

## COMPARISON DOCUMENT

### Title 28

### EDUCATION

### Part CLXIX. *Bulletin 141 169—Louisiana English Language Arts Student Standards*

#### Chapter 1. Introduction

#### §101. Introduction

A. The Louisiana student standards define what a public school student should know or be able to accomplish at the end of a specific time period or grade level or at the completion of a course. ~~They~~ The standards represent the knowledge and skills needed for students to successfully transition from each grade and ultimately to postsecondary education and the workplace, ~~as determined by content experts, elementary and secondary educators and school leaders, postsecondary education leaders, and business and industry leaders. The standards set forth what learning should be taught; local education agencies, their school leaders and classroom educators should determine how the standards should be taught, including the curricula and instructional materials that should be used to meet students' individual needs in mastering the standards.~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1019 (July 2016), LR 52:

#### Chapter 3. Kindergarten

#### §301. Reading Literature

- A. With prompting and support, ask and respond to answer questions about key details in a text.
- B. – C. ...
- D. Ask With prompting and support, ask and respond to answer questions about unknown words in a text.
- E. ...
- F. With prompting and support, define the role of the author and the illustrator in presenting a of a story in telling the story.
- G. ...
- H. With prompting and support, compare and contrast the ~~adventures and~~ experiences of characters in familiar stories.
- I. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1020 (July 2016), LR 52:

#### §303. Reading Informational Text

- A. With prompting and support, ask and respond to answer questions about key details in a text.
- B. – C. ...
- D. With prompting and support, ask and respond to answer questions about unknown words in a text.
- E. Identify various text features of the front and back cover, back cover, and title page of a book.
- F. With prompting and support, define the role of the author and the illustrator in presenting of a text and present the ideas or information in a text.
- G. – J. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1020 (July 2016), LR 52:

#### §305. Reading Foundations

- A. Demonstrate understanding of the organization and basic features of print.
1. Follow Track words from left to right, top to bottom, and page by page.

2. – 3. ...

4. Recognize Identify and name all upper- and lowercase letters of the alphabet.

5. Locate a word on a page.

6. Distinguish between letters and words.

7. Recognize features of a sentence, including capitalization, words separated by spaces, and ending punctuation.

8. Accurately form all uppercase and lowercase letters using appropriate directionality as it relates to the routine and steps involved in letter formation.

B. – B.4

...

5. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

6. Segment and blend phonemes in single-syllable spoken words.

C. Know and apply grade-appropriate grade-level phonics and word analysis skills in decoding words.

1. – 2. ...

3. Read grade-appropriate, regular and irregular words with known spellings or spelling patterns with automaticity. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

4. ...

5. Encode CVC words.

D. Read grade-level decodable emergent-reader texts with purpose accuracy, automaticity, and understanding.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1020 (July 2016), LR 52:

### §307. Writing

A. Use a combination of drawing, dictating, and writing to compose express opinions about a topic or text with at least one supporting reason. opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).

B. Use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

C. Use a combination of drawing, dictating, and/or writing to create narratives with the events in chronological order. narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

D. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen drawings, dictations, and/or written expression writing as needed.

E. With guidance and support from adults and peers, explore a variety of digital tools by participating in the production of a published work writing.

F. With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

G. With guidance and support from adults, recall use information from experiences and or gather additional information from provided sources to answer a question.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1020 (July 2016), LR 52:

### §309. Speaking and Listening

A. Participate Engage in collaborative discussions about grade-level conversations with diverse partners about kindergarten topics and texts with peers and adults in a variety of group settings small and larger groups.

1. ...

2. Continue a conversation through at least two relevant multiple exchanges.

B. Confirm understanding of a text read aloud or information presented orally or through other media by asking and responding to answering questions about key details and requesting clarification if something is not understood.

C. Ask and respond to answer questions ~~in order~~ about what a speaker says to seek help, ~~get~~ information, or clarification ~~clarify something that is not understood~~.

D. With prompting and support, provide additional details when describing familiar people, places, things, and events. ~~Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.~~

E. Provide additional details of given descriptions by adding drawings or other visual displays. ~~Add drawings or other visual displays to descriptions as desired to provide additional detail.~~

F. Speak clearly and at an understandable pace to audibly ~~and~~ express thoughts, feelings, and ideas effectively ~~clearly~~.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1021 (July 2016), LR 52:

### **§311. Language**

A. – A.1. ...

2. Use frequently occurring nouns, verbs, and prepositions ~~and verbs~~.

3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., ~~dog, dogs; wish, wishes~~).

4. Understand and use question words (interrogatives) (e.g., ~~who, what, where, when, why, how~~).

5. Repealed.

A.6. – B.2. ...

3. Write a letter or letters (graphemes) for most consonant and short-vowel sounds (phonemes).

4. ~~Spell~~ Encode simple words phonetically, drawing on knowledge of sound-letter relationships.

C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level ~~kindergarten~~ reading and content.

1. With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., ~~knowing a duck is a bird and learning the verb to duck~~).

2. With guidance and support, use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (e.g., / ed/, / s/, / re /, / un /, / pre /, / ful/, / less/).

D. ...

1. Sort common objects into categories (e.g., ~~shapes, foods~~) to gain a sense of the concepts the categories represent.

2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms ~~and antonyms~~ opposites (antonyms).

3. Identify real-life connections between words and their use (e.g., ~~note places at school that are colorful~~).

4. Repeal.

E. Use words and phrases acquired through conversations, reading and read alouds, when communicating about ~~texts being read to, and responding to texts~~.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1021 (July 2016), LR 52:

## **Chapter 5. Grade 1**

### **§501. Reading Literature**

A. Ask and respond to answer questions about key details in a text.

B. Retell stories, including key details, and determine the central message or lesson.

C. Repealed.

D. – E. ...

F. Explain ~~major~~ the differences between books that tell stories and books that give information, ~~drawing on a wide reading of a range of text types.~~

G. – H. ...

I. Compare and contrast the ~~adventures and~~ experiences of characters in stories.

J. With prompting and support, read grade-level prose and poetry of ~~appropriate complexity for grade 1.~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1021 (July 2016), LR 52:

### §503. Reading Informational Text

A. Ask and respond to answer questions about key details in a text.

B. – C. ...

D. Ask and respond to answer questions to help determine or clarify the meaning of words and phrases in a text.

E. Know and use various text features (e.g., headings, tables of contents, glossaries, ~~electronic menus, icons~~) to locate key facts or information in a text.

F. – I. ...

J. With prompting and support, read grade-level informational texts ~~appropriately complex for grade 1.~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1021 (July 2016), LR 52:

### §505. Reading Foundations

A. ...

1. ~~Recognize~~ Compose sentences utilizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

2. Print letters, words, and sentences legibly, leaving appropriate spaces between words.

B. – B.4. ...

C. Know and apply grade-appropriate ~~grade-level~~ phonics and word analysis skills in decoding words.

1. ~~Know the~~ Decode words using knowledge of spelling-sound correspondences for common consonant digraphs.

2. Decode and encode regularly spelled one-syllable words with known phonetic patterns.

3. – 5. ...

6. Read grade-appropriate words with inflectional endings.

7. ~~Recognize and read~~ Read grade-appropriate irregularly spelled words, utilizing known spelling patterns.

8. Decode and encode simple words with r-controlled vowels.

D. Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension.

1. Read with automaticity and appropriate prosody or expression ~~on-level text with purpose and understanding.~~

2. Repealed.

3. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1022 (July 2016), LR 52:

## §507. Writing

A. Write opinion pieces about a topic or text, including a reason for the opinion and provide a concluding statement, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

B. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a concluding statement ~~some sense of closure.~~

C. Write narratives in which they recount two or more appropriately sequenced events, include relevant ~~some~~ details regarding what happened, use temporal words (e.g., first, next, last) to signal event order, and provide some sense of closure.

D. ...

E. With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing, ~~including in collaboration with peers.~~

F. Participate in shared research and writing projects (~~e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions~~).

G. With guidance and support from adults, ~~recall~~ use information from experiences and ~~or~~ gather information from provided sources to answer a question.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1022 (July 2016), LR 52:

## §509. Speaking and Listening

A. ~~Participate~~ Engage in collaborative discussions about grade-level ~~conversations with diverse partners about~~ grade-level topics and texts with peers and adults in a variety of group settings ~~small and larger groups~~.

1. Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns ~~with care~~, speaking ~~one at a time~~ about the topics and texts under discussion).

2. Build on others' ideas during talk ~~in~~ conversations by responding to the comments of others through at least two relevant ~~multiple~~ exchanges.

3. ...

B. Ask and respond to answer questions about key details in a text read aloud or information presented orally or through other media.

C. Ask and respond to answer questions about what a speaker says ~~in order~~ to gather additional information or seek clarification ~~clarify something that is not understood~~.

D. Describe people, places, things, and events with relevant details, expressing ideas and feelings effectively, speaking clearly at an understandable pace ~~clearly~~.

E. Clarify ideas, thoughts, and feelings included in descriptions by adding drawings or other visual displays. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

F. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1022 (July 2016), LR 52:

## §511. Language

A. – A.2. ...

3. Use singular and plural nouns with matching verbs in basic sentences (~~e.g., He hops; We hop~~).

4. Use personal and possessive pronouns (~~e.g., I, me, my; they, them, their~~).

5. Use verbs to convey a sense of past, present, and future (~~e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home~~).

6. ...

7. Use frequently occurring conjunctions (~~e.g., and, but, or, so, because~~).
  8. ...
  9. Use frequently occurring prepositions (~~e.g., during, beyond, toward~~).
- A.10. – B.1. ...
2. Use appropriate end punctuation for each sentence type sentences.
  3. ....
  4. Apply known spelling patterns to encode both commonly spelled words and frequently occurring irregular words. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  5. Utilize known spelling patterns to encode untaught words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level ~~grade 1~~ reading and content, choosing flexibly from an array of strategies.
1. ...
  2. Use knowledge of frequently occurring affixes (~~prefixes and suffixes~~) to interpret meaning of a word.
  3. Identify frequently occurring root words (~~e.g., look~~) and their inflectional forms (~~e.g., looks, looked, looking~~).
- D. ...
1. Sort words into categories (~~e.g., colors, clothing~~) to gain a sense better understanding of the concepts the categories represent.
  2. Categorize words by describing one or more of their key distinguishing attributes. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  3. Identify real-life connections between words and their distinguishing characteristics use (~~e.g., note places at home that are cozy~~).
  4. ...
- E. Use words and phrases acquired through conversations, reading and read alouds being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (~~e.g., because~~).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1022 (July 2016), LR 52:

## **Chapter 7. Grade 2**

### **§701. Reading Literature**

- A. Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
  - B. Recount stories, including fables and folktales from a variety of traditions diverse culture; determine their central message, lesson, or moral more.
- C. – D. ...
- E. Describe the overall structure of a story, including ~~describing~~ how the beginning introduces the story and the ending concludes the action.
  - F. ~~Acknowledge~~ Identify differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
  - G. ...
  - H. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different traditions cultures.

I. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1023 (July 2016), LR 52:

### §703. Reading Informational Text

A. Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

B. – D. ...

E. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, ~~electronic menus, icons~~) to locate key facts or information in a text efficiently.

F. ...

G. Explain how specific images (~~e.g., a diagram showing how a machine works~~) contribute to and clarify a text.

H. – J. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1023 (July 2016), LR 52:

### §705. Reading Foundations

A. Use knowledge of grade-appropriate Know and apply grade-level phonics and word analysis skills to decode in decoding words.

1. Decode and encode words with variable vowel teams and vowel diphthongs. Distinguish long and short vowels when reading regularly spelled one-syllable words.

2. Decode and encode words with open and closed syllables and consonants. Know spelling-sound correspondences for additional common vowel teams.

3. Decode and encode regularly spelled two-syllable words with long vowels.

4. Decode and encode words with common prefixes and suffixes.

5. Repealed.

6. Recognize and read Read grade-appropriate irregularly spelled words, including silent letter combinations, utilizing known spelling patterns.

B. Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension.

1. Read with automaticity and appropriate prosody or expression. on-level text with purpose and understanding.

2. Repealed.

3. ...

C. Print letters, words, and sentences legibly utilizing accurate conventions of print.

D. Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1023 (July 2016), LR 52:

### §707. Writing

A. Write opinion pieces about a topic or text, in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

1. State an opinion.

2. Supply reasons that support the opinion.

3. Use linking words to connect opinion and reasons.

4. Provide a concluding statement or section.

B. Write informative/explanatory texts ~~in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.~~

1. Introduce a topic.

2. Use facts and definitions to develop points.

3. Provide a concluding statement or section.

C. Write narratives in which they recount a well-elaborated event or short sequence of events, include relevant details to describe actions, thoughts, and feelings, use temporal and/or transitional words to signal event order, and provide a sense of closure conclusion.

D. ...

E. With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing, ~~including in collaboration with peers.~~

F. Participate in shared research and writing projects (~~e.g., read a number of books on a single topic to produce a report; record science observations~~).

G. ~~Recall~~ Use information from experiences and ~~or~~ gather additional information from provided sources to answer a question.

H. With guidance and support from adults, produce writing in which the development is appropriate to the task and purpose.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1024 (July 2016), LR 52:

### **§709. Speaking and Listening**

A. ~~Participate~~ Engage in collaborative discussions about grade-level ~~conversations with diverse partners about grade-2 topics and texts with peers and adults in a variety of group settings, small and larger groups.~~

1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening to ~~others with care~~, speaking one at a time about the topics and texts under discussion).

A.2. – B. ...

C. Ask and respond to ~~answer~~ questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

D. Tell a story or recount an experience effectively, including ~~with~~ appropriate facts and relevant, ~~descriptive~~ details, speaking clearly at an understandable pace, ~~audibly in coherent sentences.~~

E. With guidance and support from adults and/or peers, present stories or poems while using drawings or other visual displays to support ideas, thoughts, and feelings accurately. ~~Create audio recordings of stories or poems with guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.~~

F. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1024 (July 2016), LR 52:

### **§711. Language**

A. ...

1. Use collective nouns (~~e.g., group~~).

2. ~~Form and use~~ Use frequently occurring irregular plural nouns (~~e.g., feet, children, teeth, mice, fish~~).

3. Use reflexive pronouns (~~e.g., myself, ourselves~~) and indefinite pronouns (~~e.g., anyone, everything~~).

4. ~~Form and use~~ Use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
5. Use Effectively use adjectives and adverbs, ~~and choose between them depending on what is to be modified.~~
6. Produce, expand, and rearrange complete simple and compound sentences (e.g., ~~The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.~~

B. – B.3. ...

4. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
5. Consult reference materials, ~~including beginning dictionaries, as needed to check and~~ when appropriate, to confirm or correct spellings.

C. – C.1. ...

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level ~~grade 2~~ reading and content, ~~choosing flexibly from an array of strategies.~~

1. Use sentence-level context as a clue to determine the meaning of a word or phrase.
2. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content. ~~Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).~~
3. Use a known root word as a clue to determine the meaning of an unknown word with the same root (e.g., addition, additional).
4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., ~~birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark.~~
5. ~~Use glossaries and beginning dictionaries,~~ Consult reference materials, both print and digital, to determine or clarify the meaning of words and phrases.

E. ...

1. Use appropriate descriptive language to connect words to real-life experiences. ~~Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).~~
2. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

F. Use words and phrases acquired through conversations, reading, read alouds, ~~and being read to,~~ and responding to texts, including using adjectives and adverbs to provide descriptions. ~~describe (e.g., When other kids are happy that makes me happy).~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1024 (July 2016), LR 52:

## Chapter 9. Grade 3

### §901. Reading Literature

A. Refer explicitly to details and examples from a text by asking and responding to questions. ~~Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.~~

B. Recount stories, including fables, folktales, and myths from a variety of traditions ~~diverse cultures;~~ determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

C. – I. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1025 (July 2016), LR 52:

### §903. Reading Informational Text

A. Refer explicitly to details and examples from a text by asking and responding to questions. ~~Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.~~

B. – F. ...

G. Use information gained from illustrations (e.g., maps, photographs) and the words in a text, both print and cursive, to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

H. – J.

...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1025 (July 2016), LR 52:

### §905. Reading Foundations

A. Know and apply grade-appropriate ~~grade-level~~ phonics and word analysis skills in decoding words.

1. ...

2. Decode and encode words with common Greek and Latin roots and affixes ~~suffixes~~.

3. Decode and encode multisyllabic ~~multisyllable~~ words with stressed and unstressed syllables.

4. ...

B. Read grade-level texts with sufficient accuracy and fluency to support comprehension.

1. Read with automaticity and appropriate prosody or expression. ~~on-level text with purpose and understanding.~~

2. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ~~Decode words with common Latin suffixes.~~

3. – 4. Repealed.

C. ~~Demonstrate and apply handwriting skills. Read with sufficient accuracy and fluency to support comprehension.~~

1. Write words and sentences legibly using correctly-formed manuscript letters with appropriate size and spacing. ~~Read on-level text with purpose and understanding.~~

2. Write complete words, thoughts, and sentences legibly in cursive leaving appropriate spaces between words. ~~Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.~~

3. Repealed.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1025 (July 2016), LR 52:

### §907. Writing

A. Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons.

1. Introduce the topic or text they are writing about, state an opinion, and organize related reasons together in paragraphs. ~~create an organizational structure that lists reasons.~~

2. – 4. ...

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic and group related information together in paragraphs; include illustrations when useful to aiding comprehension.

2. – 4. ...

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Establish a situation and introduce a narrator and/or characters; organize the sequence of events logically ~~an event sequence that unfolds naturally~~.

2. ...

3. Use temporal and/or transitional words and phrases to signal event order.

4. Provide a clear conclusion ~~sense of closure~~.

D. ~~With guidance and support from adults, produce~~ Produce writing in which the development and organization are appropriate to the task and purpose.

E. – F. ...

G. Conduct ~~short~~ research projects that builds knowledge about a topic.

H. ~~Recall~~ Use information from experiences and ~~or~~ gather information from print and digital sources; ~~take brief notes on sources and sort evidence into provided categories.~~

1. Take brief notes on sources.

2. Sort evidence into provided categories.

I. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1025 (July 2016), LR 52:

### §909. **Speaking and Listening**

A. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level with diverse partners on grade-3 topics and texts, building on others' ideas and expressing their own clearly.

1. ...

2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, listening to others with care, speaking one at a time about the topics and texts under discussion).

3. ...

4. Explain their own ideas and understanding, considering in light of the discussion.

B. Determine the main ideas and supporting details of a text read aloud or information presented in various diverse media and formats, including visually, quantitatively, and orally.

C. Ask and respond to answer questions about information from a speaker, offering appropriate elaboration and detail.

D. ~~Report~~ Present on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

E. Create engaging multimedia audio–recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays ~~when appropriate~~ to emphasize or enhance certain facts or details.

F. Speak in complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1026 (July 2016), LR 52:

### §911. **Language**

A. – A.1. ...

2. ~~Form and use~~ Use regular and irregular plural nouns.

3. Use abstract nouns (e.g., ~~childhood~~).

4. ~~Form and use~~ Use regular and irregular verbs.

5. ~~Form and use~~ Use the simple verb tenses (e.g., ~~I walked; I walk; I will walk~~).

6. ...

7. ~~Form and use~~ Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

A.8. - B.4.

...

5. Apply learned conventions when spelling words with regular and irregular spelling patterns and when adding suffixes to root words. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

6. Repealed.

7. Consult reference materials, when appropriate, including beginning dictionaries, as needed to check and to confirm or correct spellings.

C. – C.2.

...

D. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level texts grade 3 reading and content, choosing flexibly from a range of strategies.

1. Use sentence-level context to determine as a clue to the meaning of a word or phrase.

2. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

3. Use a known root word to determine as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

4. Use glossaries or beginning dictionaries, Consult reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.

E. ...

1. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

2. Use appropriate vocabulary to connect words to real-life applications. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

3. ...

F. Acquire and use accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1026 (July 2016), LR 52:

## **Chapter 11. Grade 4**

### **§1101. Reading Literature**

A. Refer to details and examples from ~~in~~ a text when explaining what the text says explicitly and when drawing inferences from the text.

B. – G.

...

H. Compare and contrast the treatment of how similar themes and topics are addressed (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different traditions cultures.

I. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1027 (July 2016), LR 52:

### **§1103. Reading Informational Text**

A. Refer to details and examples ~~in~~ from a text when explaining what the text says explicitly and when drawing inferences from the text.

B. – F.

...

G. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, ~~or timelines, animations, or interactive elements on Web pages~~) and explain how the information contributes to an understanding of the text in which it appears.

H. – J.

...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1027 (July 2016), LR 52:

### §1105. Reading Foundations

A. Know and apply grade-appropriate ~~grade-level~~ phonics and word analysis skills in decoding and encoding words.

1. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode accurately unfamiliar multisyllabic words in context and out of context.

B. Read grade-level texts with sufficient accuracy and fluency to support comprehension.

1. Read with automaticity and appropriate prosody or expression. ~~on-level text with purpose and understanding.~~

2. Repeated.

3. ...

C. Demonstrate and apply handwriting skills.

1. Write words and sentences legibly using correctly-formed manuscript letters with appropriate size and spacing.

2. Write complete words, thoughts, and sentences legibly in cursive leaving appropriate spaces between words.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1027 (July 2016), LR 52:

### §1107. Writing

A. Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. Introduce a topic or text clearly, state an opinion, and organize related reasons together in paragraphs. ~~create an organizational structure in which related ideas are grouped to support the writer's purpose.~~

2. – 4. ...

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. ...

2. Develop the topic with facts, ~~definitions,~~ and definitions including concrete details, quotations, or other information and examples related to the topic.

3. – 5. ...

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically. ~~an event sequence that unfolds naturally.~~

C.2. - F. ...

G. Conduct ~~short~~ research ~~projects~~ that builds knowledge through investigation of different aspects of a topic.

H. ~~Recall~~ Use relevant information from experiences and or gather relevant information from print and digital sources; ~~take notes and categorize information, and provide a list of sources.~~

1. Take notes and categorize information.

2. Provide a list of sources.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. – 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1028 (July 2016), LR 52:

**§1109. Speaking and Listening**

A. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

1. – 4. ...

B. Paraphrase portions of a text read aloud or information presented in various diverse media and formats, including visually, quantitatively, and orally.

C. ...

D. ~~Report~~ Present on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

E. Enhance the development of main ideas or themes of presentations by incorporating multimedia elements, including recordings and visual displays. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

F. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to the task, audience, and situation.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1028 (July 2016), LR 52:

**§1111. Language**

A. ...

1. Use relative pronouns (~~who, whose, whom, which, that~~) and relative adverbs (~~where, when, why~~).

2. ~~Form and use~~ Use the progressive verb tenses (e.g., ~~I was walking; I am walking; I will be walking~~).

3. Use modal auxiliary verbs auxiliaries (e.g., ~~can, may, must~~) to convey various conditions.

4. Order adjectives within sentences according to conventional patterns (~~e.g., a small red bag rather than a red small bag~~).

5. ~~Form and use~~ Use prepositional phrases.

6. ~~Produce~~ Use complete sentences, ~~recognizing and correcting inappropriate~~ avoiding the use of fragments and run-ons.

7. ~~Correctly use~~ Use frequently confused words correctly (e.g., to, too, two; there, their).

B. – C.2. ...

3. Differentiate between contexts that call for formal English (~~e.g., presenting ideas~~) and situations where informal discourse is appropriate (~~e.g., small group discussions~~).

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading grade-level texts and content, choosing flexibly from a range of strategies.

1. Use context (~~e.g., definitions, examples, or restatements in text~~) as a clue to determine the meaning of a word or phrase.

2. Use common, grade-appropriate Greek and Latin affixes and roots as ~~clues~~ to determine the meaning of a word (~~e.g., telegraph, photograph, autograph~~).

3. Consult reference materials (~~e.g., dictionaries, glossaries, thesauruses~~), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

E. ...

1. Explain the meaning of simple similes and metaphors (~~e.g., as pretty as a picture~~) in context.

2. ~~Recognize~~ Identify and explain the meaning of common idioms, adages, and proverbs.

3. ...

F. Acquire and ~~use~~ accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (~~e.g., quizzed, whined, stammered~~) and that ~~are basic and relate to~~ a particular topic (~~e.g., wildlife, conservation, and endangered when discussing animal preservation~~).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1028 (July 2016), LR 52:

## **Chapter 13. Grade 5**

### **§1301. Reading Literature**

A. ~~Quote accurately~~ Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences ~~from the text~~.

B. ...

C. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (~~e.g., how characters interact~~).

D. – G. ...

H. Compare and contrast stories in the same genre (~~e.g., mysteries and adventure stories~~) on their approaches to similar themes and topics.

I. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1029 (July 2016), LR 52:

### **§1303. Reading Informational Text**

A. ~~Quote accurately~~ Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences from the text.

B. – J. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1029 (July 2016), LR 52:

### **§1305. Reading Foundations**

A. Know and apply grade-appropriate ~~grade-level~~ phonics and word analysis skills in decoding and encoding words.

B. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode ~~accurately~~ unfamiliar multisyllabic words in context and out of context.

C. Read grade-level texts with sufficient accuracy and fluency to support comprehension.

1. Read with automaticity and appropriate prosody or expression. ~~on-level text with purpose and understanding~~.

2. Repeated.

3. ...

D. Demonstrate and apply both manuscript and cursive handwriting skills.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1030 (July 2016), 52 LR:

**§1307. Writing**

A. Write multi-paragraph opinion pieces on topics or texts, supporting a point of view or claim with reasons and information.

1. ~~Introduce~~ Provide a thesis statement that introduces a topic or text clearly, states an opinion, and create ~~introduces~~ an organizational structure that logically groups related ideas and information. in which ideas are logically grouped to support the writer's purpose.

2. – 4. ...

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. ~~Introduce~~ Provide a thesis statement that introduces a topic clearly, provide a general observation and focus, and group related information logically; ~~include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.~~

2. Develop the topic with facts, ~~definitions, and definition,~~ concrete details, quotations, or other information and/or examples related to the topic.

3. – 5. ...

6. Include formatting (e.g., headings, illustration, and multimedia when useful to aiding comprehension).

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically ~~an event sequence that unfolds naturally.~~

2. – 4. ...

5. Provide a an appropriate conclusion that follows from the narrated experiences or events.

D. – F. ...

G. Conduct ~~short~~ research projects that uses several sources to build knowledge through investigation of different aspects of a topic.

H. ~~Recall~~ Use relevant information from experiences and ~~or~~ gather relevant information from print and digital sources; ~~summarize or paraphrase information in notes and finished work, and provide a list of sources.~~

1. Summarize or paraphrase information in notes and finished work.

2. Provide a list of sources.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level standards.

1. – 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. ~~Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1030 (July 2016), LR 52:

### §1309. Speaking and Listening

A. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level with diverse partners on grade-5 topics and texts, building on others' ideas and expressing their own clearly.

1. – 3. ...

4. Review the key ideas expressed and draw conclusions ~~in light of~~ considering the information and knowledge gained from the discussions.

B. Summarize a written text read aloud or information presented in various diverse media and formats, ~~including visually, quantitatively, and orally.~~

C. ...

D. ~~Report~~ Present on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

E. Enhance the development of main ideas or themes of presentations by including multimedia components. ~~Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.~~

F. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task, audience, and situation.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1030 (July 2016), LR 52:

### §1311. Language

A. ...

1. Explain the function of conjunctions, prepositions, and interjections ~~in general~~ and their function in particular sentences.

2. ~~Form and use~~ Use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

3. ...

4. Maintain consistent and logical verb choices, avoiding improper shifts in verb tense. ~~Recognize and correct inappropriate shifts in verb tense.~~

5. Use correlative conjunctions (e.g., ~~either/or, neither/nor~~).

B. – B.2.

...

3. Use a comma to set off the words yes and no (e.g., ~~Yes, thank you~~), to set off a tag question from the rest of the sentence (e.g., ~~It's true, isn't it?~~), and to indicate direct address (e.g., ~~Is that you, Steve?~~).

B.4. – C.2.

...

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts ~~grade-5 reading~~ and content, choosing flexibly from a range of strategies.

1. Use context (e.g., ~~cause/effect relationships and comparisons in text~~) as a clue to determine the meaning of a word or phrase.

2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., ~~photograph, photosynthesis~~).

3. Consult reference materials (e.g., ~~dictionaries, glossaries, thesauruses~~), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

E. – E.1.

...

2. ~~Recognize and explain~~ Identify and interpret the meaning of common idioms, adages, and proverbs.

3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the meanings words.

4. Repealed.

F. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1031 (July 2016), LR 52:

## **Chapter 15. Grade 6**

### **§1501. Reading Literature**

A. Cite relevant textual evidence that strongly supports to support analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately.

B. Determine a theme or central idea of a text and how it is conveyed through particular details; provide an objective summary a summary of the text distinct from personal opinions or judgments.

C. Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

D. – G. ...

~~H. Explain how an author develops the point of view of the narrator or speaker in a text. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~

I. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1031 (July 2016), LR 52:

### **§1503. Reading Informational Text**

A. Cite relevant textual evidence that strongly supports to support analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately.

B. Determine a central idea of a text and how it is conveyed through particular details; provide an objective a summary of the text distinct from personal opinions or judgments.

C. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

D. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

E. – J. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1032 (July 2016), LR 52:

### **§1505. Writing**

A. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.

1. ~~Introduce~~ Provide a thesis statement that introduces a claim(s) and establishes a structure that clearly organizes the supporting reasons and evidence clearly.

2. Support claim(s) with clear reasons and relevant evidence, using from credible sources, and demonstrating an understanding of the topic or text.

3. – 5. ...

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. ~~Introduce~~ Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically. ; organize ideas, concepts, and information, using strategies such as

~~definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.~~

2. – 5. ...

6. Provide a concluding ~~statement or~~ section that follows from the information or explanation presented.

7. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize the sequence of events an event sequence that unfolds naturally and logically.

2. Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

3. – 4. ...

5. Provide a an appropriate conclusion that follows from the narrated experiences or events.

D. – F.

...

G. Conduct ~~short~~ research ~~projects~~ to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

H. Gather relevant information from multiple print and digital sources; ~~assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.~~

1. Use search terms effectively.

2. Assess the credibility and accuracy of each source.

3. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

4. Follow a standard format for citation.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. – 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1032 (July 2016), LR 52:

### **§1507. Speaking and Listening**

A. Engage effectively in a range of collaborative discussions (~~one on one, in groups, and teacher led~~) with diverse ~~partners on grade 6 topics, on grade-level topics,~~ texts, and issues, building on others' ideas and expressing their own clearly.

1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

2. – 4. ...

B. Interpret information presented in ~~diverse~~ various media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

C. ...

D. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate directionality, adequate volume, and clear pronunciation.

E. Include multimedia components (~~e.g., graphics, images, music, sound~~) and visual displays in presentations to clarify information.

F. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1033 (July 2016), LR 52:

### §1509. Language

A. – A.1. ...

2. Use intensive pronouns (~~e.g., myself, ourselves~~).

3. ~~Recognize and correct inappropriate~~ Maintain appropriate shifts in pronoun number and person.

4. Use pronouns that clearly and logically connect to antecedents. ~~Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).~~

5. Use strategies to improve expression in conventional language when variations from standard English exist in their own and others' writing and speaking. ~~Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.~~

B. – B.1. ...

2. Spell correctly, consulting references as needed.

C. – C.2. ...

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts grade 6 reading and content, choosing flexibly from a range of strategies.

1. Use context (~~e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence~~) as a ~~clue~~ to determine the meaning of a word or phrase.

2. Use common, grade-appropriate Greek or Latin affixes and roots as ~~clues~~ to determine the meaning of a word (e.g., audience, auditory, audible).

3. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word. (~~e.g., dictionaries, glossaries, thesauruses~~), ~~both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.~~

4. Repealed.

E. ...

1. Interpret figures of speech, including personification, (~~e.g., personification~~) in context and analyze their role in the text.

2. Use the relationship between particular words (~~e.g., cause/effect, part/whole, item/category~~) to better understand each of the words.

3. Distinguish among the connotations (~~associations~~) of words with similar denotations (~~definitions~~) (~~e.g., stingy, scrimping, economical, unwasteful, thrifty~~).

F. Acquire and accurately use ~~accurately~~ grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1033 (July 2016), LR 52:

## Chapter 17. Grade 7

### §1701. Reading Literature

A. Cite several pieces of relevant textual evidence that strongly supports ~~to support~~ analysis of what the text says explicitly as well as inferences drawn from the text; quote and paraphrase from texts accurately.

B. ...

C. Analyze how particular elements of a story or drama interact (~~e.g., how setting shapes the characters or plot~~).

D. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of sound devices within poetry and prose; analyze the impact of specific word choice on meaning and tone. rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

E. – G. ...

H. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction portray the past ~~use or alter history~~.

I. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1033 (July 2016), LR 52:

### §1703. Reading Informational Text

A. Cite several pieces of relevant textual evidence that strongly supports ~~to support~~ analysis of what the text says explicitly as well as inferences drawn from the text; quote and paraphrase from texts accurately.

B. Determine a central idea ~~two or more central ideas~~ in a text and analyze their ~~its~~ development over the course of the text; provide an objective summary of the text.

C. Analyze the interactions between individuals, events, and ideas in a text (~~e.g., how ideas influence individuals or events, or how individuals influence ideas or events~~).

D. – H. ...

I. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing promoting ~~different~~ interpretations of facts.

J. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1034 (July 2016), LR 52:

### §1705. Writing

A. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.

1. ~~Introduce~~ Provide a thesis statement that introduces a claim(s), acknowledge alternate or opposing claims, and establishes a structure that logically organizes ~~the reasons and evidence logically~~.

2. Support claim(s) with logical reasoning and relevant evidence, using accurate, from accurate and credible ~~sources, and~~ demonstrating an understanding of the topic or text.

3. – 4. ...

5. Provide a concluding ~~statement or~~ section that follows from and supports the argument presented.

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. ~~Introduce~~ Provide a thesis statement that introduces a topic clearly, previewing what is to follow, provides a general observation and focus, and groups related information logically; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

2. – 5. ...

6. Provide a concluding ~~statement or~~ section that follows from and supports the information or explanation presented.

7. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize the sequence of events ~~an event sequence that unfolds naturally and~~ logically.

2. Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

3. – 4. ...

5. Provide a an appropriate conclusion that follows from and reflects on the narrated experiences or events.

D. – E. ...

F. Use technology, ~~including the Internet~~, to produce and publish writing linking to and citing sources, either independently or in collaboration with others, and ~~link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.~~

G. Conduct ~~short~~ research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

H. Gather relevant information from multiple print and digital sources, ~~using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.~~

1. Use search terms effectively.

2. Assess the credibility and accuracy of each source.

3. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

4. Follow a standard format for citation.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. – 3. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1034 (July 2016), LR 52:

### **§1707. Speaking and Listening**

A. Engage effectively in a range of collaborative discussions (~~one on one, in groups, and teacher led~~) with diverse ~~partners on grade 7~~ about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

2. – 4. ...

B. Analyze the main ideas and supporting details presented in diverse various media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

C. ...

D. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate directionality ~~eye contact~~, adequate volume, and clear pronunciation.

E. Include multimedia components ~~and visual displays~~ in presentations to clarify information, claims, and findings and emphasize salient points.

F. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1035 (July 2016), LR 52:

### §1709. Language

A. – A.2. ...

3. ~~Place~~ Use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

B. ...

1. Use a comma to separate coordinate adjectives (~~e.g., “It was a fascinating, enjoyable movie”, but not “He wore an old[,] green shirt”.~~).

2. Spell correctly, consulting references as needed.

C. ...

1. Choose language that expresses ideas precisely and concisely, ~~recognizing and eliminating~~ without wordiness and redundancy.

2. Maintain consistency in style and tone.

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on ~~grade 7 reading grade-level texts and content, choosing flexibly from a range of strategies.~~

1. Use context to determine (~~e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence~~) as a clue to the meaning of a word or phrase.

2. Use common, grade-appropriate Greek or Latin affixes and roots as ~~clues~~ to determine the meaning of a word (~~e.g., belligerent, bellicose, rebel~~).

3. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word. ~~general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.~~

4. Repealed.

E. ...

1. Interpret figures of speech, including allusions, (~~e.g., literary, biblical, and mythological allusions~~) in context and analyze their role in the text.

2. Use the relationship between particular words (~~e.g., synonym/antonym, analogy~~) to better understand each of the words.

3. Distinguish among the connotations (~~associations~~) of words with similar denotations (~~definitions~~) (~~e.g., refined, respectful, polite, diplomatic, condescending~~).

F. Acquire and accurately use ~~accurately~~ grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1035 (July 2016), LR 52:

## Chapter 19. Grade 8

### §1901. Reading Literature

A. Cite and paraphrase the relevant textual evidence that most strongly supports ~~an~~ analysis of what the text says explicitly as well as inferences drawn from the text.

B. – G. ...

H. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from ~~myths,~~ traditional texts, stories, or foundational religious works; describe how the material is rendered new.

I. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1035 (July 2016), LR 52:

### §1903. Reading Informational Text

A. Cite and paraphrase the relevant textual evidence that most strongly supports ~~an~~ analysis of what the text says explicitly as well as inferences drawn from the text.

B. ...

C. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (~~e.g., through comparisons, analogies, or categories~~).

D. – J. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1036 (July 2016), LR 52:

### §1905. Writing

A. Write multi-paragraph arguments to support claims with clear reasons and relevant evidence.

1. ~~Introduce~~ Provide a thesis statement that introduces a claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and establishes a structure that logically organizes the reasons and evidence logically.

2. Support claim(s) with logical reasoning and relevant evidence, ~~using accurate, credible~~ from accurate and credible sources, and demonstrating an understanding of the topic or text.

3. – 4. ...

5. Provide a concluding ~~statement or~~ section that follows from and supports the argument presented.

B. Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

1. ~~Introduce~~ Provide a thesis statement that introduces a topic clearly, previewing what is to follow, provides a general observation and focus, and groups related information logically. ; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

2. Develop the topic with well-chosen, relevant, ~~well-chosen~~ facts, definitions, concrete details, quotations, or other information and examples.

3. – 5. ...

6. Provide a concluding ~~statement or~~ section that follows from and supports the information or explanation presented.

7. Organize ideas, concepts, and information into broader connected categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize the sequence of events ~~an event sequence that unfolds naturally and~~ logically.

2. Use narrative techniques appropriate to the task, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

3. – 4. ...

5. Provide a an appropriate conclusion that follows from and reflects on the narrated experiences or events.

D. – E.

...

F. Use technology, ~~including the Internet~~, to produce and publish writing and present the relationships between information and ideas efficiently, either independently or in collaboration ~~as well as to interact and collaborate~~ with others.

G. Conduct ~~short~~ research projects to answer a question (~~including a self-generated question~~), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

H. Gather relevant information from multiple print and digital sources, ~~using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.~~

1. Use search terms effectively.

2. Assess the credibility and accuracy of each source.

3. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

4. Follow a standard format for citation.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. – 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. ~~Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1036 (July 2016), LR 52:

### **§1907. Speaking and Listening**

A. Engage effectively in a range of collaborative discussions (~~one-on-one, in groups, and teacher-led~~) ~~with diverse partners on grade-8~~ about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

2. – 4. ...

B. Analyze the purpose of information presented in ~~diverse~~ various media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

C. ...

D. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate directionality ~~eye contact~~, adequate volume, and clear pronunciation.

E. Integrate multimedia ~~and visual displays~~ into presentations to clarify information, strengthen claims and evidence, and add interest.

F. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1037 (July 2016), LR 52:

### §1909. Language

A. – A.1. ...

2. ~~Form and use~~ Use verbs in the active and passive voice.

3. ~~Form and use~~ Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

4. ~~Maintain consistent and logical verb voice and mood. Recognize and correct inappropriate shifts in verb voice and mood.~~

B. – B.2. ...

3. Spell correctly, consulting references as needed.

C. ...

1. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (~~e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact~~).

2. Maintain consistency in style and tone.

D. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on ~~grade 8 reading~~ grade-level texts and content, choosing flexibly from a range of strategies.

1. Use context (~~e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence~~) as a clue to determine the meaning of a word or phrase.

2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to determine the meaning of a word (e.g., precede, recede, secede).

3. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word. ~~general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.~~

4. Repealed.

E. ...

1. Interpret figures of speech, including verbal irony and puns, (~~e.g., verbal irony, puns~~) in context and analyze their role in text.

2. ...

3. Distinguish among the connotations (~~associations~~) of words with similar denotations (~~definitions~~) (~~e.g., bullheaded, willful, firm, persistent, resolute~~).

F. Acquire and accurately use ~~accurately~~ grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1037 (July 2016), LR 52:

### Chapter 21. Grades 9 and 10

#### §2101. Reading Literature

A. Cite and paraphrase relevant and thorough textual evidence ~~to support~~ that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.

B. ...

C. Analyze how complex characters (~~e.g., those with multiple or conflicting motivations~~) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

D. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (~~e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone~~).

E. ...

F. Analyze a particular point of view or ~~cultural~~ traditional experience reflected in works of literature, drawing on a wide reading of world literature.

G. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (~~e.g., Auden’s poem “Musée des Beaux Arts” and Breughel’s painting “Landscape with the Fall of Icarus”~~).

H. – J. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1038 (July 2016), LR 52:

### **§2103. Reading Informational Text**

A. – B.

C. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (~~e.g., how the language of a court opinion differs from that of a newspaper~~).

D. – E. ...

F. Analyze various accounts of a subject told in different mediums (~~e.g., a person’s life story in both print and multimedia~~), determining which details are emphasized in each account.

G. ...

H. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, ~~the Lincoln’s~~ Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

I. Cite and paraphrase relevant and thorough textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

J. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

K. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1038 (July 2016), LR 52:

### **§2105. Writing**

A. Write multi-paragraph arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. ~~Introduce~~ Provide a thesis statement that introduces a precise claim(s), distinguish the claim(s) from alternate or opposing claims, and creates an organizational structure for establishing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

2. Develop claim(s) and counterclaims ~~fairly~~, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

3. – 4. ...

5. Provide a concluding ~~statement or~~ section that follows from and supports the argument presented.

B. Write multi-paragraph informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. ~~Introduce~~ Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically. ; ~~organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.~~

2. – 5. ...

6. Provide a concluding ~~statement or~~ section that follows from and supports the information or explanation presented, articulating implications or the significance of the topic. (e.g., ~~articulating implications or the significance of the topic.~~)

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. ....

2. Use narrative techniques appropriate to the task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.

3. – 4. ...

5. Provide a an appropriate conclusion (~~when appropriate to the genre~~) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

D. – E.

...

F. Use technology, ~~including the Internet~~, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

G. Conduct ~~short as well as more sustained~~ research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

H. Gather relevant information from multiple authoritative sources, ~~using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.~~

1. Use searches terms effectively.

2. Assess the credibility and accuracy of each source.

3. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.

4. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.

5. Follow a standard format for citation.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. – 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. ~~Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.~~

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1038 (July 2016), LR 52:

## §2107. Speaking and Listening

A. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) ~~with diverse partners on grades 9–10~~ about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

2. – 3. ...

4. Respond thoughtfully to varied viewpoints ~~diverse perspectives~~, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

B. Integrate multiple sources of information presented in ~~diverse~~ various media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

C. – D. ...

E. Make strategic use of multimedia components ~~digital media (e.g., textual, graphical, audio, visual, and interactive elements)~~ in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

F. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1039 (July 2016), LR 52:

## §2109. Language

A. – A.1. ...

2. Use various types of phrases (~~noun, verb, adjectival, adverbial, participial, prepositional, absolute~~) and clauses (~~independent, dependent, noun, relative, adverbial~~) to convey specific meanings and add variety and interest to writing or presentations.

B. ...

1. Use a semicolon with or without a conjunctive adverb (~~and perhaps a conjunctive adverb~~) to link two or more closely related independent clauses.

2. Use a colon to introduce a list, or quotation, example, or elaboration.

3. Spell correctly, consulting references as needed.

C. ...

1. Write Compose and edit work so ~~that it conforms to conform~~ to the guidelines in a style manual (e.g., *MLA Handbook*, *Publication Manual of the American Psychological Association* (APA), *Turabian's A Manual for Writers*) appropriate for the discipline and writing type.

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts grades 9–10 reading and content, choosing flexibly from a range of strategies.

1. Use context (~~e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence~~) as a clue to determine the meaning of a word or phrase.

2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (~~e.g., analyze, analysis, analytical; advocate, advocacy~~).

3. Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, and meaning of a word. ~~general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.~~

4. Repealed.

E. ...

1. Interpret figures of speech, including euphemism and oxymoron, (e.g., ~~euphemism, oxymoron~~) in context and analyze their role in the text.

2. ...

F. Acquire and accurately use ~~accurately~~ general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness (CCR) level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1040 (July 2016), LR 52:

## **Chapter 23. Grades 11 and 12**

### **§2301. Reading Literature**

A. Cite and paraphrase relevant and thorough ~~strong, thorough, and relevant~~ textual evidence that most strongly supports ~~to support~~ analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

B. – C. ...

D. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is ~~could be considered~~ particularly fresh, engaging, or beautiful, including authors of classic texts (e.g., Shakespeare).

E. ...

F. Analyze a case in which understanding ~~grasping~~ point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

G. – J. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1040 (July 2016), LR 52:

### **§2303. Reading Informational Text**

A. Cite relevant and thorough ~~strong, thorough, and relevant~~ textual evidence that most strongly supports ~~to support~~ analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

B. – C. ...

D. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in “Federalist No. 10”).

E. – F. ...

G. Integrate, and evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

H. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in public works of public advocacy (e.g., The Federalist Papers, presidential addresses).

I. – K. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1041 (July 2016), LR 52:

## §2305. Writing Standards

A. Write multi-paragraph arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. ~~Introduce~~ Provide a thesis statement that introduces precise, knowledgeable claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and establishes an organizational structure ~~create an organization that~~ logically sequences claim(s), counterclaims, reasons, and evidence.

2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases presumptions.

3. – 4. ...

5. Provide a concluding ~~statement or~~ section that follows from and supports the argument presented and connects the argument to larger themes or topics.

B. Write multi-paragraph informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. ~~Introduce~~ Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically; ~~organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.~~

2. – 3. ...

4. Use precise language, domain-specific vocabulary, and literary or rhetorical techniques, as appropriate to the task and audience, to maintain clarity of complex topics, ~~such as metaphor, simile, and analogy to manage the complexity of the topic.~~

5. ...

6. Provide a concluding ~~statement or~~ section that follows from and supports the information or explanation presented, ~~(e.g., articulating implications or the significance of the topic).~~

7. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole, including formatting, graphics, and multimedia when useful in aiding comprehension.

C. Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. ...

2. Use narrative techniques appropriate to the task, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.

3. – 4. ...

5. Provide ~~a~~ an appropriate conclusion (~~when appropriate to the genre~~) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

D. – E.

...

F. Use technology, ~~including the Internet~~, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

G. Conduct ~~short as well as more sustained~~ research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

H. Gather relevant information from multiple authoritative sources, ~~using advanced searches effectively~~; ~~assess the strengths and limitations of each source in terms of the task, purpose, and audience~~; ~~integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., MLA, APA).~~

1. Use search terms effectively.
2. Assess the credibility and accuracy of each source.
3. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
4. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.
5. Follow a standard format for citation.

I. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.

1. – 2. Repealed.

J. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1041 (July 2016), LR 52:

### **§2307. Speaking and Listening**

A. Initiate and participate effectively in a range of collaborative discussions (~~one on one, in groups, and teacher-led~~) with diverse partners on grades 11–12 about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to relevant evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

2. Work with peers to promote civil, ~~democratic~~ discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

3. ...

4. Respond thoughtfully to varied viewpoints ~~diverse perspectives~~; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

B. Integrate multiple sources of information presented in ~~diverse~~ various formats and media (~~e.g., visually, quantitatively, orally~~) ~~in order~~ to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

C. – D.

...

E. Make strategic use of multimedia components ~~digital media (e.g., textual, graphical, audio, visual, and interactive elements)~~ in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

F. ...

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1042 (July 2016), LR 52:

### **§2309. Language**

A. ...

1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; use references to confirm understanding as needed.

2. Repealed.

B. ...

1. ~~Observe~~ Apply appropriate hyphenation conventions.

2. Spell correctly; consulting references as needed.

C. ...

1. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

2. Apply an understanding of syntax to the study of complex texts when reading.

D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts grades 11–12 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to determine the meaning of a word or phrase.

2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., ~~conceive, conception, conceivable~~).

3. Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, standard usage, and meaning of a word. ~~general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.~~

4. Repealed.

E. ...

1. Interpret figures of speech including hyperbole and paradox, (e.g., verbal irony, puns) in context and analyze the role in the text.

2. ...

F. Acquire and accurately use ~~accurately~~ general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 42:1042 (July 2016), LR 52: