



# STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

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May 11, 2026

## MEMORANDUM

TO: Senator Cameron Henry, Senate President  
Representative Phillip DeVillier, Speaker of the House  
Senator Rick Edmonds, Chair, Senate Committee on Education  
Representative Laurie Schlegel, Chair, House Committee on Education

FROM: Tavares A. Walker, Executive Director *T. Walker* 5/11/26  
Board of Elementary and Secondary Education

RE: Summary Report on Board of Elementary and Secondary Education Proposed Rulemaking

Pursuant to R.S. 49:968(D)(1)(b), the Board of Elementary and Secondary Education hereby submits to you this summary report and announces its plan to proceed with rulemaking by finalizing the April 20, 2026, Notice of Intent that was promulgated on pages 520-536 of the *Louisiana Register*.

The Board has received no public comments and has not conducted a hearing pursuant to R.S. 49:953(A)(2)(a).

The Board has made no change to the proposed Rule.

Subject to legislative oversight by either the House Committee on Education or Senate Committee on Education, the Board anticipates adopting the Notice of Intent as a final Rule in the July 20, 2026, issue of the *Louisiana Register*.

The following document is attached:

1. A copy of the Notice of Intent.

Please contact Max Dupuy at (225) 342-5841 if the Board may be of any assistance to you concerning this Rule.

TAW:med

Attachment (1)

- c: Caroline Tyler, Secretary, Senate Committee on Education  
Elizabeth Borne, Legislative Analyst, House Committee on Education  
Lisa Lovello, Legislative Analyst, House Committee on Education  
Ashley Townsend, Assistant Superintendent, Louisiana Department of Education  
Max Dupuy, Records Management Administrator, BESE

**Tavares A. Walker**  
Executive Director

**Dr. Cade Brumley**  
State Superintendent

## NOTICE OF INTENT

### Board of Elementary and Secondary Education

Bulletin 141—Louisiana English Language Arts Student Standards—ELA Content Standards  
(LAC 28:CLXIX.Chapters 1-23)

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) et seq., the Board of Elementary and Secondary Education (BESE) proposes to amend LAC 28:CLXIX in *Bulletin 141—Louisiana English Language Arts Student Standards*. Board of Elementary and Secondary Education (BESE) policy requires that Louisiana content standards are periodically reviewed and revised to maintain rigor and high expectations for teaching and learning.

#### Title 28

#### EDUCATION

### Part CLXIX. Bulletin 141—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. The standards represent the knowledge and skills needed for students to successfully transition from each grade and ultimately to postsecondary education and the workplace.

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), amended LR 52:

#### Chapter 3. Kindergarten

##### §301. Reading Literature

A. With prompting and support, ask and respond to questions about key details in a text.

B. - C. ...

D. With prompting and support, ask and respond to 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 story.

G. ...

H. With prompting and support, compare and contrast the 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), amended LR 52:

##### §303. Reading Informational Text

A. With prompting and support, ask and respond to questions about key details in a text.

B. - C. ...

D. With prompting and support, ask and respond to questions about unknown words in a text.

E. Identify various text features of the front and back cover of a book.

F. With prompting and support, define the role of the author and the illustrator in presenting 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), amended LR 52:

##### §305. Reading Foundations

A. Demonstrate understanding of the organization and basic features of print.

1. Track words from left to right, top to bottom, and page by page.

2. - 3. ...

4. 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 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.

4. ...

5. Encode CVC words.

D. Read grade-level decodable texts with 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), amended LR 52:

##### §307. Writing

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

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.

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 as needed.

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

F. With guidance and support from adults, participate in shared research and writing projects.

G. With guidance and support from adults, use information from experiences and 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), amended LR 52:

### §309. Speaking and Listening

A. Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings.

1. ...

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

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

C. Ask and respond to questions about what a speaker says to seek help, information, or clarification.

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

E. Provide additional details of given descriptions by adding drawings or other visual displays.

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

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:

### §311. Language

A. - A.1. ...

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

3. Form regular plural nouns orally by adding /s/ or /es/.

4. Understand and use question words (interrogatives).

5. Repealed.

A.6. - B.2. ...

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

4. 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 reading and content.

1. With guidance and support, identify new meanings for familiar words and apply them accurately.

2. With guidance and support, use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

D. ...

1. Sort common objects into categories 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.

3. Identify real-life connections between words and their use.

4. Repealed.

E. Use words and phrases acquired through conversations, reading and read alouds, when communicating about.

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:

## Chapter 5. Grade 1

### §501. Reading Literature

A. Ask and respond to 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 the differences between books that tell stories and books that give information.

G. - H. ...

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

J. With prompting and support, read grade-level prose and poetry.

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:

### §503. Reading Informational Text

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

B. - C. ...

D. Ask and respond to 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) to locate key facts or information in a text.

F. - I. ...

J. With prompting and support, read grade-level informational 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), amended LR 52:

### §505. Reading Foundations

A. ...

1. 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 phonics and word analysis skills in decoding words.

1. 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. 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.

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), amended LR 52: §507. **Writing**

A. Write opinion pieces about a topic or text, including a reason for the opinion and provide a concluding statement.

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

C. Write narratives in which they recount two or more appropriately sequenced events, include relevant details, 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.

F. Participate in shared research and writing projects.

G. With guidance and support from adults, 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), amended LR 52: §509. **Speaking and Listening**

A. Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings.

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

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

3. ...

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

C. Ask and respond to questions about what a speaker says to gather additional information or seek clarification.

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

E. Clarify ideas, thoughts, and feelings included in descriptions by adding drawings or other visual displays.

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), amended LR 52:

### §511. **Language**

A. - A.2. ...

3. Use singular and plural nouns with matching verbs in basic sentences.

4. Use personal and possessive pronouns.

5. Use verbs to convey a sense of past, present, and future.

6. ...

7. Use frequently occurring conjunctions.

8. ...

9. Use frequently occurring prepositions.

A.10. - B.1. ...

2. Use appropriate punctuation for each sentence type.

3. ...

4. Apply known spelling patterns to encode both commonly spelled words and frequently occurring irregular words.

5. Utilize known spelling patterns to encode untaught words.

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. ...

2. Use knowledge of frequently occurring affixes to interpret meaning of a word.

3. Identify frequently occurring root words and their inflectional forms.

D. ...

1. Sort words into categories to gain a better understanding of the concepts the categories represent.

2. Categorize words by describing one or more of their key distinguishing attributes.

3. Identify real-life connections between words and their distinguishing characteristics.

4. ...

E. Use words and phrases acquired through conversations, reading and read alouds, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

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:

## **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.

B. Recount stories, including fables and folktales from a variety of traditions; determine their central message, lesson, or moral.

C. - D. ...

E. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

F. 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.

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:

### **§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.

B. - D. ...

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

F. ...

G. Explain how specific images 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:

### §705. Reading Foundations

A. Use knowledge of grade-appropriate phonics and word analysis skills to decode words.

1. Decode and encode words with variable vowel teams and vowel diphthongs.

2. Decode and encode words with open and closed syllables and consonants.

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. 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.

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), amended 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.

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 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.

F. Participate in shared research and writing projects.

G. Use information from experiences and 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), amended LR 52:

### §709. Speaking and Listening

A. Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings.

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

A.2. - B. ...

C. Ask and respond to 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 details, speaking clearly at an understandable pace.

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.

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:

### §711. Language

A. ...

1. Use collective nouns.

2. Use frequently occurring irregular plural nouns.

3. Use reflexive pronouns and indefinite pronouns.

4. Use the past tense of frequently occurring irregular verbs.

5. Effectively use adjectives and adverbs.

6. Produce, expand, and rearrange complete simple and compound sentences.

B. - B.3. ...

4. Generalize learned spelling patterns when writing words.

5. Consult reference materials, 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 reading and content.

1. Use sentence-level context 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.

3. Use a known root word to determine the meaning of an unknown word with the same root.

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

5. 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.

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 responding to texts, including using adjectives and adverbs to provide descriptions.

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:

### **Chapter 9. Grade 3**

#### **§901. Reading Literature**

A. Refer explicitly to details and examples from a text by asking and responding to questions.

B. Recount stories, including fables, folktales, and myths from a variety of traditions; 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), amended LR 52:

#### **§903. Reading Informational Text**

A. Refer explicitly to details and examples from a text by asking and responding to questions.

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), amended LR 52:

#### **§905. Reading Foundations**

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

1. ...

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

3. Decode and encode multisyllabic 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.

2. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

3. - 4. Repealed.

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.

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), amended 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.

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.

2. ...

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

4. Provide a clear conclusion.

D. Produce writing in which the development and organization are appropriate to the task and purpose.

E. - F. ...

G. Conduct research that builds knowledge about a topic.

H. Use information from experiences and gather information from print and digital sources.

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.

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), amended 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 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, speaking one at a time about the topics and texts under discussion).

3. ...

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

B. Determine the main ideas and supporting details of a text read aloud or information presented in various media and formats.

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

D. 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 recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays 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), amended LR 52:

### §911. Language

A. - A.1. ...

2. Use regular and irregular plural nouns.

3. Use abstract nouns.

4. Use regular and irregular verbs.

5. Use the simple verb tenses.

6. ...

7. 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.

6. Repealed.

7. Consult reference materials, when appropriate, 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.

1. Use sentence-level context 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.

3. Use a known root word to determine the meaning of an unknown word with the same root.

4. 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.

2. Use appropriate vocabulary to connect words to real-life applications.

3. ...

F. Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

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), amended LR 52:

### Chapter 11. Grade 4

#### §1101. Reading Literature

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

B. - G. ...

H. Compare and contrast 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.

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), amended LR 52:

#### §1103. Reading Informational Text

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

B. - F. ...

G. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, or timelines) 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), amended LR 52:

#### §1105. Reading Foundations

A. Know and apply grade-appropriate 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.

2. Repealed.

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), amended 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.

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 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.

C.2. - F. ...

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

H. Use relevant information from experiences and gather relevant information from print and digital 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.

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:

### §1109. Speaking and Listening

A. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-level 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 media and formats.

C. ...

D. 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.

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), amended LR 52:

### §1111. Language

A. ...

1. Use relative pronouns and relative adverbs.
2. Use the progressive verb tenses.
3. Use modal auxiliary verbs to convey various conditions.
4. Order adjectives within sentences according to conventional patterns.
5. Use prepositional phrases.
6. Use complete sentences, avoiding the use of fragments and run-ons.
7. Use frequently confused words correctly (e.g., to, too, two; there, their).

B. - C.2. ...

3. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

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.

1. Use context to determine the meaning of a word or phrase.

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

3. Consult reference materials, 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 in context.

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

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:

### Chapter 13. Grade 5

#### §1301. Reading Literature

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

B. ...

C. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

D. - G. ...

H. Compare and contrast stories in the same genre 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), amended LR 52:

#### §1303. Reading Informational Text

A. 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), amended LR 52:

#### §1305. Reading Foundations

A. Know and apply grade-appropriate 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 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.

2. Repealed.

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), amended LR 52: §1307. **Writing**

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

1. Provide a thesis statement that introduces a topic or text clearly, states an opinion, and introduces an organizational structure that logically groups related ideas and information.

2. - 4. ...

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

1. Provide a thesis statement that introduces a topic clearly, provide a general observation and focus, and group related information logically.

2. Develop the topic with facts 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.

2. - 4. ...

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

D. - F. ...

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

H. Use relevant information from experiences and gather relevant information from print and digital 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.

**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: §1309. **Speaking and Listening**

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

1. - 3. ...

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

B. Summarize a written text read aloud or information presented in various media and formats.

C. ...

D. 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.

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), amended LR 52: §1311. **Language**

A. ...

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

2. Use the perfect verb tenses.

3. ...

4. Maintain consistent and logical verb choices, avoiding improper shifts in verb tense.

5. Use correlative conjunctions.

B. - B.2. ...

3. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

B.4. - 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.

1. Use context 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.

3. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

E. - E.1. ...

2. 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.

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), amended LR 52:

## **Chapter 15. Grade 6**

### **§1501. Reading Literature**

A. Cite relevant textual evidence that strongly supports 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.

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.

D. - G. ...

H. Explain how an author develops the point of view of the narrator or speaker in a text.

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), amended LR 52:

### §1503. Reading Informational Text

A. Cite relevant textual evidence that strongly supports 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 summary of the text.

C. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

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), amended LR 52:

### §1505. Writing

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

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

2. Support claim(s) with clear reasons and relevant evidence 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. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically.

2. - 5. ...

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

D. - F. ...

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

H. Gather relevant information from multiple print and digital 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.

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:

### §1507. Speaking and Listening

A. Engage effectively in a range of collaborative 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 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 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), amended LR 52:

### §1509. Language

A. - A.1. ...

2. Use intensive pronouns.

3. Maintain appropriate shifts in pronoun number and person.

4. Use pronouns that clearly and logically connect to antecedents.

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

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 and content, choosing flexibly from a range of strategies.

1. Use context to determine the meaning of a word or phrase.

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

3. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.

4. Repealed.

E. ...

1. Interpret figures of speech, including personification, in context and analyze their role in the text.

2. Use the relationship between particular words to better understand each of the words.

3. Distinguish among the connotations of words with similar denotations.

F. Acquire and accurately use 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), amended LR 52:

## **Chapter 17. Grade 7**

### **§1701. Reading Literature**

A. Cite several pieces of relevant textual evidence that strongly supports 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.

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.

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.

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), amended LR 52:

### **§1703. Reading Informational Text**

A. Cite several pieces of relevant textual evidence that strongly supports 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 in a text and analyze 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.

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 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), amended LR 52:

### **§1705. Writing**

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

1. 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.

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

3. - 4. ...

5. Provide a concluding 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. 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.

2. - 5. ...

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

D. - E. ...

F. Use technology to produce and publish writing linking to and citing sources, either independently or in collaboration with others.

G. Conduct research 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.

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), amended LR 52: §1707. **Speaking and Listening**

A. Engage effectively in a range of collaborative discussions 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 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, adequate volume, and clear pronunciation.

E. Include multimedia components 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), amended LR 52: §1709. **Language**

A. - A.2. ...

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

B. ...

1. Use a comma to separate coordinate adjectives.
2. Spell correctly, consulting references as needed.

C. ...

1. Choose language that expresses ideas precisely and concisely, 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-level texts and content.

1. Use context to determine the meaning of a word or phrase.

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

3. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.

4. Repealed.

E. ...

1. Interpret figures of speech, including allusions, in context and analyze their role in the text.

2. Use the relationship between particular words to better understand each of the words.

3. Distinguish among the connotations of words with similar denotations.

F. Acquire and accurately use 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), amended 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 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), amended 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.

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), amended LR 52: **§1905. Writing**

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

1. 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.

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

3. - 4. ...

5. Provide a concluding 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. 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.

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

3. - 5. ...

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

D. - E. ...

F. Use technology to produce and publish writing and present the relationships between information and ideas efficiently, either independently or in collaboration with others.

G. Conduct research to answer a 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.

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.

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), amended LR 52:

### §1907. Speaking and Listening

A. Engage effectively in a range of collaborative discussions 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 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, adequate volume, and clear pronunciation.

E. Integrate multimedia 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), amended LR 52: §1909. Language

A. - A.1. ...

2. Use verbs in the active and passive voice.

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

4. Maintain consistent and logical 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.

2. Maintain consistency in style and tone.

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

1. Use context to determine the meaning of a word or phrase.

2. Use common, grade-appropriate Greek or Latin affixes and roots 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.

4. Repealed.

E. ...

1. Interpret figures of speech, including verbal irony and puns, in context and analyze their role in text.

2. ...

3. Distinguish among the connotations of words with similar denotations.

F. Acquire and accurately use 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), amended LR 52:

## Chapter 21. Grades 9 and 10

### §2101. Reading Literature

A. 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.

B. ...

C. Analyze how complex characters 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. ...

F. Analyze a particular point of view or 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.

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), amended 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.

D. - E. ...

F. Analyze various accounts of a subject told in different mediums, 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, 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.

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.

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), amended 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. 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

clear relationships among claim(s), counterclaims, reasons, and evidence.

2. Develop claim(s) and counterclaims, 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 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. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically.

2. - 5. ...

6. Provide a concluding section that follows from and supports the information or explanation presented, 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 an appropriate conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

D. - E. ...

F. Use technology 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 research 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.

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.

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:

## §2107. Speaking and Listening

A. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) 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, 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 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 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), amended LR 52:

## §2109. Language

A. - A.1. ...

2. Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.

B. ...

1. Use a semicolon with or without 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. Compose and edit work to conform to the guidelines in a style manual 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 and content, choosing flexibly from a range of strategies.

1. Use context 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.

3. Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, and meaning of a word.

4. Repealed.

E. ...

1. Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.

2. ...

F. Acquire and accurately use 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), amended LR 52:

## Chapter 23. Grades 11 and 12

### §2301. Reading Literature

A. 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, 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 particularly fresh, engaging, or beautiful, including authors of classic texts (e.g., Shakespeare).

E. ...

F. Analyze a case in which understanding 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), amended LR 52:

### §2303. Reading Informational Text

A. Cite relevant and thorough relevant textual evidence that most strongly supports 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. - F. ...

G. Integrate, 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 (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), amended LR 52:

### §2305. 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. 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 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 presumptions.

3. - 4. ...

5. Provide a concluding 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. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically.

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.

5. ...

6. Provide a concluding section that follows from and supports the information or explanation presented, 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 that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

D. - E. ...

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

G. Conduct 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.

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.

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:

### **§2307. Speaking and Listening**

A. Initiate and participate effectively in a range of collaborative discussions 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 discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

3. ...

4. Respond thoughtfully to varied viewpoints; 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 various formats and media 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 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), amended 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. Apply appropriate hyphenation conventions.

2. Spell correctly; consulting references as needed.

C. ...

1. Vary syntax for effect, consulting references for guidance as needed.

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 and content, choosing flexibly from a range of strategies.

1. Use context 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.

3. Consult various reference materials to determine or verify the pronunciation, part of speech, etymology, standard usage, and meaning of a word.

4. Repealed.

E. ...

1. Interpret figures of speech including hyperbole and paradox, in context and analyze the role in the text.

2. ...

F. Acquire and accurately use 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), amended LR 52:

#### **Family Impact Statement**

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

1. Will the proposed Rule affect the stability of the family? No.

2. Will the proposed Rule affect the authority and rights of parents regarding the education and supervision of their children? No.

3. Will the proposed Rule affect the functioning of the family? No.

4. Will the proposed Rule affect family earnings and family budget? No.

5. Will the proposed Rule affect the behavior and personal responsibility of children? No.

6. Is the family or local government able to perform the function as contained in the proposed Rule? Yes.

#### **Poverty Impact Statement**

In accordance with section 973 of Title 49 of the Louisiana Revised Statutes, there is hereby submitted a Poverty Impact Statement on rules proposed for adoption, amendment, or repeal. All Poverty Impact Statements will be in writing and kept on file in the state agency which has adopted, amended, or repealed rules in accordance with the applicable provisions of the law relating to public records. For the purposes of this section, the word "poverty" means living at or below 100 percent of the federal poverty line.

1. Will the proposed Rule affect the household income, assets, and financial authority? No.

2. Will the proposed Rule affect early childhood development and preschool through postsecondary education development? No.

3. Will the proposed Rule affect employment and workforce development? No.

4. Will the proposed Rule affect taxes and tax credits? No.

5. Will the proposed Rule affect child and dependent care, housing, health care, nutrition, transportation, and utilities assistance? No.

#### **Small Business Analysis**

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

#### **Provider Impact Statement**

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

1. the effect on the staffing level requirements or qualifications required to provide the same level of service;

2. the total direct and indirect effect on the cost to the providers to provide the same level of service; or

3. the overall effect on the ability of the provider to provide the same level of service.

#### **Public Comments**

Interested persons may submit written comments via the U.S. Mail until noon, May 10, 2026, to Tavares Walker, Executive Director, Board of Elementary and Secondary Education, Box 94064, Capitol Station, Baton Rouge, LA 70804-9064. Written comments may also be hand delivered to Tavares Walker, Executive Director, Board of Elementary and Secondary Education, Suite 5-190, 1201 North Third Street, Baton Rouge, LA 70802 and must be date stamped by the BESE office on the date received. Public comments must be dated and include the original signature of the person submitting the comments.

Tavares A. Walker  
Executive Director

### **FISCAL AND ECONOMIC IMPACT STATEMENT FOR ADMINISTRATIVE RULES**

#### **RULE TITLE: Bulletin 141—Louisiana English Language Arts Student Standards—ELA Content Standards**

#### **I. ESTIMATED IMPLEMENTATION COSTS (SAVINGS) TO STATE OR LOCAL GOVERNMENT UNITS (Summary)**

The proposed revision amends LAC 28: CLXIX in *Bulletin 141—Louisiana English Language Arts Student Standards* and revises the content standards for English Language Arts courses. Local school systems may realize additional expenditures for any updates to course materials that are required as a result of the new standards. However, this cost is indeterminable and will vary by system. Updates to Louisiana Department of Education (LDOE) materials and resources will be accomplished using existing resources.

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

There is no anticipated effect on the revenue of state or local governmental units as a result of the proposed rule change.

III. ESTIMATED COSTS AND/OR ECONOMIC BENEFITS TO DIRECTLY AFFECTED PERSONS, SMALL BUSINESSES, OR NONGOVERNMENTAL GROUPS (Summary)

There is no anticipated costs or benefits to directly affected persons, small business, or nongovernmental groups as a result of the proposed rule change.

IV. ESTIMATED EFFECT ON COMPETITION AND EMPLOYMENT (Summary)

There is no anticipated costs or benefits to directly affected persons, small business, or nongovernmental groups as a result of the proposed rule change.

Beth Scioneaux  
Deputy Superintendent  
2604#043

Patrice Thomas  
Deputy Fiscal Officer  
Legislative Fiscal Office

**NOTICE OF INTENT**

**Board of Elementary and Secondary Education**

**Bulletin 142—Louisiana Mathematics Student Standards  
Math Content Standards  
(LAC 28:CLXXI.Chapters 1-25 and  
LAC 28:CXLII.Chapters 1-41)**

In accordance with the provisions of R.S. 17:6(A)(10) and the Administrative Procedure Act (APA), R.S. 49:953(B)(1) et seq., the Board of Elementary and Secondary Education (BESE) proposes to repeal LAC 28:CLXXI in *Bulletin 142—Louisiana Mathematics Student Standards* and adopt LAC 28:CXLII in *Bulletin 142—Louisiana Mathematics Student Standards*. Board of Elementary and Secondary Education (BESE) policy requires that Louisiana content standards are periodically reviewed and revised to maintain rigor and high expectations for teaching and learning.

**Title 28  
Education**

**Part CLXXI. Bulletin 142—Louisiana Mathematics  
Student Standards**

**Chapter 1. General**

**§101. Introduction**

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 42:1043 (July 2016), repealed LR 52:

**Chapter 3. Kindergarten**

**§301. Counting and Cardinality**

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 42:1043 (July 2016), repealed LR 52:

**§303. Operations and Algebraic Thinking**

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 42:1044 (July 2016), repealed LR 52:

**§305. Number and Operations in Base Ten**

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 42:1044 (July 2016), repealed LR 52:

**§307. Measurement and Data**

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 42:1044 (July 2016), repealed LR 52:

**§309. Geometry**

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 42:1044 (July 2016), repealed LR 52:

**Chapter 5. Grade 1**

**§501. Operations and Algebraic Thinking**

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 42:1044 (July 2016), repealed LR 52:

**§503. Number and Operations in Base Ten**

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 42:1044 (July 2016), repealed LR 52:

**§505. Measurement and Data**

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 42:1045 (July 2016), repealed LR 52:

**§507. Geometry**

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 42:1045 (July 2016), repealed LR 52:

**Chapter 7. Grade 2**

**§701. Operations and Algebraic Thinking**

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 42:1045 (July 2016), repealed LR 52:

**§703. Numbers and Operations in Base Ten**

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 42:1045 (July 2016), repealed LR 52:

**§705. Measurement and Data**

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 42:1046 (July 2016), repealed LR 52:

**§707. Geometry**

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 42:1046 (July 2016), repealed LR 52:

**Chapter 9. Grade 3**

**§901. Operations and Algebraic Thinking**

Repealed.