the effectiveness and dynamics of group processes and cooperative learning (ELA-4-E7).

G. Information Resources. Standard Five

1. GLE 41—locate information using organizational features of a variety of resources, including:
 - a. electronic information such as keyword searches, passwords, and entry menu features;
 - b. print materials such as indices, glossaries, table of contents, title pages, and map legends (ELA-5-E1);
2. GLE 42—locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures (ELA-5-E1);
3. GLE 43—evaluate the usefulness of information selected from multiple sources, including:
 - a. library and online databases;
 - b. electronic reference works;
 - c. Internet information;
 - d. community and government data;
 - e. interviews;
 - f. experiments;
 - g. surveys (ELA-5-E2);
4. GLE 44—use keywords and phrases to take notes from oral, written, and electronic media sources (ELA-5-E3);
5. GLE 45—paraphrase or summarize information from a variety of sources (ELA-5-E3);
6. GLE 46—construct simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3);
7. GLE 47—use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports (ELA-5-E4);
8. GLE 48—create a list of sources (e.g., books, encyclopedias, online resources) following a specified format (ELA-5-E5);
9. GLE 49—define *plagiarism* (ELA-5-E5);

10. GLE 50—read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials (ELA-5-E6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2873 (November 2005).

§1713. Fifth Grade

A. Reading and Responding. Standard One

1. GLE 1—identify word meanings using a variety of strategies, including:
 - a. using context clues (e.g., definition, restatement, example, contrast);
 - b. using structural analysis (e.g., base words, roots, affixes);
 - c. determining word origins (etymology);
 - d. using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1);
2. GLE 2—identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1);
3. GLE 3—identify the meanings of idioms and analogies (ELA-1-M1);
4. GLE 4—develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes (ELA-1-M1);
5. GLE 5—Identify and explain story elements, including:
 - a. theme development;
 - b. character development;
 - c. relationship of word choice and mood;
 - d. plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2);
6. GLE 6—identify and explain literary devices in grade-appropriate texts, including:
 - a. how word choice and images appeal to the senses and suggest mood, tone, and style;
 - b. foreshadowing;
 - c. flashback (ELA-1-M2);
7. GLE 7—answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:
 - a. fiction;
 - b. nonfiction;
 - c. poetry;
 - d. songs (ELA-1-M3);
8. GLE 8—identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4).

B. Reading and Responding. Standard Six

1. GLE 9—identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses (ELA-6-M1);
2. GLE 10—compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2);
3. GLE 11—use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:
 - a. fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels);
 - b. nonfiction (e.g., biography, autobiography, informational text);
 - c. poetry (e.g., lyric, narrative);
 - d. drama (e.g., one-act play or skits) (ELA-6-M3).

C. Reading and Responding. Standard Seven

1. GLE 12—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - a. sequencing events and steps in a process;
 - b. summarizing and paraphrasing information;
 - c. identifying stated and implied main ideas and supporting details for each;
 - d. comparing and contrasting literary elements and ideas;
 - e. making simple inferences and drawing conclusions;
 - f. predicting the outcome of a story or situation with reasonable justification;
 - g. identifying literary devices (ELA-7-M1);

2. GLE 13—examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2);
3. GLE 14—use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2);
4. GLE 15—explain an author's purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3);
5. GLE 16—explain how the author's viewpoint (perspective, bias) is reflected in the text (ELA-7-M3);
6. GLE 17—analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
 - a. identifying cause-effect relationships;
 - b. raising questions;
 - c. thinking inductively and deductively;
 - d. generating a theory or hypothesis;
 - e. skimming/scanning;
 - f. distinguishing facts from opinions and probability (ELA-7-M4).

D. Writing. Standard Two

1. GLE 18—write multiparagraph compositions on student- or teacher-selected topics organized with the following:
 - a. an established central idea;
 - b. important ideas or events stated in sequential or chronological order;
 - c. elaboration (e.g., fact, examples, specific details);
 - d. transitional words and phrases that unify points and ideas;
 - e. an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1);
2. GLE 19—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);
3. GLE 20—develop grade-appropriate compositions on student- or teacher-selected topics that include the following:
 - a. word choices (diction) appropriate to the identified audience and/or purpose;
 - b. vocabulary selected to clarify meaning, create images, and set a tone;
 - c. information/ideas selected to engage the interest of the reader;
 - d. clear voice (individual personality);
 - e. variety in sentence structure (ELA-2-M2);
4. GLE 21—develop grade-appropriate compositions applying writing processes such as the following:
 - a. selecting topic and form;
 - b. prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers);
 - c. drafting;
 - d. conferencing (e.g., peer and teacher);
 - e. revising based on feedback and use of various tools (e.g., *LEAP21 Writer's Checklist*, rubrics);
 - f. proofreading/editing;
 - g. publishing using technology (ELA-2-M3);
5. GLE 22—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4);
6. GLE 23—use the various modes to write compositions, including:
 - a. how-to essays;
 - b. stories that incorporate dialogue, characters, plot, setting, and sensory details (ELA-2-M4);
7. GLE 24—develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia (ELA-2-M5);
8. GLE 25—write for various purposes, including:
 - a. formal and informal letters that state a purpose, make requests, or give compliments;
 - b. evaluations of media, such as films, performances, or field trips;
 - c. explanations of stories and poems using retellings, examples, and text-based evidence (ELA-2-M6).

E. Writing/Proofreading. Standard Three

1. GLE 26—use standard English punctuation, including:
 - a. parentheses and commas in direct quotations;

- b. commas to set off appositives and introductory phrases;
 - c. use quotation marks around dialogue (ELA-3-M2);
2. GLE 27—capitalize the first and other important words in titles and proper nouns (ELA-3-M2);
3. GLE 28—write paragraphs and compositions following standard English structure and usage, including:
- a. varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory);
 - b. agreement of subjects and verbs in complex sentences;
 - c. sentences without double negatives;
 - d. correct sentence fragments and run-on sentences (ELA-3-M3);
4. GLE 29—apply knowledge of parts of speech in writing, including:
- a. using same verb tense throughout when appropriate;
 - b. selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4);
5. GLE 30—spell high-frequency, commonly confused, frequently misspelled words correctly (ELA-3-M5);
6. GLE 31—incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).

F. Speaking and Listening, Standard Four

1. GLE 32—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);
2. GLE 33—use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M2);
3. GLE 34—follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2);
4. GLE 35—restate or describe oral directions/procedures for tasks (ELA-4-M2);
5. GLE 36—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);
6. GLE 37—organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3);
7. GLE 38—demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4);
8. GLE 39—deliver formal and informal presentations for a variety of purposes, including:
- a. book reports;
 - b. personal experiences;
 - c. explanations of projects (ELA-4-M4);
9. GLE 40—evaluate media for various purposes, including:
- a. effectiveness of organization and presentation;
 - b. usefulness and relevance of information (ELA-4-M5);
10. GLE 41—participate in group and panel discussions, including:
- a. explaining the effectiveness and dynamics of group process;
 - b. applying agreed-upon rules for formal and informal discussions;
 - c. assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6).

G. Information Resources, Standard Five

1. GLE 42—locate and select information using a variety of organizational features in grade-appropriate resources, including:
- a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);
 - b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);
 - c. frequently accessed and bookmarked Web addresses (ELA-5-M1);
2. GLE 43—locate and integrate information from grade-appropriate resources, including:
- a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);
 - b. electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic (ELA-5-M2);
3. GLE 44—locate, gather, and select information using data-gathering strategies, including:
- a. surveying;
 - b. interviewing;
 - c. paraphrasing (ELA-5-M3);

4. GLE 45—generate grade-appropriate research reports that include information presented in a variety of forms, including:
 - a. visual representations of data/information;
 - b. graphic organizers (e.g., outlines, timelines, charts, webs);
 - c. bibliographies (ELA-5-M3);
5. GLE 46—use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports (ELA-5-M4);
6. GLE 47—give credit for borrowed information following acceptable use policy, including:
 - a. integrating quotations and citations;
 - b. using endnotes;
 - c. creating bibliographies and/or works cited lists (ELA-5-M5);
7. GLE 48—interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps (ELA-5-M6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2875 (November 2005).

§1715. Sixth Grade

A. Reading and Responding. Standard One

1. GLE 1—identify word meanings using a variety of strategies, including:
 - a. using context clues (e.g., definition, restatement, example, contrast);
 - b. using structural analysis (e.g., roots, affixes);
 - c. determining word origins (etymology);
 - d. using knowledge of idioms;
 - e. explaining word analogies (ELA-1-M1);
2. GLE 2—identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1);
3. GLE 3—develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes (ELA-1-M1);
4. GLE 4—identify and explain story elements, including:
 - a. theme development;
 - b. character development;
 - c. relationship of word choice and mood;
 - d. plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2);
5. GLE 5—identify and explain literacy and sound devices, including:
 - a. foreshadowing;
 - b. flashback;
 - c. imagery;
 - d. onomatopoeia (ELA-1-M2);
6. GLE 6—answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:
 - a. comic strips;
 - b. editorial cartoons;
 - c. speeches (ELA-1-M3);
7. GLE 7—explain the connections between ideas and information in a variety of texts (e.g., journals, technical specifications, advertisements) and real-life situations and other texts (ELA-1-M4).

B. Reading and Responding. Standard Six

1. GLE 8—compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA-6-M1);
2. GLE 9—compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA-6-M2);
3. GLE 10—use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:
 - a. fiction (e.g., myths, historical fiction);
 - b. nonfiction (e.g., newspaper articles, magazine articles);
 - c. poetry (e.g., lyric, narrative);

d. drama (e.g., short plays) (ELA-6-M3).

C. Reading and Responding Standard Seven

1. GLE 11—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

- a. sequencing events and steps in a process;
- b. summarizing and paraphrasing information;
- c. identifying stated or implied main ideas and supporting details;
- d. comparing and contrasting literary elements and ideas;
- e. making simple inferences and drawing conclusions;
- f. predicting the outcome of a story or situation;
- g. identifying literary devices (ELA-7-M1);

2. GLE 12—examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2);

3. GLE 13—use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2);

4. GLE 14—analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3);

5. GLE 15—identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author's viewpoint (perspective) in texts (ELA-7-M3);

6. GLE 16—analyze grade-appropriate print and nonprint texts using various reasoning skills, including:

- a. identifying cause-effect relationships;
- b. raising questions;
- c. reasoning inductively and deductively;
- d. generating a theory or hypothesis;
- e. skimming/scanning;
- f. distinguishing facts from opinions and probability (ELA-7-M4).

D. Writing Standard Two

1. GLE 17—write multiparagraph compositions on student- or teacher-selected topics organized with the following:

- a. an established central idea;
- b. organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic;
- c. elaboration (e.g., fact, examples, and/or specific details);
- d. transitional words and phrases that unify ideas and points;
- e. an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1);

2. GLE 18—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);

3. GLE 19—develop grade-appropriate compositions on student- or teacher-selected topics that include the following:

- a. word choices (diction) appropriate to the identified audience and/or purpose;
- b. vocabulary selected to clarify meaning, create images, and set a tone;
- c. information/ideas selected to engage the interest of the reader;
- d. clear voice (individual personality);
- e. variety in sentence structure (ELA-2-M2);

4. GLE 20—develop grade-appropriate compositions applying writing processes such as the following:

- a. selecting topic and form;
- b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers);
- c. drafting;
- d. conferencing (e.g., peer, teacher);
- e. revising based on feedback and use of various tools (e.g., *LEAP21 Writer's Checklist*, rubrics);
- f. proofreading/editing;
- g. publishing using technology (ELA-2-M3);

5. GLE 21—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4);

6. GLE 22—use the various modes of write compositions, including:
 - a. comparison/contrast;
 - b. essays based on a stated opinion (ELA-2-M4);
7. GLE 23—develop writing using a variety to literary devices, including foreshadowing, flashback, and imagery (ELA-2-M5);
8. GLE 24—write for various purposes, including:
 - a. business letters that include a heading, inside address, salutation, body, and signature;
 - b. evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons;
 - c. text-supported interpretations of elements of novels, stories, poems, and plays (ELA-2-M6).

E. Writing/Proofreading. Standard Three

1. GLE 25—use standard English punctuation, including:
 - a. hyphens to separate syllables of words and compound adjectives;
 - b. commas and coordinating conjunctions to separate independent clauses in compound sentences;
 - c. colons after salutation in business letters (ELA-3-M2);
2. GLE 26—capitalize names of companies, buildings, monuments, and geographical names (ELA-3-M2);
3. GLE 27—write paragraphs and compositions following standard English structure and usage, including:
 - a. possessive forms of singular and plural nouns and pronouns;
 - b. regular and irregular verb tenses;
 - c. homophones (ELA-3-M3);
4. GLE 28—apply knowledge of parts of speech in writing, including:
 - a. prepositional phrases;
 - b. interjections for emphasis;
 - c. conjunctions and transitions to connect ideas (ELA-3-M4);
5. GLE 29—spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5);
6. GLE 30—use a variety to resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).

F. Speaking and Listening. Standard Four

1. GLE 31—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);
2. GLE 32—use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1);
3. GLE 33—follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2);
4. GLE 34—state oral directions/procedures for tasks (ELA-4-M2);
5. GLE 35—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);
6. GLE 36—organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3);
7. GLE 37—demonstrate active listening strategies for various purposes, including:
 - a. viewing a video to interpret the meaning of the story, to determine the speaker's character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation;
 - b. summarizing the main points of a speaker's message, including supporting details and their significance (ELA-4-M4);
8. GLE 38—deliver oral presentations and responses, including:
 - a. a research-based presentation;
 - b. formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4);
9. GLE 39—evaluate media for various purposes, including:
 - a. text structure;
 - b. images/sensory details;
 - c. support for main position;
 - d. background information;
 - e. opinions vs. facts;
 - f. sequence of ideas and organization (ELA-4-M5);
10. GLE 40—participate in group and panel discussions (ELA-4-M5);
 - a. explaining the effectiveness and dynamics of group process;

- b. applying a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6).

G. Information Resources. Standard Five

1. GLE 41—locate and select information using organizational features of grade-appropriate resources, including:
 - a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);
 - b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);
 - c. frequently accessed and bookmarked Web addresses;
 - d. organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses) (ELA-5-M1);
2. GLE 42—locate and integrate information from grade-appropriate resources, including:
 - a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);
 - b. electronic sources (e.g., Web sites, databases);
 - c. other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2);
3. GLE 43—identify sources as primary and secondary to determine credibility of information (ELA-5-M2);
4. GLE 44—locate, gather, and select information using data-gathering strategies, including:
 - a. surveying;
 - b. interviewing;
 - c. paraphrasing (ELA-5-M3);
5. GLE 45—generate grade-appropriate research reports that include information presented in a variety of forms, including:
 - a. visual representations of data/information;
 - b. graphic organizers (e.g., outlines, timelines, charts, webs);
 - c. bibliographies (ELA-5-M3);
6. GLE 46—use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA-5-M4);
7. GLE 47—give credit for borrowed information following acceptable-use policy, including:
 - a. integrating quotations and citations;
 - b. using endnotes;
 - c. creating bibliographies and/or works cited lists (ELA-5-M5);
8. GLE 48—interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1717. Seventh Grade

A. Reading and Responding. Standard One

1. GLE 1—develop vocabulary using a variety of strategies, including:
 - a. use of connotative and denotative meanings;
 - b. use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA-1-M1);
2. GLE 2—explain story elements, including:
 - a. the revelation of character motivation through thoughts, words, and actions;
 - b. plot sequence (e.g., exposition, rising action, climax, falling action, resolution);
 - c. conflicts (e.g., man vs. man, nature, society, self) and their effect on plot;
 - d. effects of first- and third-person points of view;
 - e. theme development (ELA-1-M2);
3. GLE 3—interpret literary devices, including:
 - a. symbolism;
 - b. puns;
 - c. analogies (ELA-1-M2);
4. GLE 4—draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including:
 - a. instructional materials;
 - b. essays;

c. dramas (ELA-1-M3);

5. GLE 5—interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4).

B. Reading and Responding. Standard Six

1. GLE 6—identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1);

2. GLE 7—compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2);

3. GLE 8—use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:

- a. fiction (e.g., science fiction/fantasy);
- b. nonfiction (e.g., essays, letters);
- c. poetry (e.g., lyric, narrative);
- d. drama (e.g., short plays) (ELA-6-M3).

C. Reading and Responding. Standard Seven

1. GLE 9—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

- a. sequencing events and steps in a process;
- b. summarizing and paraphrasing information;
- c. identifying stated or implied main ideas and explaining how details support ideas;
- d. making inferences and drawing conclusions;
- e. predicting the outcome of a story or situation;
- f. identifying literary devices (ELA-7-M1);

2. GLE 10—explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2);

3. GLE 11—use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2);

4. GLE 12—explain the effects of an author's stated purpose for writing (ELA-7-M3);

5. GLE 13—identify an author's bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3);

6. GLE 14—analyze grade-appropriate print and nonprint texts using various reasoning skills, for example:

- a. identifying cause-effect relationships;
- b. raising questions;
- c. reasoning inductively and deductively;
- d. generating a theory or hypothesis;
- e. skimming/scanning (ELA-7-M4).

D. Writing. Standard Two

1. GLE 15—write multiparagraph compositions on student- or teacher-selected topics organized with the following:

- a. established central idea;
- b. organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic;
- c. elaboration (e.g., fact, examples, and/or specific details);
- d. transitional words and phrases that unify ideas and points;
- e. overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1);

2. GLE 16—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);

3. GLE 17—develop grade-appropriate compositions on student- or teacher-selected topics that include the following:

- a. word choices (diction) appropriate to the identified audience and/or purpose;
- b. vocabulary selected to clarify meaning, create images, and set a tone;
- c. information/ideas selected to engage the interest of the reader;
- d. clear voice (individual/personality);
- e. variety in sentence structure (ELA-2-M2);

4. GLE 18—develop grade-appropriate compositions by identifying and applying writing processes, such as the following:

- a. selecting topic and form;
 - b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers);
 - c. drafting;
 - d. conferencing (e.g., peer and teacher);
 - e. revising based on feedback and use of various tools (e.g., *LEAP21 Writer's Checklist*, rubrics);
 - f. proofreading/editing;
 - g. publishing using technology (ELA-2-M3);
5. GLE 19—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4);
 6. GLE 20—use the various modes to write compositions, including:
 - a. essays based on a stated opinion;
 - b. fictional narratives (ELA-2-M4);
 7. GLE 21—develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5);
 8. GLE 22—write for various purposes, including:
 - a. letters of complaint supported with complete and accurate information and reasons;
 - b. evaluations of media, such as television, radio, and the arts;
 - c. test-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels;
 - d. applications, such as memberships and library cards (ELA-2-M6).
- E. Writing/Proofreading. Standard Three
1. GLE 23—use standard English punctuation, including:
 - a. commas to set off direct quotations, nouns of direct address, and after introductory words or phrases;
 - b. semicolons or colons to separate independent clauses (ELA-3-M2);
 2. GLE 24—write paragraphs and compositions following standard English structure and usage, including:
 - a. varied sentence structures, including complex sentences;
 - b. antecedents that agree with pronouns in number, person, and gender;
 - c. sentences without double negatives (ELA-3-M3);
 3. GLE 25—apply knowledge of parts of speech in writing, including:
 - a. infinitives and participles;
 - b. superlative and comparative degrees of adjectives;
 - c. adverbs (ELA-3-M4);
 4. GLE 26—spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5);
 5. GLE 27—use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).
- F. Speaking and Listening. Standard Four
1. GLE 28—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);
 2. GLE 29—use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1);
 3. GLE 30—follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2);
 4. GLE 31—state oral directions/procedures for tasks (ELA-4-M2);
 5. GLE 32—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);
 6. GLE 33—organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3);
 7. GLE 34—evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA-4-M4);
 8. GLE 35—deliver formal and informal persuasive presentations (ELA-4-M4);
 9. GLE 36—deliver grade-appropriate research-based presentations (ELA-4-M4);
 10. GLE 37—evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA-4-M5);
 11. GLE 38—participate in group and panel discussions, including:
 - a. explaining the effectiveness and dynamics of group processes;
 - b. applying agreed-upon rules for formal and informal discussions;
 - c. assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6).

G. Information Resources. Standard Five

1. GLE 39—locate and select information using organizational features of grade-appropriate resources, including:
 - a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);
 - b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);
 - c. frequently accessed and bookmarked Web addresses;
 - d. features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA-5-M1);
2. GLE 40—locate and integrate information from a variety of grade-appropriate resources, including:
 - a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);
 - b. electronic sources (e.g., Web sites, databases);
 - c. other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2);
3. GLE 41—explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2);
4. GLE 42—gather and select information using data-gathering strategies/tools, including:
 - a. surveying;
 - b. interviewing;
 - c. paraphrasing (ELA-5-M3);
5. GLE 43—generate grade-appropriate research reports that include information presented in a variety of forms, including:
 - a. visual representations of data/information;
 - b. graphic organizers (e.g., outlines, timelines, charts, webs);
 - c. works cited lists and/or bibliographies (ELA-5-M3);
6. GLE 44—use word processing and /or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4);
7. GLE 45—give credit for borrowed information following acceptable use policy, including:
 - a. integrating quotations and citations;
 - b. using end notes;
 - c. creating bibliographies and/or works cited lists (ELA-5-M5);
8. GLE 46—interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

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§1719. Eighth Grade

A. Reading and Responding. Standard One

1. GLE 1—develop vocabulary using a variety of strategies, including:
 - a. use of connotative and denotative meanings;
 - b. use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1);
2. GLE 2—interpret story elements, including:
 - a. stated and implied themes;
 - b. development of character types (e.g., flat, round, dynamic, static);
 - c. effectiveness of plot sequence and /or subplots;
 - d. the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot;
 - e. difference in third-person limited and omniscient points of view;
 - f. how a theme is developed (ELA-1-M2);
3. GLE 3—interpret literary devices, including:
 - a. allusions;
 - b. understatement (meiosis);
 - c. how word choice and images appeal to the senses and suggest mood and tone;
 - d. the use of foreshadowing and flashback to direct plot development;
 - e. the effects of hyperbole and symbolism (ELA-1-M2);

4. GLE 4—draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including:

- a. epics;
- b. consumer materials;
- c. public documents (ELA-1-M3);

5. GLE 5—interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4).

B. Reading and Responding. Standard Six

1. GLE 6—analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1);

2. GLE 7—compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2);

3. GLE 8—use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including:

- a. fiction (e.g., mystery, novel);
- b. nonfiction (e.g., workplace documents, editorials);
- c. poetry (e.g., lyric, narrative);
- d. drama (e.g., plays) (ELA-6-M3).

C. Reading and Responding. Standard Seven

1. GLE 9—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

- a. sequencing events to examine and evaluate information;
- b. summarizing and paraphrasing to examine and evaluate information;
- c. interpreting stated or implied main ideas;
- d. comparing and contrasting literary elements and ideas within and across texts;
- e. making inferences and drawing conclusions;
- f. predicting the outcome of a story or situation;
- g. identifying literary devices (ELA-7-M1);

2. GLE 10—explain the relationship between life experiences and texts to generate solutions to solve problems (ELA-7-M2);

3. LE 11—use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2);

4. GLE 12—evaluate the effectiveness of an author's purpose (ELA-7-M3);

5. GLE 13—analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3);

6. GLE 14—analyze grade-appropriate print and nonprint texts using various reasoning skills, including:

- a. identifying cause-effect relationships;
- b. raising questions;
- c. reasoning inductively and deductively;
- d. generating a theory or hypothesis;
- e. skimming/scanning;
- f. distinguishing facts from opinions and probability (ELA-7-M4).

D. Writing. Standard Two

1. GLE 15—write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following:

- a. a clearly stated focus or central idea;
- b. important ideas or events stated in a selected order;
- c. organizational patterns (e.g., comparison /contrast, order of importance, chronological order) appropriate to the topic;
- d. elaboration (anecdotes, relevant facts, examples, and/or specific details);
- e. transitional words and phrases that unify ideas and points;
- f. an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1);

2. GLE 16—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);

3. GLE 17—develop grade-appropriate compositions on student- or teacher-selected topics that include the following:

- a. word choices (diction) appropriate to the identified audience and/or purpose;
 - b. vocabulary selected to clarify meaning, create images, and set a tone;
 - c. information/ideas selected to engage the interest of the reader;
 - d. clear voice (individual personality);
 - e. variety in sentence structure (ELA-2-M2);
4. GLE 18—develop grade-appropriate compositions by identifying and applying writing processes such as the following:
- a. selecting topic and form;
 - b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers);
 - c. drafting;
 - d. conferencing (e.g., peer and teacher);
 - e. revising based on feedback and use of various tools (e.g., *LEAP21 Writer's Checklist*, rubrics);
 - f. proofreading/editing;
 - g. publishing using technology (ELA-2-M3);
5. GLE 19—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4);
6. GLE 20—use the various modes to write compositions, including:
- a. short stories developed with literary devices;
 - b. problem/solution essays;
 - c. essays defending a stated position (ELA-2-M4);
7. GLE 21—develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5);
8. GLE 22—write for a wide variety of purposes, including:
- a. persuasive letters that include appropriate wording and tone and that state an opinion;
 - b. evaluations of advertisements, political cartoons, and speeches;
 - c. text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6).

E. Writing/Proofreading. Standard Three

1. GLE 23—use standard English capitalization and punctuation consistently (ELA-3-M2);
2. GLE 24—write paragraphs and compositions following standard English structure and usage, including:
 - a. varied sentence structure and patterns, including complex sentences;
 - b. phrases and clauses used correctly as modifiers (ELA-3-M3);
3. GLE 25—apply knowledge of parts of speech in writing, including:
 - a. infinitives, participles, and gerunds;
 - b. superlative and comparative degrees of adjectives;
 - c. adverbs (ELA-3-M4);
4. GLE 26—spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5);
5. GLE 27—use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).

F. Speaking and Listening. Standard Four

1. GLE 28—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);
2. GLE 29—use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1);
3. GLE 30—follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2);
4. GLE 31—state oral directions/procedures for tasks (ELA-4-M2);
5. GLE 32—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);
6. GLE 33—organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion (ELA-4-M3);
7. GLE 34—determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA-4-M4);
8. GLE 35—deliver grade-appropriate persuasive presentations (ELA-4-M4);
9. GLE 36—summarize a speaker's purpose and point of view (ELA-4-M4);
10. GLE 37—compare, contrast, and evaluate information found in a wide variety of text/electronic media (e.g., microprint, public speeches, art form) (ELA-4-M5);

11. GLE 38—participate in group and panel discussions, including:
 - a. explaining the effectiveness and dynamics of group process;
 - b. applying agreed-upon rules for formal and informal discussions;
 - c. assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6).

G. Information Resources. Standard Five

1. GLE 39—locate and select information using organizational features of grade-appropriate resources, including:
 - a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);
 - b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);
 - c. frequently accessed and bookmarked Web addresses;
 - d. organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1);
2. GLE 40—locate and integrate information from a variety of grade-appropriate resources, including:
 - a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);
 - b. electronic sources (e.g., Web sites, databases);
 - c. other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2);
3. GLE 41—explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2);
4. GLE 42—gather and select information using data-gathering strategies/tools, including:
 - a. surveying;
 - b. interviewing;
 - c. paraphrasing (ELA-5-M3);
5. GLE 43—generate grade-appropriate research reports that include information presented in a variety of forms, including:
 - a. visual representations of data/information;
 - b. graphic organizers (e.g., outlines, timelines, charts, webs);
 - c. works cited lists and/or bibliographies (ELA-5-M3);
6. GLE 44—use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4);
7. GLE 45—give credit for borrowed information following acceptable use policy, including:
 - a. integrating quotations and citations;
 - b. using endnotes;
 - c. creating bibliographies and/or works cited lists (ELA-5-M5);
8. GLE 46—interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

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§1721. Ninth Grade

A. Reading and Responding. Standard One

1. GLE 1—extend basic and technical vocabulary using a variety of strategies, including:
 - a. use of context clues;
 - b. use of knowledge of Greek and Latin roots and affixes;
 - c. use of denotative and connotative meanings;
 - d. tracing etymology (ELA-1-H1);
2. GLE 2—identify and explain story elements, including:
 - a. the author's use of direct and indirect characterization;
 - b. the author's pacing of action and use of plot development, subplots, parallel episodes; and climax to impact the reader;
 - c. the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2);
3. GLE 3—identify and explain the significance of literary devices, including:
 - a. mixed metaphors;
 - b. imagery;

- c. symbolism;
- d. flashback;
- e. foreshadowing;
- f. sarcasm/irony;
- g. implied metaphors;
- h. oxymoron (ELA-1-H2);

4. GLE 4—draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:

- a. nonfiction works;
- b. short stories/novels;
- c. five-act plays;
- d. poetry/epics;
- e. film/visual texts;
- f. consumer/instructional materials;
- g. public documents (ELA-1-H3);

5. GLE 5—explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4).

B. Reading and Responding. Standard Six

1. GLE 6—compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1);

2. GLE 7—identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2);

3. GLE 8—identify and explain recurrent themes in world literature (ELA-6-H2);

4. GLE 9—analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:

- a. essays by early and modern writers;
- b. epic poetry such as *The Odyssey*;
- c. forms of lyric and narrative poetry such as ballads and sonnets;
- d. drama, including ancient, Renaissance, and modern;
- e. short stories and novels;
- f. biographies and autobiographies (ELA-6-H3);

5. GLE 10—identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example:

- a. an essay expresses a point of view;
- b. a legend chronicles the life of a cultural hero;
- c. a short story or novel provides a vicarious life experience (ELA-6-H4).

C. Reading and Responding. Standard Seven

1. GLE 11—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:

- a. summarizing and paraphrasing information and story elements;
- b. comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information;
- c. comparing and contrasting complex literary elements, devices, and ideas within and across texts;
- d. examining the sequence of information and procedures in order to critique the logic or development of ideas in texts;
- e. making inferences and drawing conclusions;
- f. making predictions and generalizations (ELA-7-H1);

2. GLE 12—solve problems using reasoning skills, including:

- a. using supporting evidence to verify solutions;
- b. analyzing the relationships between prior knowledge and life experiences and information in the texts;
- c. using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2);

3. GLE 13—identify and explain the impact of an author's life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3);

4. GLE 14—analyze information within and across grade-appropriate texts using various reasoning skills, including:

- a. identifying cause-effect relationships;
- b. raising questions;
- c. reasoning inductively and deductively;
- d. generating a theory or hypothesis;
- e. distinguishing facts from opinions and probability (ELA-7-H4).

D. Writing. Standard Two

1. GLE 15—develop organized, coherent paragraphs that include the following:

- a. topic sentences;
- b. logical sequence;
- c. transitional words and phrases;
- d. appropriate closing sentences;
- e. parallel construction where appropriate (ELA-2-H1);

2. GLE 16—develop multiparagraph compositions organized with the following:

- a. a clearly stated central idea or thesis statement;
- b. a clear, overall structure that includes an introduction, a body, and an appropriate conclusion;
- c. supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction);
- d. transitional words and phrases that unify throughout (ELA-2-H1);

3. GLE 17—develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:

- a. word choices appropriate to the identified audience and/or purpose;
- b. vocabulary selected to clarify meaning, create images, and set a tone;
- c. information/ideas selected to engage the interest of the reader;
- d. clear voice (individual personality) (ELA-2-H2);

4. GLE 18—develop complex compositions using writing processes, including:

- a. selecting topic and form (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements);
- b. prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements);
- c. drafting;
- d. conferencing (e.g., peer and teacher);
- e. revising for content and structure based on feedback;
- f. proofreading/editing to improve conventions of language;
- g. publishing using technology (ELA-2-H3);

5. GLE 19—develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4);

6. GLE 20—develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including:

- a. literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony;
- b. vocabulary and phrasing that reflect an individual character (voice);
- c. a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5);

7. GLE 21—write for various purposes, including:

- a. formal and business letters, such as letters of complaint and requests for information;
- b. letters to the editor;
- c. job applications;
- d. text-supported interpretations that connect life experiences to works of literature (ELA-2-H6).

E. Writing/Proofreading. Standard Three

1. GLE 22—apply standard rules of sentence formation, avoiding common errors, such as:

- a. fragments;
- b. run-on sentences;
- c. syntax problems (ELA-3-H2);

2. GLE 23—apply standard rules of usage, including:

- a. making subjects and verbs agree;

- b. using verbs in appropriate tenses;
 - c. making pronouns agree with antecedents;
 - d. using pronouns appropriately in nominative, objective, and possessive cases;
 - e. using adjectives in comparative and superlative degrees and adverbs correctly;
 - f. avoiding double negatives;
 - g. using all parts of speech appropriately (ELA-3-H2);
3. GLE 24—apply standard rules of mechanics, including:
- a. using commas to set off appositives or parenthetical phrases;
 - b. using quotation marks to set off titles of short works;
 - c. using colons preceding a list and after a salutation in a business letter;
 - d. using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2);
4. GLE 25—use correct spelling conventions when writing and editing (ELA-3-H3);
5. GLE 26—use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3).

F. Speaking and Listening. Standard Four

1. GLE 27—use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1);
2. GLE 28—select language appropriate to specific purposes and audiences when speaking, including:
- a. delivering informational/book reports in class;
 - b. conducting interviews/surveys of classmates or the general public;
 - c. participating in class discussions (ELA-4-H1);
3. GLE 29—listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including:
- a. taking accurate notes;
 - b. writing summaries or responses;
 - c. forming groups (ELA-4-H2);
4. LE 30—organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2);
5. GLE 31—deliver oral presentations that include the following:
- a. phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response;
 - b. language choices selected to suit the content and context;
 - c. an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3);
6. GLE 32—use active listening strategies, including:
- a. monitoring messages for clarity;
 - b. selecting and organizing essential information;
 - c. noting cues such as changes in pace;
 - d. generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4);
7. GLE 33—deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4);
8. GLE 34—analyze media information in oral and written responses, including:
- a. summarizing the coverage of a media event;
 - b. comparing messages from different media (ELA-4-H5);
9. GLE 35—participate in group and panel discussions, including:
- a. identifying the strengths and talents of other participants;
 - b. acting as facilitator, recorder, leader, listener, or mediator;
 - c. evaluating the effectiveness of participant's performance (ELA-4-H6).

G. Information Resources. Standard Five

1. GLE 36—identify and use organizational features to locate relevant information for research projects using a variety of resources, including:
- a. print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references);
 - b. electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1);

2. GLE 37—locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:
 - a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs; specialized dictionaries, almanacs, technical encyclopedias; and periodicals);
 - b. electronic sources (e.g., Web sites, databases);
 - c. other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2);
3. GLE 38—analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2);
4. GLE 39—access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:
 - a. formulating clear research questions;
 - b. gathering evidence from primary and secondary sources;
 - c. using graphic organizers (e.g., outlining, charts, timelines, webs);
 - d. compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3);
5. GLE 40—write a variety of research reports, which include the following:
 - a. research supporting the main ideas;
 - b. facts, details, examples, and explanations from sources;
 - c. graphics when appropriate;
 - d. complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies (ELA-5-H3));
6. GLE 41—use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4);
7. GLE 42—give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:
 - a. using parenthetical documentation to integrate quotes and citations;
 - b. preparing bibliographies and/or works cited list (ELA-5-H5);
8. GLE 43—analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2884 (November 2005).

§1723. Tenth Grade

A. Reading and Responding. Standard One

1. GLE—1. Extend basic and technical vocabulary using a variety of strategies, including:
 - a. use of context clues;
 - b. use of knowledge of Greek and Latin roots and affixes;
 - c. use of denotative and connotative meanings;
 - d. tracing etymology (ELA-1-H1);
2. GLE 2—analyze the development of story elements, including:
 - a. characterization;
 - b. plot and subplot(s);
 - c. theme;
 - d. mood/atmosphere (ELA-1-H2);
3. GLE 3—analyze the significance within a context of literary devices, including:
 - a. imagery;
 - b. symbolism;
 - c. flashback;
 - d. foreshadowing;
 - e. irony, ambiguity, contradiction;
 - f. allegory;
 - g. tone;
 - h. dead metaphor;

i. personification, including pathetic fallacy (ELA-1-H2);

4. GLE 4—draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:

- a. short stories/novels;
- b. nonfiction works;
- c. five-act plays;
- d. poetry/epics;
- e. film/visual texts;
- f. consumer/instructional materials;
- g. public documents (ELA-1-H3);

5. GLE 5—analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4).

B. Reading and Responding. Standard Six

1. GLE 6—compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1);

2. GLE 7—analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2);

3. GLE 8—analyze recurrent themes in world literature (ELA-6-H2);

4. GLE 9—analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:

- a. essays by early and modern writers;
- b. lyric, narrative, and dramatic poetry;
- c. drama, including ancient, Renaissance, and modern;
- d. short stories, novellas, and novels;
- e. biographies and autobiographies;
- f. speeches (ELA-6-H3);

5. GLE 10—identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:

- a. an essay expresses a point of view;
- b. a legend chronicles the life of a cultural hero;
- c. a short story or novel provides a vicarious life experience (ELA-6-H4).

C. Reading and Responding. Standard Seven

1. GLE 11—demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:

- a. summarizing and paraphrasing information and story elements;
- b. comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information);
- c. comparing and contrasting complex literary elements, devices, and ideas within and across texts;
- d. examining the sequence of information and procedures in order to critique the logic or development of ideas in texts;
- e. making inferences and drawing conclusions;
- f. making predictions and generalizations (ELA-7-H1);

2. GLE 12—solve problems using reasoning skills, including:

- a. using supporting evidence to verify solutions;
- b. analyzing the relationships between prior knowledge and life experiences and information in texts;
- c. using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2);

3. GLE 13—use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3);

4. GLE 14—evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3);

5. GLE 15—analyze information within and across grade-appropriate texts using various reasoning skills, including:

- a. identifying cause-effect relationships;
- b. raising questions;

- c. reasoning inductively and deductively;
- d. generating a theory or hypothesis;
- e. distinguishing facts from opinions and probability (ELA-7-H4).

D. Writing. Standard Two

1. GLE 16—develop organized, coherent paragraphs that include the following:
 - a. topic sentences;
 - b. logical sequence;
 - c. transitional words and phrases;
 - d. appropriate closing sentences;
 - e. parallel construction where appropriate (ELA-2-H1);
2. GLE 17—develop multiparagraph compositions organized with the following:
 - a. a clearly stated central idea/thesis statement;
 - b. a clear, overall structure that includes an introduction, a body, and an appropriate conclusion;
 - c. supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction);
 - d. transitional words and phrases that unify throughout (ELA-2-H1);
3. GLE 18—develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
 - a. word choices appropriate to the identified audience and/or purpose;
 - b. vocabulary selected to clarify meaning, create images, and set a tone;
 - c. information/ideas selected to engage the interest of the reader;
 - d. clear voice (individual personality) (ELA-2-H2);
4. GLE 19—develop complex compositions using writing processes, including:
 - a. selecting topic and form;
 - b. determining purpose and audience;
 - c. prewriting (e.g., brainstorming, clustering, outlining, generating main ideas/thesis statements);
 - d. drafting;
 - e. conferencing (e.g., with peers and teachers);
 - f. revising for content and structure based on feedback;
 - g. proofreading/editing to improve conventions of language;
 - h. publishing using technology (ELA-2-H3);
5. GLE 20—develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4);
6. GLE 21—use all modes to write complex compositions, including:
 - a. comparison/contrast of ideas and information in reading materials or current issues;
 - b. literary analyses that compare and contrast multiple texts;
 - c. editorials on current affairs (ELA-2-H4);
7. LE 22—develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5);
8. GLE 23—develop individual writing style that includes the following:
 - a. a variety of sentence structures (e.g., parallel or repetitive) and lengths;
 - b. diction selected to create a tone and set a mood;
 - c. selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5);
9. GLE 24—write for various purposes, including:
 - a. formal and business letters, such as letters of complaint and requests for information;
 - b. letters to the editor;
 - c. job applications;
 - d. text-supported interpretations that connect life experiences to works of literature (ELA-2-H6).

E. Writing/Proofreading. Standard Three

1. GLE 25—apply standard rules of sentence formation, avoiding common errors, such as:
 - a. fragments;
 - b. run-on sentences;

- c. syntax problems (ELA-3-H2);
- 2. GLE 26—apply standard rules of usage, including:
 - a. making subjects and verbs agree;
 - b. using verbs in appropriate tenses;
 - c. making pronouns agree with antecedents;
 - d. using pronouns in appropriate cases (e.g., nominative and objective);
 - e. using adjectives in comparative and superlative degrees;
 - f. using adverbs correctly;
 - g. avoiding double negatives (ELA-3-H2);
- 3. GLE 27—apply standard rules of mechanics, including:
 - a. using commas to set off appositives or parenthetical phrases;
 - b. using quotation marks to set off titles of short works;
 - c. using colons preceding a list and after a salutation in a business letter;
 - d. using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2);
- 4. GLE 28—use correct spelling conventions when writing and editing (ELA-3-H3);
- 5. GLE 29—use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3).

F. Speaking and Listening. Standard Four

- 1. GLE 30—use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1);
- 2. GLE 31—select language appropriate to specific purposes and audiences, including:
 - a. delivering informational/book reports in class;
 - b. conducting interviews/surveys of classmates or the general public;
 - c. participating in class discussions (ELA-4-H1);
- 3. GLE 32—listen to detailed oral instructions and presentations and carry out complex procedures, including:
 - a. taking accurate notes;
 - b. writing summaries or responses;
 - c. forming groups (ELA-4-H2);
- 4. GLE 33—organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2);
- 5. GLE 34—deliver oral presentations that include the following:
 - a. volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response;
 - b. language choices adjusted to suit the content and context;
 - c. an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3);
- 6. GLE 35—use active listening strategies, including:
 - a. monitoring message for clarity;
 - b. selecting and organizing essential information;
 - c. noting cues such as changes in pace;
 - d. generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4);
- 7. GLE 36—deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4);
- 8. GLE 37—analyze media information in oral and written responses, including:
 - a. comparing and contrasting the ways in which print and broadcast media cover the same event;
 - b. evaluating media messages for clarity, quality, effectiveness, motive, and coherence;
 - c. listening to and critiquing audio/video presentations (ELA-4-H5);
- 9. GLE 38—participate in group and panel discussions, including:
 - a. identifying the strengths and talents of other participants;
 - b. acting as facilitator, recorder, leader, listener, or mediator;
 - c. evaluating the effectiveness of participants' performances (ELA-4-H6).

G. Information Resources. Standard Five

1. GLE 39—select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:
 - a. print texts, such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes;
 - b. electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1);
2. GLE 40—locate, analyze, and synthesize information from grade-appropriate resources, including:
 - a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals);
 - b. electronic sources (e.g., Web sites and databases);
 - c. other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2);
3. GLE 41—analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2);
4. GLE 42—access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:
 - a. formulating clear research questions;
 - b. using research methods to gather evidence from primary and secondary sources;
 - c. using graphic organizers (e.g., outlining, charts, timelines, webs);
 - d. compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3);
5. GLE 43—write a variety of research reports, which include the following:
 - a. research that supports the main ideas;
 - b. facts, details, examples, and explanations from multiple sources;
 - c. graphics when appropriate;
 - d. complete documentation (e.g., endnotes, parenthetical citations and bibliographies or works cited lists, or bibliographies) (ELA-5-H3);
6. GLE 44—use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4);
7. GLE 45—follow acceptable use policy to document sources in research reports using various formats, including:
 - a. preparing extended bibliographies of reference materials;
 - b. integrating quotations and citations while maintaining flow of ideas;
 - c. using standard formatting for source acknowledgement according to a specified style guide;
 - d. using parenthetical documentation following *MLA Guide* within a literature-based research report (ELA-5-H5);
8. GLE 46—analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2886 (November 2005).

§1725. Eleventh and Twelfth Grade

A. Reading and Responding. Standard One

1. GLE 1—extend basic and technical vocabulary using a variety of strategies, including:
 - a. analysis of an author's word choice;
 - b. use of related forms of words;
 - c. analysis of analogous statements (ELA-1-H1);
2. GLE 2—analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:
 - a. apostrophes;
 - b. rhetorical questions;
 - c. metaphysical conceits;
 - d. implicit metaphors (metonymy and synecdoche) (ELA-1-H2);
3. GLE 3—draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including:
 - a. fiction/nonfiction;
 - b. drama/poetry;

- c. public documents;
- d. film/visual texts;
- e. debates/speeches (ELA-1-H3);

4. GLE 4—evaluate ways in which the main idea, rational or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4).

B. Reading and Responding. Standard Six

1. GLE 5—analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1);

2. GLE 6—analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-8-H2);

3. GLE 7—analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:

- a. essays and memoirs by early and modern essay writers;
- b. epic poetry such as *Beowulf*;
- c. forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue;
- d. drama, including ancient, Renaissance, and modern comedies and tragedies;
- e. short stories, novellas, and novels;
- f. biographies and autobiographies;
- g. speeches (ELA-6-H3);

4. GLE 8—analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:

- a. an autobiography/diary gives insight into a particular time and place;
- b. the pastoral idealizes life in the country;
- c. the parody mocks people and institutions;
- d. an allegory uses fictional figures to express truths about human experiences (ELA-6-H4).

C. Reading and Responding. Standard Seven

1. GLE 9—demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:

- a. interpreting and evaluating presentation of events and information;
- b. evaluating the credibility of arguments in nonfiction works;
- c. making inferences and drawing conclusions;
- d. evaluating the author's use of complex literary elements (e.g., symbolism, themes, characterization, ideas);
- e. making predictions and generalizations about ideas and information;
- f. critiquing the strengths and weaknesses of ideas and information;
- g. synthesizing (ELA-7-H1);

2. GLE 10—identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:

- a. school library catalogs;
- b. online databases;
- c. electronic resources;
- d. internet-based resources (ELA-7-H2);

3. GLE 11—analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2);

4. GLE 12—analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H2);

5. GLE 13—analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:

- a. identifying cause-effect relationships;
- b. raising questions;
- c. reasoning inductively and deductively;
- d. generating a theory or hypothesis;
- e. skimming/scanning;
- f. distinguishing facts from opinions and probability (ELA-7-H4).

D. Writing. Standard Two

1. GLE 14—develop complex compositions, essays, and reports that include the following:
 - a. a clearly stated central idea/thesis statement;
 - b. a clear, overall structure (e.g., introduction, body, appropriate conclusion);
 - c. supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction);
 - d. transitional words, phrases, and devices that unify throughout (ELA-2-H1);
2. GLE 15—develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
 - a. word choices appropriate to the identified audience and/or purpose;
 - b. vocabulary selected to clarify meaning, create images, and set a tone;
 - c. information/ideas selected to engage the interest of the reader;
 - d. clear voice (individual personality) (ELA-2-H2);
3. GLE 16—develop complex compositions using writing processes such as the following:
 - a. electing topic and form (e.g., determining a purpose and audience);
 - b. prewriting (e.g., brainstorming, clustering, outlining, generating main ideas/thesis statements);
 - c. drafting;
 - d. conferencing with peers and teachers;
 - e. revising for content and structure based on feedback;
 - f. proofreading/editing to improve conventions of language;
 - g. publishing using available technology (ELA-2-H3);
4. GLE 17—use the various modes to write complex compositions, including:
 - a. definition essay;
 - b. problem/solution essay;
 - c. research project;
 - d. literary analyses that incorporate research;
 - e. cause-effect essay;
 - f. process and analyses;
 - g. persuasive essays (ELA-2-H4);
5. GLE 18—develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5);
6. GLE 19—extend development of individual style to include the following:
 - a. avoidance of overused words, clichés, and jargon;
 - b. a variety of sentence structures and patterns;
 - c. diction that sets tone and mood;
 - d. vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5);
7. GLE 20—write for various purposes, including:
 - a. interpretations/explanations that connect life experiences to works of American, British, and world literature;
 - b. functional documents (e.g., resumes, memos, proposals) (ELA-2-H6);

E. Writing/Proofreading. Standard Three

1. GLE 21—apply standard rules of sentence formation, including parallel structure (ELA-3-H2);
2. GLE 22—apply standard rules of usage, for example:
 - a. avoid splitting infinitives;
 - b. use the subjunctive mood appropriately (ELA-3-H2);
3. GLE 23—apply standard rules of mechanics and punctuation, including:
 - a. parentheses;
 - b. brackets;
 - c. dashes;
 - d. commas after introductory adverb clauses and long introductory phrases;
 - e. quotation marks for secondary quotations;
 - f. internal capitalization;
 - g. manuscript form (ELA-3-H2);

4. GLE 24—use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3).

F. Speaking and Listening. Standard Four

1. GLE 25—use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1);

2. GLE 26—select language appropriate to specific purposes and audiences for speaking, including:

- a. delivering informational/book reports in class;
- b. conducting interviews/surveys of classmates or the general public;
- c. participating in class discussions (ELA-4-H1);

3. GLE 27—listen to detailed oral instructions and presentations and carry out complex procedures, including:

- a. reading and questioning;
- b. writing responses;
- c. forming groups;
- d. taking accurate, detailed notes (ELA-4-H2);

4. GLE 28—organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2);

5. GLE 29—deliver presentations that include the following:

- a. language, diction, and syntax selected to suit a purpose and impact an audience;
- b. delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience;
- c. an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3);

6. GLE 30—use active listening strategies, including:

- a. monitoring messages for clarity;
- b. selecting and organizing information;
- c. noting cues such as changes in pace (ELA-4-H4);

7. GLE 31—deliver oral presentations, including:

- a. speeches that use appropriate rhetorical strategies;
- b. responses that analyze information in texts and media;
- c. persuasive arguments that clarify or defend positions (ELA-4-H4);

8. GLE 32—give oral and written analyses of media information, including:

- a. identifying logical fallacies (e.g., attack *ad hominem*, false causality, overgeneralization, bandwagon effect) used in oral addresses;
- b. analyzing the techniques used in media messages for a particular audience;
- c. critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation;
- d. critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5);

9. GLE 33—participate in group and panel discussions, including:

- a. identifying the strengths and talents of other participants;
- b. acting as facilitator, recorder, leader, listener, or mediator;
- c. evaluating the effectiveness of participants' performance (ELA-4-H6).

G. Information Resources. Standard Five

1. GLE 34—select and critique relevant information for a research project using the organizational features of a variety of resources, including:

- a. print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references);
- b. electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1);

2. GLE 35—locate, analyze, and synthesize information from a variety of complex resources, including:

- a. multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals);
- b. electronic sources (e.g., Web sites or databases);
- c. other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2);

3. GLE 36—analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2);

4. GLE 37—access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:

- a. formulating clear research questions;
 - b. evaluating the validity and/or reliability of primary and/or secondary sources;
 - c. using graphic organizers (e.g., outlining, charts, timelines, webs);
 - d. compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation;
 - e. preparing annotated bibliographies and anecdotal scripts (ELA-5-H3);
5. GLE 38—write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:
- a. researched information that supports main ideas;
 - b. facts, details, examples, and explanations from sources;
 - c. graphics when appropriate;
 - d. complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3);
6. GLE 39—use word processing and/or technology to draft, revise, and publish various works, including:
- a. functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly;
 - b. analytical reports that include databases, graphics, and spreadsheets;
 - c. research reports on high-interest and literary topics (ELA-5-H4);
7. GLE 40—use selected style guides to produce complex reports that include the following:
- a. credit for sources (e.g., appropriate parenthetical documentation and notes);
 - b. standard formatting for source acknowledgement (ELA-5-H5);
8. GLE 41—analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6).

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

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Chapter 19. Glossary and References

§1901. Definitions

Benchmark—a broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress.

Communication—the meaningful exchange of ideas or information between a speaker and a listener (or a reader and a writer, etc.). Throughout these standards, communication is understood as an interactive process, in which both speaker and listener participate in the construction of meaning.

Content Standard—a description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.

Convention—an accepted practice in a spoken or written language.

e.g.—examples of, but not limited to.

Emergent Literacy—development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing.

Figurative Language—any language, whether in a literary or a nonliterary text, using figures of speech, such as simile and metaphor, to create multiple or intensified meaning.

Fluency—the clear, easy, written or spoken expression of ideas.

Foundation Skills—processes that are common to all areas and levels of education and are intended to suggest methods and objectives of instructional strategies.

Graphic Organizer—a means of arranging ideas/information in a visual pattern (e.g., charts, graphs, maps, Venn diagrams).

Graphophonics—the relationship between oral and written language.

Hypertext—in computer use, a sophisticated branching that allows the user to move among or relate text, graphics, and sound data in new patterns in any desired order.

Intelligible—capable of being understood.

Log—an ongoing student-kept record of books read during a specified period, of learning activities that help students evaluate their progress, and of student responses to various topics.

Media—the various physical and electronic means through which information may be communicated.

Reading Process—an act of reading taken as a whole; what happens when a person processes text to obtain meaning.

Recursive—characterized by moving back and forth among the planning, drafting, and revising phases of writing.

Response—a written or spoken answer to a question.

Self-Monitoring—the conscious awareness of the progress of text.

Semantics—the study of meaning in language.

Standard English—that variety of English in which most educational texts and government and media publications are written in the United States.

Strategy—a practiced but flexible way of responding to recognizable contexts, situations, or demands.

Syntax—the study of how sentences are formed and of the grammatical rules that govern their formation.

Text—printed communications in their varied forms: oral communication, including conversations, speeches, etc., and visual communications such as film, video, and computer displays.

Viewing—attending to communication conveyed by visually representing. Students with visual impairments might view tactile drawings, charts, or diagrams.

Visually Representing—conveying information or expressing oneself using nonverbal means, such as drawing, computer graphics (maps, charts, artwork), photography, or physical performance. For students with visual impairments, this language art might also include communicating by means of tactile drawings or diagrams, as well as by gesture and performance.

Writing Process—the many aspects of the complex act of producing a written communication, specifically, planning, drafting, revising, editing, and publishing.

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