

COMPARISON DOCUMENT

Title 28
EDUCATION
Part CXLII. *Bulletin 142—Louisiana Mathematics Student Standards*
Chapter 3. Kindergarten
§303. Numeracy and Operational Fluency

- A. – C. ...
1. Compare sets of objects up to and including at least 20 in each set using comparative language, e.g., by using matching and counting strategies.
- C.2. – E.1.c. ...
- 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 52:1129 (July 2026), LR 52:

Chapter 5. ~~First~~ Grade 1
§505. Algebraic Reasoning

- A. – E. ...
1. Add one and two digit numbers within the range of 0-99 ~~up to 99~~, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.
- a. Use concrete models or drawings and strategies based on place value, properties of operations, and ~~for~~ the part:whole relationship between addition and subtraction to add and subtract; relate the strategy to a number sentence.
- b. Understand that in adding two-digit numbers, one must add tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- c. Justify the reasoning of methods for addition used with an oral ~~and~~ or written explanation.
2. – 2.a. ...
- 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, amended LR 52:1130 (July 2026), LR 52:

§509. Data Analysis and Measurement

- A. – A.2. ...
- a. Understand that the length measurement of an object is the number of same-size length units that span the distance ~~it~~ with no gaps or overlaps.
- B. – C. ...
1. Use tally marks and t-charts, and /tables with up to three categories to:-
- a. Create bar graphs and ~~or~~ picture graphs to represent data precisely with accurate scaling within a scale of 1 or 2, ~~and~~
- b. Interpret data represented in a chart or graph by asking and answering questions about the total number of data points, how many are in each category, and how many more or less are in one category than in another.
- D. ...
1. Determine the value of a collection of coins up to 50 cents. ~~Pennies~~, including groups of pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.
- 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, amended LR 52:1131 (July 2026), LR 52:

Chapter 7. ~~Second~~ Grade 2
§705. Algebraic Reasoning

- A. – A.2.a. ...
- b. Justify ~~the reasoning~~ with a written explanation ~~used~~ when choosing a ~~the~~ model or strategy to add or subtract. ~~compute with a written explanation.~~
- B. – B.2.a. ...
- 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 52:1132 (July 2026), LR 52:

§707. Geometric Reasoning and Logic

- A. – A.1. ...
2. ~~Apply spatial structuring to partition~~ Partition a rectangle into rows and columns of same-size units, interpreting both as a collection of units and as single units, and count to find the total number units. The rectangle should not be divided up into more than 5 columns and 5 rows to correlate with 2.AR.B.24.
3. – 3.a. ...
- 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 52:1132 (July 2026), LR 52:

Chapter 9. ~~Third~~ Grade 3
§901. Grade Level Foundational Skills

- A. – A.3. ...
4. Compare numbers up to 100,000, identifying which are greater than, less than, or equal to each other.
5. ...
6. Identify equivalent fractions with ~~limited~~ denominators limited to 2, 3, 4, 6, and 8.

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 52:1133 (July 2026), LR 52:

§903. Numeracy and Operational Fluency

- A. – C.1.a. ...
- b. Use estimation to reason about ~~compatibles numbers to estimate~~ solutions to real-world mathematical tasks.
2. – 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 52:1132 (July 2026), LR 52:

§905. Algebraic Reasoning

- A. ...
1. Interpret products of whole numbers and interpret whole number /factors.
2. – 4. ...
- B. Understand properties of multiplication and ~~ND~~ the relationships between multiplication and division.
1. ...
2. Understand division as an unknown-factor problem, ~~providing~~. Provide an explanation that leverages the relationship between ~~and the properties of~~ multiplication and division.
- C. Solve real-world mathematical tasks involving the four operations and identify and explain patterns in arithmetic. ~~Understand properties of multiplication and the relationship between multiplication and division.~~
- C.1. – D.1.b. ...

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 52:1133 (July 2026), LR 52:

§909. Data Analysis and Measurement

- A. – C.2. ...
3. Relate area to the operations of multiplication and ~~equal groups of~~ addition.
- C.3.a. – E.2. ...

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 52:1134 (July 2026), LR 52:

Chapter 11. Grade 4

§1101. Grade Level Foundational Skills

- A. – A.3. ...
4. Multiply ~~and divide~~ multi-digit numbers with products up to 100.
5. – 7. ...

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 52:1135 (July 2026), LR 52:

§1103. Numeracy and Operational Fluency

- A. Generalize place value understanding for multi-digit whole numbers. ~~Extend understanding of fraction equivalence and ordering.~~
1. Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in the place to its right. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models or number line diagrams, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.
2. Read and write multi-digit whole numbers up to 1,000,000 using base-ten numerals, standard form, written form, unit form, and expanded form. Compare two fractions with different numerators and different denominators. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.
- a. Compare multi-digit whole numbers up to 1,000,000 using $>$, $=$, and $<$ symbols to record the results of comparisons.
- b. Order a set of whole numbers up to 1,000,000.
3. Use place value understanding.
- a. Round multi-digit whole numbers up to 1,000,000, to any place.
- b. Use estimation to reason about solutions to real-world mathematical tasks.
- B. Use place value understanding and properties of operations to perform multi-digit arithmetic. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
1. Fluently add and subtract multi-digit whole numbers with sums or differences less than or equal to 1,000,000, using a standard algorithm. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.
- a. – c. Repealed.
2. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value understanding and the properties of operations. Add and subtract fractions with like denominators.
- a. Illustrate and explain the calculation by using equations, rectangular arrays, number line diagrams, and area models. Add and subtract mixed numbers with like denominators.

b. Repealed.

3. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value understanding, the properties of operations, and the relationship between multiplication and division. Multiply a fraction by a whole number. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.

a. Represent and explain the calculation by using equations, rectangular arrays, and area models. Understand a fraction a/b as a multiple of $1/b$.

b. – c.

Repealed.

C. Extend understanding of fraction equivalence and ordering. Understand decimal notation for fractions, and compare decimal fractions.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models or number line diagrams, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

2. Compare two fractions with different numerators and different denominators. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100. Use decimal notation and precise language for fractions with denominators 10 or 100.

3. Repealed.

D. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Gain familiarity with factors and multiples.

1. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100. Use whole numbers in the range 1–100.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Find all factor pairs for a given whole number.

b. Decompose a fraction, including mixed numbers or fractions greater than 1, into a sum of fractions, including unit fractions and non-unit fractions, with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions. Recognize that a given whole number is a multiple of each of its factors.

c. Evaluate the reasonableness of sums and differences of fractions using benchmark fractions, 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1, referring to the same whole. Determine whether a given whole number is a multiple of a given one-digit number.

d. Repealed.

2. Add and subtract fractions with like denominators.

a. Add and subtract mixed numbers with like denominators.

b. Solve real-world mathematical tasks involving addition and subtraction of fractions, including mixed numbers and fractions greater than 1, referring to the same whole and having like denominators.

3. Multiply a fraction by a whole number. Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.

a. Understand a fraction a/b as a multiple of $1/b$.

b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.

c. Solve real-world mathematical tasks involving multiplication of a fraction by a whole number.

E. Understand decimal notation for fractions, and compare decimal fractions. Generalize place-value understanding for multi-digit whole numbers.

1. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in the place to its right.

2. Use decimal notation and precise language for fractions with denominators 10 or 100. Read and write multi-digit whole numbers up to 1,000,000 using base ten numerals/standard form, written form (number names), unit form, and expanded form.

3. Compare two decimals to hundredths by reasoning about their size, recognize that comparisons are valid only when the two decimals refer to the same whole, record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions. Use place value understanding.

a. – b.

Repealed.

F. Generate and analyze patterns. Add and subtract multi-digit numbers.

1. Generate and extend a number or shape pattern that follows a given rule. Fluently add and subtract multi-digit whole numbers with sums or differences less than or equal to 1,000,000, using a standard algorithm.

a. Identify apparent features of the pattern that were not explicit in the rule itself.

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 52:1135 (July 2026), LR 52:

§1105. Algebraic Reasoning

A. – A.2.

...

a. Represent these tasks by using drawings and/or equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

3. – 3.b. ...

B. Gain familiarity with factors and multiples. Generate and analyze patterns.

1. Use whole numbers in the range 1–100. Generate and extend a number or shape pattern that follows a given rule.

- a. Find all factor pairs for a given whole number. Identify apparent features of the pattern that were not explicit in the rule itself.
- b. Recognize that a given whole number is a multiple of each of its factors.
- c. Determine whether a given whole number is a multiple of a given one-digit number.
- d. Determine whether a given whole number is prime or composite.
- C. Generate and analyze patterns. Compare whole numbers.
 - 1. Generate and extend a number or shape pattern that follows a given rule. Use understanding of the base-ten system.
 - a. Identify apparent features of the pattern that were not explicit in the rule itself. Compare multi-digit whole numbers up to 1,000,000 using >, =, and < symbols to record the results of comparisons.

C.1.b. – D.2.a.

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 52:1135 (July 2026), LR 52:

§1109. Data Analysis and Measurement

- A. – A.3. ...
- B. Represent and interpret data. Use place value understanding and properties of operations to perform multi-digit arithmetic.
 - 1. – 1.a. ...
- C. ~~Geometric measurement.~~ Understand concepts of angle and measure angles.
 - 1. – 3. ...
 - a. Solve addition and subtraction real-world and mathematical tasks to find unknown angles on a diagram.
- D. – D.1.a. ...

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 52:1136 (July 2026), LR 52:

Chapter 13. Grade 5

§1301. Grade Level Foundational Skills

- A. – A.2. ...
- 3. Repealed.
- 4. – 8. ...

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 52:1136 (July 2026), LR 52:

§1303. Numeracy and Operational Fluency

- A. – A.2. ...
 - a. Add and subtract fractions referring to the same whole, including cases of unlike denominators by using visual fraction models or equations to represent the problem.
 - A.2.b. – B.2.a. Use benchmark fractions and number sense of fractions to estimate mentally and justify the reasonableness of answers.
 - b. Construct or critique a ~~precise~~ model to develop understanding of the concept of multiplying two fractions and create a story context for the equation. In general, $(\frac{m}{n}) \times (\frac{c}{d}) = \frac{(mc)}{(nd)} (\frac{m}{n}) \times (\frac{c}{d}) = (\frac{mc}{nd})$.
 - 3. – 3.c. ...
 - d. Relate the principle of fraction equivalence $\frac{a}{b} = \frac{(nxa)}{(nxb)}$ to the effect of multiplying $\frac{a}{b}$ by 1.
 - 4. ...
 - 5. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions within and without in the context of real-world mathematical tasks.
 - B.5.a. – C.1. ...
 - 2. Explain and apply patterns when multiplying or dividing by powers of 10. Use place value understanding.
 - a. Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Round multi-digit numbers with decimals to any place.
 - b. Explain and apply patterns in the values of the digits in the product or the quotient when a decimal is multiplied or divided by a power of 10. Use compatible numbers to estimate solutions to real-world mathematical tasks.
 - c. Use whole-number exponents to denote powers of 10.
 - 3. Extend place value understanding of the base-ten system to decimals.
 - a. Read and write decimals to thousandths using base-ten numerals, standard form, written form, unit form, and expanded form.
 - b. Compare and order multi-digit whole numbers and decimals to thousandths based on the values of the digits in each place, using >, =, and < symbols to record the results of comparisons.
 - 4. Use place value understanding to round multi-digit numbers with decimals to any place.
 - a. Use estimation to reason about solutions to real-world mathematical tasks.
- D. ...

1. Repealed.
- E. Perform operations with whole numbers and with decimals to hundredths.
 1. Fluently multiply multi-digit whole numbers using a standard algorithm.
 2. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value understanding, the properties of operations, subtracting multiples of the divisor, and the relationship between multiplication and division.
 - a. Illustrate and explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value understanding.
 3. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value understanding, properties of operations, and the part-whole relationship between addition and subtraction or multiplication and division.
 - a. Justify the reasoning of methods used for calculation with a written explanation.

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 52:1137 (July 2026), LR 52:

§1305. Algebraic Reasoning

- A. – A.2. ...
- B. Analyze patterns and relationships. ~~Compare whole numbers.~~
 1. Generate and extend two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Explain these relationships informally.
 - a. ...
- B.1.b. – D.2.a. 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 52:1137 (July 2026), LR 52:

§1307. Geometric Reasoning and Logic

- A. Graph points on the coordinate plane to solve real-world and mathematical tasks. ~~Generate and analyze patterns.~~
 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines the origin arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that in an ordered pair, the first number shows how far to move along the x-axis, and the second number shows how far to move along the y-axis from the origin. With this convention, the names of the two axes and the coordinates correspond.
- A.2. – B. ...
1. ~~Analyze~~ Understand, analyze, and relate attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

- B.2. – B.2.a. ...
- 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 52:1138 (July 2026), LR 52:

§1309. Data Analysis and Measurement

- A. – A.1. ...
- B. Represent and interpret data. ~~Compare whole numbers.~~
 1. ...
- C. ~~Geometric measurement.~~ Understand concepts of volume and relate volume to multiplication and to addition.
 1. – 3.c. ...
- D. ~~Geometric measurement.~~ Extend previous understandings of area and multiplication to multiply fractions.
 1. – 1.c. ...

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 52:1138 (July 2026), LR 52:

Chapter 15. Grade 6

§1505. Algebraic Reasoning

- A. – B.3. ...
 4. Translate a real-world written description into an algebraic inequality in the form of $x > c$ or $x < c$. ~~Describe~~ Recognize, describe, and interpret the infinitely many solutions for $x > c$ or $x < c$ and graph the solutions on a number line.
 - C. – C.1.b. ...
- 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 52:1139 (July 2026), LR 52:

Chapter 17. Grade 7

§1707. Geometric Reasoning and Logic

- A. – A.1. ...
2. ~~Construct~~ Draw triangles with given conditions. Understand the possible side lengths and angle measures that determine one and only one triangle, more than one triangle, or no triangle.
- A.3. – B.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 52:1141 (July 2026), LR 52:

§1709. Data Analysis

- A. ~~Random~~ Use random sampling to draw inferences about a population.
- A.1. – C.4.c. ...

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 52:1141 (July 2026), LR 52:

Chapter 21. Algebra I

§2111. Reasoning with Equations and Inequalities

- A. – B. ...
1. Solve linear equations and ~~absolute value equations and~~ inequalities in one variable, including equations with coefficients represented by letters.
- B.2. – D.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 52:1145 (July 2026), LR 52:

Chapter 23. Geometry

§2301. Geometric Reasoning and Logic

- A. – C. ...
1. Prove and apply theorems about lines and angles. Theorems include: ~~but are not limited to~~ vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints.
2. Prove and apply theorems about triangles. Theorems include: ~~but are not limited to~~ measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
3. Prove and apply theorems about parallelograms. Theorems include: ~~but are not limited to~~ opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and the converse of this theorem; rectangles are parallelograms with congruent diagonals and the converse of this theorem.

- D. – D.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 52:1146 (July 2026), LR 52:

§2303. Similarity, Right Triangles, and Trigonometry

- A. – B. ...
1. Prove and apply theorems about triangles including: ~~but not limited to~~ a line parallel to one side of a triangle divides the other two proportionally, and the converse of this theorem; the Pythagorean Theorem proved using triangle similarity; SAS similarity criteria; SSS similarity criteria; and AA similarity criteria.
- B.2. – C.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 52:1147 (July 2026), LR 52:

Chapter 27. Integrated Math I

§2707. Reasoning with Equations and Inequalities

- A. – B. ...
1. Solve linear ~~and absolute value~~ equations and inequalities in one variable, including equations with coefficients represented by letters.
2. – D.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 52:1150 (July 2026), LR 52:

§2717. Interpreting Categorical and Quantitative Data

- A. – C. ...
1. Interpret the slope (~~rate of change~~) and the intercept (~~constant term~~) of a linear model in the context of the data.
2. – 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 52:1152 (July 2026), LR 52:

Chapter 29. Integrated Math II

§2905. Seeing Structure in Equations

- A. – B.1.b. ...
- c. Use the properties of exponents to transform expressions for exponential functions, emphasizing integer exponents. ~~For example, the growth of bacteria can be modeled by either $f(t) = 3^{(t+2)}$ or $g(t) = 9(3)^t$ because the expression $3^{(t+2)}$ can be rewritten as $(3)(3^2) = 9(3)^t$.~~

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 52:1153 (July 2026), LR 52:

§2913. Interpreting Functions

- A. – B.1.a. ...

b. Graph piecewise linear, (to include absolute value,) and exponential functions.

2. – 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 52:1153 (July 2026), LR 52:

§2921. Congruence

A. ...

1. Prove and apply theorems about lines and angles. Theorems include: ~~but are not limited to~~ vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints.

2. Prove and apply theorems about triangles. Theorems include: ~~but are not limited to~~ measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; and the medians of a triangle meet at a point.

3. Prove and apply theorems about parallelograms. Theorems include: ~~but are not limited to~~ opposite sides are congruent; opposite angles are congruent; the diagonals of a parallelogram bisect each other, and the converse of this theorem; and rectangles are parallelograms with congruent diagonals and the converse of this theorem.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 52:1154 (July 2026), LR 52:

§2923. Similarity, Right Triangles, and Trigonometry

A. – B. ...

1. Prove and apply theorems about triangles. Theorems include: ~~but not limited to~~ a line parallel to one side of a triangle divides the other two proportionally, and the converse of this theorem; the Pythagorean Theorem proved using triangle similarity; SAS similarity criteria; SSS similarity criteria; AA similarity criteria.

B.2. – C.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 52:1154 (July 2026), LR 52:

§2925. Circles

A. – A.3. ...

4. Repealed.

B. – B.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 52:1155 (July 2026), LR 52:

§2927. Expressing Geometric Properties with Equations

A. – A.1. ...

2. Repealed.

B. – B.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 52:1155 (July 2026), LR 52:

Chapter 31. Integrated Math III

§3105. Arithmetic with Polynomials and Rational Expressions

A. – C.1. ...

2. Repealed.

D. – D.1. ...

2. 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 52:1156 (July 2026), LR 52:

Chapter 33. Algebra III

§3303. Vector and Matrix Quantities

A. – B.2. ...

a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, ~~e.g., as $c(\mathbf{v}_x, \mathbf{v}_y) = (c\mathbf{v}_x, c\mathbf{v}_y)$.~~

B.2.b. – C. ...

1. Use matrices to represent and manipulate data, ~~e.g., to represent payoffs or incidence relationships in a network.~~

2. – 6. ...

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 52:1158 (July 2026), LR 52:

Chapter 35. Advanced Math Precalculus

§3503. Vector and Matrix Quantities

A. – B.2. ...

a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, ~~e.g., as $c(\mathbf{v}_x, \mathbf{v}_y) = (c\mathbf{v}_x, c\mathbf{v}_y)$.~~

B.2.b. – C. ...

1. Use matrices to represent and manipulate data, ~~e.g., to represent payoffs or incidence relationships in a network.~~
2. – 7. ...

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 52:1160 (July 2026), LR 52:

Chapter 37. Advanced Math Functions and Statistics
§3707. Reasoning with Equations and Inequalities

- A. – B.1. ...
2. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, polynomial, rational, piecewise linear, (to include absolute value), logarithmic and exponential functions. Identify domain restrictions and real and non-real solutions algebraically.

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 52:1162 (July 2026), LR 52:

Title 28
EDUCATION
Part CLXIX. Bulletin 169—Louisiana English Language Arts Student Standards
Chapter 3. Kindergarten
§305. Reading Foundations

- A. – A.1. ...
2. Recognize that spoken words are represented in written language by specific sequences of letters. (Prerequisite standard from PreK)
3. – 4. ...
5. Locate words ~~a word~~ on a page.
- A.6. - B. ...
1. Recognize and produce rhyming words. (Prerequisite standard from PreK)
2. Count, pronounce, blend, and segment syllables in spoken words. (Prerequisite standard from PreK)

B.3. - D. ...

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), amended LR 52:1171 (July 2026), LR 52:

§307. Writing

A. Use a combination of drawing, dictating, or ~~and~~ writing to express opinions about a topic or text with at least one supporting reason.

B. – G. ...

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), amended LR 52:1171 (July 2026), LR 52:

§311. Language

A. – D.3. ...

4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

E. ...

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), amended LR 52:1172 (July 2026), LR 52:

Chapter 5. Grade 1
§511. Language

- A. – A.7. ...
8. Use determiners to modify, describe, or introduce a noun or pronoun (e.g., articles, demonstratives).
- A.9. – B.5. ...
- C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, ~~choosing flexibly from an array of strategies.~~
1. Use sentence-level context to determine ~~as a clue to~~ the meaning of a word or phrase.
- C.2. – E. ...
- 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), amended LR 52:1173 (July 2026), LR 52:

Chapter 7. Grade 2
§701. Reading Literature

- A. – G. ...
- H. Compare and contrast two or more versions of the same story (~~e.g., Cinderella stories~~) by different authors or from different traditions.

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), amended LR 52:1173 (July 2026), LR 52:

§703. Reading Informational Text

A. – F.

...

G. Explain how specific images (e.g., diagrams) 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), amended LR 52:1173 (July 2026), LR 52:

§705. Reading Foundations

A. – A.1

...

2. Decode and encode words with open and closed syllables and consonant -le consonants.

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

A.4. - B.2.

...

C. Demonstrate understanding of the organization and basic features of print. Print letters, words, and sentences legibly utilizing accurate conventions of print.

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

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

D. 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 42:1023 (July 2016), amended LR 52:1174 (July 2026), 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.~~

A.1. – H.

...

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), amended LR 52:1174 (July 2026), LR 52:

§711. Language

A. – D.3.

...

4. Use knowledge of the meaning of individual words to determine ~~predict~~ the meaning of compound words.

D.5. – 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). amended LR 52:1174 (July 2026), LR 52:

Chapter 11. Grade 4

§1103. Reading Informational Text

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

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 42:1027 (July 2016), amended LR 52:1176 (July 2026), LR 52:

§1111. Language

A. – C.3.

...

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

D.1. – E.3.

...

F. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and relate to a particular topic.

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), amended LR 52:1177 (July 2026), LR 52:

Chapter 13. Grade 5

§1305. Reading Foundations

A. ...

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

B. Repealed.

C. – D. ...

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), amended LR 52:1178 (July 2026), LR 52:

§1311. Language

A. – D. ...

2. Use common, grade-appropriate Greek and Latin affixes and roots ~~as clues~~ to determine the meaning of a word.

D.3. – 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 42:1031 (July 2016), amended LR 52:1178 (July 2026), LR 52:

Chapter 15. Grade 6

§1505. Writing

A. – A.4. ...

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

B.1. – 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), amended LR 52:1179 (July 2026), LR 52:

Chapter 21. Grades 9 and 10

§2105. Writing

A. ...

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

A.2. – G. ...

H. Gather relevant information from print and digital ~~multiple authoritative~~ sources.

1. Use ~~searches~~ terms effectively.

H.2. – 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), amended LR 52:1183 (July 2026), LR 52:

Chapter 23. Grades 11 and 12

§2305. Writing Standards

A. – B.6. ...

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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful in aiding comprehension.

C. – G. ...

H. Gather relevant information from print and digital ~~multiple authoritative~~ sources.

I. - 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 42:1041 (July 2016), amended LR 52:1185 (July 2026), LR 52:

§2309. Language

A. – C.2. ...

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

D.1. – 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), amended LR 52:1186 (July 2026), LR 52: