

NOTICE OF INTENT

Board of Elementary and Secondary Education

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

(LAC 28: LXIII)

In accordance with R.S. 49:950, et seq., the Administrative Procedure Act, notice is hereby given that the Board of Elementary and Secondary Education approved for advertisement to repeal *Bulletin 1965—Louisiana Content Standards, Benchmarks, and Grade Expectations for English Language Arts*. This action is required because these standards, initially approved by BESE in 2003, are obsolete having been replaced by standards approved by BESE in 2010.

Title 28 EDUCATION

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

Chapter 1. General

§101. Introduction

Repealed

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), repealed LR 31:2858 (November 2005), repealed LR 42: .

§103. Louisiana Content Standards Foundation Skills

Repealed

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), repealed LR 31:2858 (November 2005), repealed LR 42: .

§105. Information Literacy Model for Lifelong Learning

Repealed

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), repealed LR 31:2859 (November 2005), repealed LR 42: .

§107. Louisiana English Language Arts Content Standards

Repealed

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), repealed LR 31:2859 (November 2005), repealed LR 42: .

Chapter 3. Standard One

§301. General Provisions

Repealed

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), repealed LR 31:2860 (November 2005), repealed LR 42: .

§303. Benchmarks K-4

Repealed

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), repealed LR 31:2860 (November 2005), repealed LR 42: .

§305. Benchmarks 5-8

Repealed

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), repealed LR 31:2860 (November 2005), repealed LR 42: .

§307. Benchmarks 9-12

Repealed

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), repealed LR 31:2860 (November 2005), repealed LR 42: .

Chapter 5. Standard Two

§501. General Provisions

Repealed

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), repealed LR 31:2861 (November 2005), repealed LR 42: .

§503. Benchmarks K-4

Repealed

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), repealed LR 31:2861 (November 2005), repealed LR 42: .

§505. Benchmarks 5-8

Repealed

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), repealed LR 31:2861 (November 2005), repealed LR 42: .

§507. Benchmarks 9-12

Repealed

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), repealed LR 31:2861 (November 2005), repealed LR 42: .

Chapter 7. Standard Three

§701. General Provisions

Repealed

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), repealed LR 31:2861 (November 2005), repealed LR 42: .

§703. Benchmarks K-4

Repealed

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), repealed LR 31:2862 (November 2005), repealed LR 42: .

§705. Benchmarks 5-8

Repealed

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), repealed LR 31:2862 (November 2005), repealed LR 42: .

§707. Benchmarks 9-12

Repealed

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), repealed LR 31:2862 (November 2005), repealed LR 42: .

Chapter 9. Standard Four

§901. General Provisions

Repealed

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), repealed LR 31:2862 (November 2005), repealed LR 42: .

§903. Benchmarks K-4

Repealed

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), repealed LR 31:2862 (November 2005), repealed LR 42: .

§905. Benchmarks 5-8

Repealed

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), repealed LR 31:2862 (November 2005), repealed LR 42: .

§907. Benchmarks 9-12

Repealed

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), repealed LR 31:2863 (November 2005), repealed LR 42: .

Chapter 11. Standard Five

§1101. General Provisions

Repealed

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), repealed LR 31:2863 (November 2005), repealed LR 42: .

§1103. Benchmarks K-4

Repealed

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), repealed LR 31:2863 (November 2005), repealed LR 42: .

§1105. Benchmarks 5-8

Repealed

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), repealed LR 31:2863 (November 2005), repealed LR 42: .

§1107. Benchmarks 9-12

Repealed.

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), repealed LR 31:2864 (November 2005), repealed LR 42: .

Chapter 13. Standard Six

§1301. General Provisions

Repealed

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 29:610 (March 2003), repealed LR 31:2/864 (November 2005), repealed LR 42: .

§1303. Benchmarks K-4

Repealed

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), repealed LR 31:2864 (November 2005), repealed LR 42: .

§1305. Benchmarks 5-8

Repealed

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), repealed LR 31:2864 (November 2005), repealed LR 42: .

§1307. Benchmarks 9-12

Repealed

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), repealed LR 31:2858 (November 2005), repealed LR 42: .

Chapter 15. Standard Seven

§1501. General Provisions

Repealed

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 29:311 (March 2003), repealed LR 31:2865 (November 2005), repealed LR 42: .

§1503. Benchmarks K-4

Repealed

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 29:311 (March 2003), repealed LR 31:2865 (November 2005), repealed LR 42: .

§1505. Benchmarks 5-8

Repealed

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 29:311 (March 2003), repealed LR 31:2865 (November 2005), repealed LR 42: .

§1507. Benchmarks 9-12

Repealed

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), repealed LR 31:2858 (November 2005), repealed LR 42: .

Chapter 17. Grade Level Expectations

§1701. Prekindergarten

Repealed

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), repealed LR 31:2865 (November 2005), repealed LR 42: .

§1703. Kindergarten

Repealed

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), repealed LR 31:2866 (November 2005), repealed LR 42: .

§1705. First Grade

Repealed

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), repealed LR 31:2868 (November 2005), repealed LR 42: .

§1707. Second Grade

Repealed

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), repealed LR 31:2870 (November 2005), repealed LR 42: .

§1709. Third Grade

Repealed

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), repealed LR 31:2871 (November 2005), repealed LR 42: .

§1711. Fourth Grade

Repealed

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), repealed LR 31:2873 (November 2005), repealed LR 42: .

§1713. Fifth Grade

Repealed

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), repealed LR 31:2875 (November 2005), repealed LR 42: .

§1715. Sixth Grade

Repealed

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), repealed LR 31:2877 (November 2005), repealed LR 42: .

§1717. Seventh Grade

Repealed

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), repealed LR 31:2880 (November 2005), repealed LR 42: .

§1719. Eighth Grade

Repealed

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), repealed LR 31:2882 (November 2005), repealed LR 42: .

§1721. Ninth Grade

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), repealed LR 31:2884 (November 2005), repealed LR 42: .

§1723. Tenth Grade

Repealed

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), repealed LR 31:2886 (November 2005), repealed LR 42: .

§1725. Eleventh and Twelfth Grade

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), repealed LR 31:2889 (November 2005), repealed LR 42: .

Chapter 19. Glossary and References

§1901. Definitions

Repealed

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), repealed LR 31:2892 (November 2005), repealed LR 42: .

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
FAMILY IMPACT STATEMENT
(LA R.S. 49:953 and 972)

Person Preparing Statement: Nancy Beben
Phone: 225-342-4991
Division: Policy Office
Rule Title: Part LXIII. Bulletin 1965—Louisiana Content Standards, Benchmarks, and Grade Expectations for English Language Arts

In accordance with Section 953 and 974 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Family Impact Statement on the rule proposed for adoption, repeal or amendment. All Family Impact Statements shall be kept on file in the State Board Office which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records.

PLEASE RESPOND TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE STABILITY OF THE FAMILY?
 No
 Yes
 Lacks sufficient information to determine
2. WILL THE PROPOSED RULE AFFECT THE AUTHORITY AND RIGHTS OF PARENTS REGARDING THE EDUCATION AND SUPERVISION OF THEIR CHILDREN?
 No
 Yes
 Lacks sufficient information to determine.
3. WILL THE PROPOSED RULE AFFECT THE FUNCTIONING OF THE FAMILY?
 No
 Yes
 Lacks sufficient information to determine
4. WILL THE PROPOSED RULE AFFECT FAMILY EARNINGS AND FAMILY BUDGET?
 No
 Yes
 Lacks sufficient information to determine
5. WILL THE PROPOSED RULE AFFECT THE BEHAVIOR AND PERSONAL RESPONSIBILITY OF CHILDREN?
 No
 Yes
 Lacks sufficient information to determine
6. IS THE FAMILY OR A LOCAL GOVERNMENT ABLE TO PERFORM THE FUNCTION AS CONTAINED IN THE PROPOSED RULE?
 No
 Yes
 Lacks sufficient information to determine

Signature of Contact Person: Nancy Beben

Date Submitted: 3/10/16

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
POVERTY IMPACT STATEMENT
(LA R.S. 49:973)

Person Preparing Statement: Nancy Beben

Phone: 225-342-4991

Division: Policy Office

Rule Title: Part LXIII. Bulletin 1965—Louisiana Content Standards, Benchmarks, and Grade Expectations for English Language Arts

In accordance with Section 973 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Poverty Impact Statement on the rule proposed for adoption, amendment, or repeal. All Poverty Impact Statements shall be in writing and kept on file in the state agency which has adopted, amended, or repealed a rule in accordance with the applicable provisions of the law relating to public records. For the purposes of this Section, the word "poverty" means living at or below one hundred percent of the federal poverty line.

PLEASE RESPOND TO THE FOLLOWING:

1. WILL THE PROPOSED RULE AFFECT THE HOUSEHOLD INCOME, ASSETS, AND FINANCIAL SECURITY?

- No
 Yes
 Lacks sufficient information to determine

2. WILL THE PROPOSED RULE AFFECT EARLY CHILDHOOD DEVELOPMENT AND PRESCHOOL THROUGH POSTSECONDARY EDUCATION DEVELOPMENT?

- No
 Yes
 Lacks sufficient information to determine

3. WILL THE PROPOSED RULE AFFECT EMPLOYMENT AND WORKFORCE DEVELOPMENT?

- No
 Yes
 Lacks sufficient information to determine

4. WILL THE PROPOSED RULE AFFECT TAXES AND TAX CREDITS?

- No
 Yes
 Lacks sufficient information to determine

5. WILL THE PROPOSED RULE AFFECT CHILD AND DEPENDENT CARE, HOUSING, HEALTH CARE, NUTRITION, TRANSPORTATION, AND UTILITIES ASSISTANCE?

- No
 Yes
 Lacks sufficient information to determine

Signature of Contact Person: Nancy Beben

Date Submitted: 3/10/16

Small Business Statement

The impact of the proposed Rule on small businesses as defined in the Regulatory Flexibility Act has been considered. It is estimated that the proposed action is not expected to have a significant adverse impact on small businesses. The agency, consistent with health, safety, environmental and economic welfare factors has considered and, where possible, utilized regulatory methods in the drafting of the proposed rule that will accomplish the objectives of applicable statutes while minimizing the adverse impact of the proposed rule on small businesses.

Provider Impact Statement

The proposed Rule should not have any known or foreseeable impact on providers as defined by HCR 170 of 2014 Regular Legislative Session. In particular, there should be no known or foreseeable effect on:

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;
2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or
3. the overall effect on the ability of the provider to provide the same level of service.

Public Comments

Interested persons may submit written comments via the U.S. Mail until 4:30 p.m., May 9, 2016, to Shan N. Davis, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064.

Shan N. Davis
Executive Director

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

*Rec'd from LDE 3/22/16
to LFO 3/23/16
back from LFO 3/28/16*

Person Preparing Statement: Nancy Beben Dept.: LA Department of Education
Board of Elementary &
Secondary Education

Phone: (225) 342-4991 Office: Policy

Return Address: P. O. Box 94064
Baton Rouge, LA Rule Title: Part LXIII. Bulletin 1965—Louisiana
Content Standards, Benchmarks, and Grade
Expectations for English Language Arts

Date Rule Takes Effect: Upon final adoption by BESE

SUMMARY

In accordance with Section 953 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a fiscal and economic impact statement on the rule proposed for adoption, repeal or amendment. THE FOLLOWING STATEMENTS SUMMARIZE ATTACHED WORKSHEETS, I THROUGH IV AND WILL BE PUBLISHED IN THE LOUISIANA REGISTER WITH THE PROPOSED AGENCY RULE.

I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

The proposed policy revisions will have no effect on costs or savings to state or local governmental units.

This action is required because these standards initially approved in 2003, are obsolete, having been replaced by standards approved by BESE in 2010. Proposed rule changes to Bulletin 141 contain new standards replacing the 2010 standards.

II. ESTIMATED EFFECT ON REVENUE COLLECTIONS OF STATE OR LOCAL GOVERNMENTAL UNITS (Summary)

This policy will have no effect on revenue collections of state or local governmental units.

III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS OR NON-GOVERNMENTAL GROUPS (Summary)

There will be no estimated cost and/or economic benefit to directly affected persons or non-governmental groups.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

This policy will have no effect on competition and employment.

Beth Scioneaux
Signature of Agency Head or Designee

Evan Brasseof, Staff Director
Legislative Fiscal Officer or Designee

Beth Scioneaux, Deputy Superintendent for Management and Finance
Typed Name and Title of Agency Head or Designee

3/22/16
Date of Signature

3/23/16
Date of Signature

FISCAL AND ECONOMIC IMPACT STATEMENT
FOR ADMINISTRATIVE RULES

The following information is required in order to assist the Legislative Fiscal Office in its review of the fiscal and economic impact statement and to assist the appropriate legislative oversight subcommittee in its deliberation on the proposed rule.

- A. Provide a brief summary of the content of the rule (if proposed for adoption, or repeal) or a brief summary of the change in the rule (if proposed for amendment). Attach a copy of the notice of intent and a copy of the rule proposed for initial adoption or repeal (or, in the case of a rule change, copies of both the current and proposed rules with amended portions indicated).

This action repeals Bulletin 1965—Louisiana Content Standards, Benchmarks, and Grade Expectations for English Language Arts.

- B. Summarize the circumstances that require this action. If the Action is required by federal regulation, attach a copy of the applicable regulation.

This bulletin is being repealed because these content standards are no longer in effect.

- C. Compliance with Act 11 of the 1986 First Extraordinary Session.

1. Will the proposed rule change result in any increase in the expenditure of funds? If so, specify amount and source of funding.

No

2. If the answer to (1) above is yes, has the Legislature specifically appropriated the funds necessary for the associated expenditure increase?

(a) _____ Yes. If yes, attach documentation.

(b) _____ NO. If no, provide justification as to why this rule change should be published at this time.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

I. A. COSTS OR SAVINGS TO STATE AGENCIES RESULTING FROM THE ACTION PROPOSED

1. What is the anticipated increase (decrease) in costs to implement the proposed action?

COSTS	FY15-16	FY16-17	FY17-18
PERSONAL SERVICES			
OPERATING EXPENSES	-0-	-0-	-0-
PROFESSIONAL SERVICES			
OTHER CHARGES			
EQUIPMENT			
<u>MAJOR REPAIR & CONSTR.</u>			
<u>POSITIONS (#)</u>			
TOTAL	-0-	-0-	-0-

2. Provide a narrative explanation of the costs or savings shown in "A. 1.," including the increase or reduction in workload or additional paperwork (number of new forms, additional documentation, etc.) anticipated as a result of the implementation of the proposed action. Describe all data, assumptions, and methods used in calculating these costs.

The proposed policies will have no effect on costs or savings to state or local governmental units.

3. Sources of funding for implementing the proposed rule or rule change.

SOURCE	FY15-16	FY16-17	FY17-18
STATE GENERAL FUND			
AGENCY SELF-GENERATED	-0-	-0-	-0-
DEDICATED			
FEDERAL FUNDS			
OTHER (Specify)			
TOTAL	-0-	-0-	-0-

4. Does your agency currently have sufficient funds to implement the proposed action? If not, how and when do you anticipate obtaining such funds?

The Department has the necessary funds to implement the proposed action.

B. COST OR SAVINGS TO LOCAL GOVERNMENTAL UNITS RESULTING FROM THE ACTION PROPOSED

1. Provide an estimate of the anticipated impact of the proposed action on local governmental units, including adjustments in workload and paperwork requirements. Describe all data, assumptions and methods used in calculating this impact.

The proposed action will not result in any cost, savings, or workload adjustment to local school systems.

2. Indicate the sources of funding of the local governmental unit that will be affected by these costs or savings.

No sources of funding will be affected.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

II. EFFECT ON REVENUE COLLECTIONS OF STATE AND LOCAL GOVERNMENTAL UNITS

A. What increase (decrease) in revenues can be anticipated from the proposed action?

This proposed action will have no effect on revenue collection.

REVENUE INCREASE/DECREASE	FY15-16	FY16-17	FY17-18
STATE GENERAL FUND	-0-	-0-	-0-
AGENCY SELF GENERATED			
RESTRICTED FUNDS*			
FEDERAL FUNDS			
LOCAL FUNDS			
TOTAL	-0-	-0-	-0-

*Specify the particular fund being impacted.

B. Provide a narrative explanation of each increase or decrease in revenues shown in "A." Describe all data, assumptions, and methods used in calculating these increases or decreases.

This proposed action will have no effect on revenue collection.

FISCAL AND ECONOMIC IMPACT STATEMENT

WORKSHEET

III. COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS OR NON-GOVERNMENTAL GROUPS

A. What persons or non-governmental groups would be directly affected by the proposed action? For each, provide an estimate and a narrative description of any effect on costs, including workload adjustments and additional paperwork (number of new forms, additional documentation, etc.), they may have to incur as a result of the proposed action.

None.

B. Also provide an estimate and a narrative description of any impact on receipts and/or income resulting from this rule or rule change to these groups.

No impact on income is anticipated as a result of this rule change.

IV. EFFECTS ON COMPETITION AND EMPLOYMENT

Identify and provide estimates of the impact of the proposed action on competition and employment in the public and private sectors. Include a summary of any data, assumptions and methods used in making these estimates.

The policy will have no effect on competition and employment.

COMPARISON DOCUMENT

Title 28 EDUCATION

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

Chapter 1. General Students

§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), repealed LR 31:2858 (November 2005), repealed LR 42:.

§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.

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), repealed LR 31:2858 (November 2005), repealed LR 42:.

§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.

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), repealed LR 31:2859 (November 2005), repealed LR 42:.

§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), repealed LR 31:2859 (November 2005), repealed LR 42:.

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.

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), repealed LR 31:2860 (November 2005), repealed LR 42:.

§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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), repealed LR 31:2860 (November 2005), repealed LR 42.

§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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), repealed LR 31:2860 (November 2005), repealed LR 42.

§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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003), repealed LR 31:2860 (November 2005), repealed LR 42.

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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), repealed LR 31:2861 (November 2005), repealed LR 42.

§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), repealed LR 31:2861 (November 2005), repealed LR 42.

§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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003), repealed LR 31:2861 (November 2005), repealed LR 42.

§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), repealed LR 31:2861 (November 2005), repealed LR 42.

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.

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

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§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), repealed LR 31:2862 (November 2005), repealed LR 42:.

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), repealed LR 31:2862 (November 2005), repealed LR 42:.

§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), repealed LR 31:2862 (November 2005), repealed LR 42:.

§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.

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

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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.

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

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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), repealed LR 31:2863 (November 2005), repealed LR 42.

§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-M1—identifying 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), repealed LR 31:2863 (November 2005), repealed LR 42.

§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), repealed LR 31:2864 (November 2005), repealed LR 42.

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.

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

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§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.

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§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.

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

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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.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:311 (March 2003), repealed LR 31:2865 (November 2005), repealed LR 42:.

§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.

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 (PK-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

- 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) (ELA-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.

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§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;

e.—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;

e.—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;

e.—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;

e.—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;

e.—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*;

e.—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* (ELA3-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), repealed LR 31:2868 (November 2005), repealed LR 42:.

§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;

- e.—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;

- e.—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.—selecting 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);