English Language Arts (ELA) and Mathematics Content Standards Review Committee

Claiborne Building | Thomas Jefferson Room 1-136 | 1201 North Third Street, Baton Rouge, LA

Steering Committee Meeting 2

April 16, 2025

Agenda

- Opening
  - Call to Order
  - Roll Call
- Approval of the minutes of the meeting held April 2, 2025
- Informational Reports:
  - Revisions to ELA content standards regarding foundational skills
  - Revisions to math content standards regarding the counting and cardinality, number and operations, ratios, and proportional relationships domains, and Algebra I standards
- Small Group Session: ELA and math content standards grade band work groups
- Summary Report: Update from the ELA and math grade band work groups
- Facilitator Report: Next Steps

Opening

- Call to Order
- Roll Call

Approval of the minutes of the meeting held April 2, 2025

Informational Report: Revisions to ELA content standards regarding foundational skills

ELA Informational Report from April 2 Meeting

K-12 ELA Work Group

- Additional information is needed to support understanding of the ELA Standards
  - Definition of key terms
  - Examples of some concepts
  - Additional clarification to support understanding

Proposed Revisions to the Reading Standards for Foundational Skills

Kindergarten

Current Standard	Proposed Standard	Additional Information
1. Print Concepts		
Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Demonstrate understanding of the organization and basic features of print. a. *Recognize that spoken words are represented in written language by specific sequences of letters. (Prerequisite standard from Pre-K)* b. ~~Follow~~ **Track** words from left to right, top to bottom, and page by page. c. Understand that words are separated by spaces in print. d. ~~Recognize~~ **Identify** and name all upper- and lowercase letters of the alphabet. **e. Locate words on a page.** **f. Distinguish between letters and words.** **g. Recognize features of a sentence, including capitalization, words separated by spaces, and ending punctuation.** **h. Accurately form all uppercase and lowercase letters using appropriate directionality as it relates to the routine and steps involved in letter formation.**	The prerequisite standard is the same or has the same meaning as a standard included in Louisiana's Early Literacy and Development Standards. Added components provide a more cohesive vertical progression.

Proposed Revisions to the Reading Standards for Foundational Skills

3. Phonics and Word Recognition		
Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	Use knowledge of ~~grade-level~~ **grade-appropriate** phonics and word-analysis skills to decode words. a. ~~Distinguish long and short vowels when reading regularly spelled one-syllable words~~. ~~b. Know spelling-sound correspondences for additional common vowel teams.~~ a. Decode **and encode** regularly spelled two-syllable words with long and short vowels. **b. Decode and encode words with variable vowel teams and vowel diphthongs.** **c. Decode and encode words with open and closed syllables and consonant -le.** d. Decode **and encode** words with common prefixes and suffixes. e. ~~Recognize and~~ Read grade-appropriate irregularly spelled words, **including silent letter combinations, utilizing known spelling patterns**.	Added components provide a more cohesive vertical progression and strengthen the standard alignment to the Science of Reading practices.

Informational Report: Revisions to math content standards regarding the counting and cardinality, number and operations, ratios, and proportional relationships domains, and Algebra I standards

Math Informational Report from April 2 Meeting

Proposed Conceptual Categories

K-5	6-8	9-12
Numeracy & Operational Fluency	Numeracy & Operational Fluency	Number & Quantity
Algebraic Reasoning	Algebraic Reasoning	Algebra
Geometric Reasoning & Logic	Geometric Reasoning & Logic	Geometric Reasoning & Logic
Data Analysis & Measurement	Data Analysis	Statistics & Probability
	Proportionality and Functions	Functions

Math Informational Report from April 2 Meeting

Grades K-5:

- Identified necessary adjustments to the conceptual categories in grades K-8 for the purpose of alignment to high school.
- Discussed a global shift in standards language from word problems to real-world mathematical tasks to encompass not just “story problems” but all mathematical tasks using words.
- Discussed combining K.CC.A.1, 2, using comparative language, and including the language "fraction greater than 1" to applicable standards.
- Identified a need to include connections to foundational standards and to provide language clarity and explicit examples.
- Today, the committee will revise the Operations and Algebraic Thinking Standards for Grades K-5.

Math Informational Report from April 2 Meeting

Current	Proposed
3.NF.A.1: Understand a fraction 1/b, with denominators 2, 3, 4, 6, and 8, as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction a/b as the quantity formed by *a* parts of size 1/b.	~~3.NF.A.1~~ 3.NOF.A.1: Understand and interpret a fraction ~~1/b,~~ with denominators 2, 3, 4, 6, and 8~~,~~ a. Understand a fraction 1/b as the quantity formed by 1 part when a whole or a set is partitioned into *b* equal parts (i.e., a unit fraction) where *b* is a non-zero whole number; understand a fraction a/b as the quantity formed by *a* parts of size 1/b. b. Represent fractions greater than zero and less than or equal to one using concrete objects, number lines, and pictorial models. c. Read and write fractions in standard form and written unit form For example: ● ¾ (standard form) ● three-fourths (written unit form) d. Solve real-world mathematical tasks involving partitioning an object or set of objects, identifying a fraction as parts of a whole.

Math Informational Report from April 2 Meeting

Grades 6-8:

- Identified necessary adjustments to the conceptual categories in grades K-8 for the purpose of alignment to high school.
- Identified necessary adjustments to the grades 6-8 Proportionality and Functions standards
    - Provide clear and precise language in the standards.
    - Ensure that any example provided in the standard fully encompasses its entire scope.
    - Revise the Teacher's Companion Document to reflect the updates.
- Today the committee will review and revise the conceptual category of Proportionality to include a proficiency statement that represents functions and focuses on the standards within the Expressions and Equations domain.

Math Informational Report from April 2 Meeting

Current	Proposed	Type of Edit
~~6.RP.A~~ 6.P.A: **Understand ratio concepts and use ratio reasoning to solve problems.**		
6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the birdhouse at the zoo was 2:1 because, for every 2 wings, there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	~~6.RP.A.1~~ 6. P.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities; use appropriate notation a:b, a to b, where $b \neq 0$. For example, ● “The ratio of wings to beaks in the birdhouse at the zoo was 2:1 (2 to 1) because, for every 2 wings, there was 1 beak.” ● “For every vote candidate A received, candidate C received nearly three votes (A: C or A to C).”	Language edit Formatting Domain change

Math Informational Report from April 2 Meeting

High School:

- Discussed adjustments to the conceptual categories in grades K-8 for the purpose of alignment to high school.
- Refined proposed changes to the Algebra I course standards. Adjustments were made to clarify language throughout the standards including adjustments to formatting, addition, or removal of examples and word choice.
- Today the committee will review and revise the standards for the geometry course and discuss fourth course development.

Math Informational Report from April 2 Meeting

Current	Proposed	Type of Edit
A1: A-SSE.A.2: Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$, or see $2x^2 + 8x$ as $(2x)(x) + 2x(4)$, thus recognizing it as a polynomial whose terms are products of monomials and the polynomial can be factored as $2x(x+4)$.*	A1: A-SSE.A.2: Use the structure of an expression to identify ways to rewrite it~~:~~ for a specific purpose.~~*For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$, or see $2x^2 + 8x$ as $(2x)(x) + 2x(4)$, thus recognizing it as a polynomial whose terms are products of monomials and the polynomial can be factored as $2x(x+4)$.*~~	Remove example Guidance update

Small Group Session: ELA and math content standards grade band work groups

Content Work Group Locations

ELA Working Group Locations		Math Working Group Locations	
ELA K-5	Thomas Jefferson A/B 1-136	Math K-5	North Dakota 1-155
ELA 6-12	Thomas Jefferson A/B 1-136	Math 6-8	Marbois 1-137
		Math 9-12	Colorado 1-141

- Content Work Groups will meet from 10:15 a.m. - 2 p.m.
  - 30 minute break for lunch
    - ELA K-12 11:30 a.m.
    - Math K-5 11:45 a.m.
    - ELA 6-12 12 p.m.
- Steering Committee will reconvene in Thomas Jefferson A/B 1-136 at 2:15 p.m.

Summary Report: Update from the ELA and math grade band work groups

Facilitator Report: Next Steps

Scope of Meetings: ELA

Grade Band	April 2	April 16	May 6	May 23	June 4	June 27
K-5 6-12	Foundational Skills	Speaking and Listening	Language	Writing	Reading Strands for Literature & Reading Strands for Informational Texts	• Appendix • Final Review

Scope of Meetings: Math

Grade Band	April 2	April 16	May 6	May 23	June 4	June 27
K-5	• Counting and Cardinality • Number and Operations • Fractions	• Operations and Algebraic Thinking	• Numbers and Operations in Base Ten	• Measurement and Data	• Geometry	• Glossary • Math Practice Standards • Final Review
6-8	• Ratios and Proportional Relationships • Functions	• Expressions and Equations	• The Number System	• Statistics and Probability	• Geometry	
9-12	• Algebra I • Fourth Course Identification	• Geometry • Fourth Course Description Review	• Algebra II • Fourth Course Standard work	• Fourth Course Standard Work	• Fourth Course Standard Work	

Upcoming Meetings

Meetings are scheduled to convene in the Claiborne Building in Baton Rouge from 9am until 3pm on the following dates:

Schedule	Date
Meeting 2	April 16, 2025
Meeting 3	May 6, 2025
Meeting 4	May 23, 2025
Meeting 5	June 4, 2025
Meeting 6	June 27, 2025
Meeting 7 (Tentative)	*July 9, 2025*
Meeting 8 (Tentative)	*July 30, 2025*