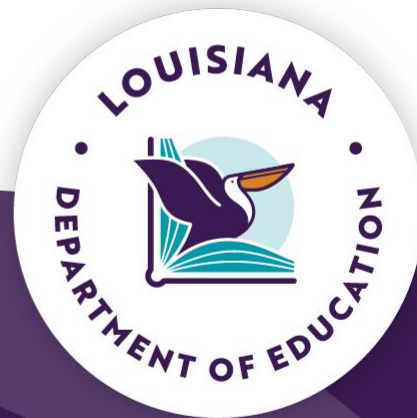


English Language Arts (ELA) and Mathematics Content Standards Review Committee

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

Steering Committee Meeting 6



June 27, 2025

Agenda

- Opening
 - Call to Order
 - Roll Call
- Approval of the minutes of the meeting held June 4, 2025
- Small Group Session: ELA and math content work groups
- Summary Report: Update from ELA and math work groups
- New Business:
 - Revisions to Bulletin 141, Louisiana Standards for English Language Arts
 - Revisions to Bulletin 142, Louisiana Standards for Mathematics
- Facilitator Report: Next Steps



Opening

- Call to Order
- Roll Call



Approval of the minutes of the meeting held June 4, 2025



Small Group Session: ELA and math content work groups



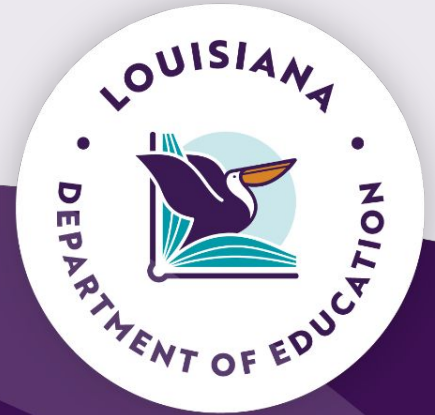
Content Work Group Locations

ELA Working Group Location		Math Working Group Location	
ELA K-12	Thomas Jefferson 1-136	Math K-5	North Dakota 1-155
		Math 6-12	Marbois 1-137

- Content Work Groups will meet from 9:15 a.m. - 1 p.m.
 - 30 minute break for lunch
 - Math K-12 11:30 a.m.
 - ELA 6-12 11:45 a.m.
- Steering Committee will reconvene in Thomas Jefferson at 1:15 p.m.



Summary Report: Update from ELA work group



Summary Report: Update from the math work groups



New Business: Revisions to *Bulletin 141*, *Louisiana Standards for English Language Arts*



Foundational Skills

K-12 ELA Work Group

- strengthened alignment to the Science of Reading;
- enhanced the vertical progression of the standards; and
- identified prerequisite standards.



Foundational Skills

Kindergarten

Current Standard	Proposed Standard	Additional Information
1. Print Concepts		
<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. (Prerequisite standard from Pre-K) Follow Track words from left to right, top to bottom, and page by page. Understand that words are separated by spaces in print. Recognize Identify and name all upper- and lowercase letters of the alphabet. Locate words on a page. Distinguish between letters and words. Recognize features of a sentence, including capitalization, words separated by spaces, and ending punctuation. Accurately form all uppercase and lowercase letters using appropriate directionality as it relates to the routine and steps involved in letter formation. 	<p>The prerequisite standard is the same or has the same meaning as a standard included in Louisiana's Early Literacy and Development Standards.</p> <p>Added components provide a more cohesive vertical progression.</p>

Foundational Skills

3. Phonics and Word Recognition

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

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- ~~c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).~~
- c. **Read grade-appropriate, regular and irregular high-frequency words with known spellings or spelling patterns with automaticity.**
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- e. **Encode CVC words.**

K-12 Speaking and Listening Standards



SL 5: Make strategic use of ~~digital media and visual~~ **multimedia** displays to express information and enhance understanding of presentations.

SL 1: Prepare for and effectively participate in a range of conversations and collaborations with diverse **various** partners, building on others' ideas and expressing their own clearly and persuasively.



K-12 Speaking and Listening Standards

Grade 5
Report 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.

Grade 6
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 5
~~Report~~ **Present** on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grade 6
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate ~~eye contact~~ **directionality**, adequate volume, and clear pronunciation.

Language Standards

<p>Grades 9-10</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	<p>Grades 9-10</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon with or without a conjunctive adverb to link two or more closely related independent clauses. b. Use a colon to introduce a list, quotation, example, or elaboration. c. Spell correctly, consulting references as needed. 	<p>ACT Standard Alignment</p> <p>PUN 702. Use a colon to introduce an example or an elaboration</p>
<p>Grades 11-12</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. 	<p>Grades 11-12</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly, consulting references as needed. 	

Language Standards - Progression Chart

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex texts.	R

Language Standards - Progression Chart

Skill	K	1	2	3	4	5	6	7	8	9-10	11-12
Print & Spelling Conventions											
Print many upper- and lowercase letters.	I	M	R	R	R	R	R	R	R	R	R
Write a letter or letters (graphemes) for most consonant and short-vowel sounds (phonemes).	I, M	R	R	R	R	R	R	R	R	R	R
Legibly print all upper- and lowercase letters.	I	M	R	R	R	R	R	R	R	R	R
Encode simple words phonetically, drawing on knowledge of sound-letter relationships.	I	M	R	R	R	R	R	R	R	R	R
Apply known spelling patterns to encode both commonly spelled words and frequently occurring irregular words.	-	I	M	R	R	R	R	R	R	R	R
Utilize known spelling patterns to encode untaught words.	-	I	M	R	R	R	R	R	R	R	R
Generalize learned spelling patterns when writing words.	-	-	I, M	R	R	R	R	R	R	R	R
Apply learned conventions when spelling words with regular and irregular spelling patterns and when adding suffixes to root words.	-	-	-	I, M	R	R	R	R	R	R	R

Writing Standards

Grades K-5 discussed:

- adding language to identify expectations of paragraph writing in grades 3-5;
- clarifying language to build students' conclusion writing skills beginning in grade 1; and
- adding the development and organization of writing to grade 2.



Writing Standards

Current Standard	Proposed Standard
Kindergarten Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Kindergarten Use a combination of drawing, dictating, and <u>or</u> writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Grade 1 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Grade 1 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide <u>some sense of closure a concluding statement</u> .

Writing Standards

Grades 6-12 discussed:

- adding language to identify expectations of paragraph writing in grades 6-12;
- clarifying language for building students' writing organization and development; and
- delineating the various expectations for integrating sources into their writing.

Reading Literature and Reading Informational Texts Standards

Grades K-5 and 6-12 discussed:

- strengthening the vertical progression within the grade band and across all grade levels;
- including language in the standards to support the development and reinforcement of cursive handwriting as required in Louisiana Act 482 (2016); and
- providing important information in the companion guide.



Reading Literature and Reading Informational Texts Standards

Grade 3

RL: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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

Grade 3

RL: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI: 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).

Reading Literature and Reading Informational Texts Standards

<p>Grade 6</p> <p>RL: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Grade 6</p> <p>RL: Determine a theme or central idea of a text and how it is conveyed through particular details; provide <u>an objective</u> summary of the text distinct from personal opinions or judgments.</p> <p>RI: Determine a central idea of a text and how it is conveyed through particular details; provide a summary <u>an objective</u> summary of the text distinct from personal opinions or judgments.</p>
<p>Grade 7</p> <p>RL: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RI: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Grade 7</p> <p>RL: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RI: Determine a two or more <u>its</u> central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>

Revisions to Bulletin 141, Louisiana Standards for English Language Arts



New Business: Revisions to *Bulletin 142*, *Louisiana Standards for Mathematics*



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

Kindergarten CC and 3-5 NBT

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; and
- identified a need to include connections to foundational standards and to provide language clarity and explicit examples.

Numbers and Operations in Base Ten

Current	Proposed
3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100.	3.NBT.A.1 3.NOF.C.5 : Use place value understanding to: <u>a. Round whole numbers to the nearest 10 or 100.</u> <u>b. Use compatible numbers to estimate solutions to real-world mathematical tasks.</u>

K-5 Operations and Algebraic Thinking

Grades K-5 discussed:

- clarifying language and mathematical models in Algebraic Reasoning standards to enhance clarity and consistency for educators;
- including varying the placement of the equal sign to Algebraic Reasoning, beginning at the kindergarten level, to support foundational understanding of equality;
- implementing a global revision to replace diagonal fraction bars with horizontal bars to better align with the visual representation of division; and
- identifying the need to incorporate a glossary of terms, along with clearer models and examples, to enhance the guidance provided within the K-5 standards.

K-5 Operations and Algebraic Thinking

Grades K-5 discussed:

- editing language in grades K-2 to clarify ranges of fluency (i.e., up to 99, up to 1,000, etc...) and build consistency across grade levels;
- updating language from “**the** standard algorithm” to “**a** standard algorithm” to ensure understanding of the procedural skill method, with an emphasis on the expected mastery timeline of any standard algorithm;
- including intentional standards regarding place value understanding in grade 3 to emphasize numeracy and bridge an identified gap from grade 2 to grade 4; and
- adding more explicit examples across grades K-5 standards guidance to support teachers.

K-5 Measurement and Data

Grades K-5 discussed:

- clarifying language across grades K-2 to support teacher understanding of expectations for the data analysis and measurement domain;
- shifting language from **tell and write** to **tell, write, and represent** for standards addressing time across grades K-5;
- adding the number line to support representing data with accurate scaling in grades K-5; and
- adding more explicit examples across grades K-5 standards guidance to support teachers.

K-5 Measurement and Data

Grades K-5 discussed:

- refining Data Analysis & Measurement standards to ensure consistency across all domains (i.e., limit within 20 for categorical data to align with comparison of groups of 20);
- beginning the review of K-1 Geometry standards to ensure students have opportunities to identify examples and nonexamples of shapes based on defining and non-defining attributes; and
- emphasizing the part-whole relationship as it pertains to the composition and decomposition of two-dimensional and three-dimensional shapes.

Ratios and Proportional Relationships and Functions

Grades 6-8:

- identified necessary adjustments to the conceptual categories in grades K-8 for the purpose of alignment to high school; and
- 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.

Ratios & Proportional Relationships and Expressions & Equations

Grades 6-8:

- Meeting 1 Standard 6.RPA.3 was revisited to enhance language clarity; additional guidance will be included in the Teacher's Companion Document.
- In addition, the work group developed a proficiency statement within the conceptual category of Proportionality and Functions to specifically address functions.
- Algebraic Reasoning standards were reviewed to refine language, address components of rigor, update guidance, and combine standards 6.EE.A.3 and 6.EE.A.4.

Ratios and Proportional Relationships

Current	Proposed	Type of Edit
6.RP.A <u>6.P.A</u> : Understand ratio concepts and use ratio reasoning to solve problems.		
<p>6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>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.”</p>	<p>6.RP.A.1 <u>6. P.A.1</u>: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities; <u>use appropriate notation a:b, a to b, where $b \neq 0$.</u></p> <p>For example,</p> <ul style="list-style-type: none"> • “The ratio of wings to beaks in the birdhouse at the zoo was 2:1 (<u>2 to 1</u>) because, for every 2 wings, there was 1 beak.” • “For every vote candidate A received, candidate C received nearly three votes (<u>A: C or A to C</u>).” 	<p>Language edit</p> <p>Formatting</p> <p>Domain change</p>

The Number System

Grades 6-8:

- The work group reviewed four standards from the numeracy and operational fluency conceptual category, initially identified in Meeting 3, and finalized proposed revisions to improve language clarity and ensure language consistency with grade K–5 standards.
- Additionally, the work group reviewed proposed revisions to the statistics and probability domain, focusing on the clarity of language in the standards and the examples within the standard. Updates were also made to enhance the guidance documents and to improve the formatting of the examples included in the standards.

The Number System

Grades 6-8:

- The work group reviewed four standards from the Algebraic Reasoning conceptual category that were identified in Meeting 2 and finalized proposed revisions. In addition, updates were made to the Algebraic Reasoning conceptual category to include statements to address inequalities.
- The work group reviewed proposed revisions to the Number System domain, which included improvements to the clarity of language in both the standards and examples. Adjustments were made to refine the guidance documents, clarify examples within the standards, and improve formatting.

Geometry

Grades 6-8:

- The work group evaluated proposed changes to the geometry domain, which will now shift to geometric reasoning and logic, prioritizing clearer and more precise language in the standards.
- The guidance documents were updated extensively, including improvements to the formatting of a grade 8 standards example.

Conceptual Categories and Algebra I

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.

Algebra I Course Standards

Current	Proposed	Type of Edit
<p>A1: A-SSE.A.2: Use the structure of an expression to identify ways to rewrite it. <i>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 $2x(x+4)$.</i></p>	<p>A1: A-SSE.A.2: Use the structure of an expression to identify ways to rewrite it: <u>for a specific purpose.</u> 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 $2x(x+4)$.</p>	<p>Remove example</p> <p>Guidance update</p>

Geometry Course Standards

High School:

- proposed changes to the Geometry course standards were refined. Adjustments were made to clarify language throughout the standards including adjustments to formatting, addition, or removal of examples and word choice; and
- additional discussion centered on which fourth course options should be defined. The committee is considering creating standards for Algebra III, Advanced Math - Functions, Math Essentials, Advanced Math - Precalculus, and Probability and Statistics.

Algebra II Course Standards

High School:

- Proposed changes to the Algebra II course standards were refined. Adjustments were made to clarify language throughout the standards including adjustments to formatting, addition or removal of some examples, and word choice.
- Removed Standard A1:F-IF.A.3 from Algebra I and placed in Algebra II as it is essential content for standards in the IF series in Algebra II.
- Held a content discussion for the identified fourth-course options.

Algebra II Course Standards

Current	Proposed	Type of Edit
<p>A2: S-ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p>	<p>A2: S-ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages <u>with technology</u>.</p> <ul style="list-style-type: none"> a. Recognize that there are data sets for which such a procedure is not appropriate. b. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. 	<p>Specific tech was removed.</p> <p>Content was removed from A2.</p>

Fourth Course Standards

High School:

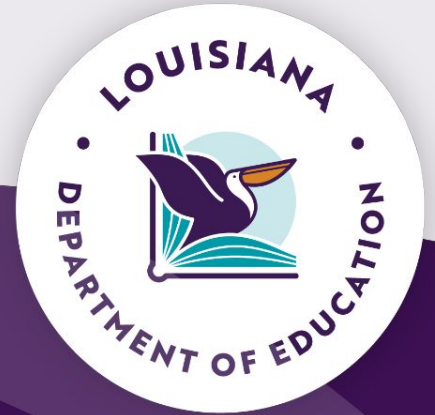
- Course standards were discussed for Algebra III, Advanced Math - Functions and Statistics, and Advanced Math - Precalculus.
- Course standards were grouped into three categories:
 - Analysis
 - Trigonometry
 - Statistics

Fourth Course Standards

Standards Groupings

Algebra III	Analysis over the course of the year supported by technology. Students will engage in modeling.
Advanced Math Functions and Statistics	Analysis and Statistics
Advanced Math Precalculus	Analysis and Trigonometry

Revisions to Bulletin 142, Louisiana Standards for Mathematics



Facilitator Report: Next Steps



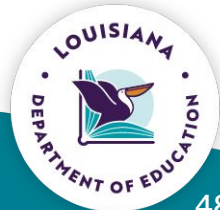
Next Steps

- Tentative meetings in July will not be held.

Schedule	Date
Meeting 7 (Tentative)	July 9, 2025
Meeting 8 (Tentative)	July 30, 2025

- **Public Review of the Revised Standards**

- The public can review and comment on the revised K-12 Louisiana Standards for English language arts and mathematics from **June 30, 2025, at 8 a.m.** until **August 8, 2025, at 4 p.m.** Feedback can be submitted via the [2025 K-12 Louisiana Student Standards for Math and ELA Public Review Form](#).
- Revised 2025 K-12 Louisiana Student Standards for English language arts
- Revised 2025 K-12 Louisiana Student Standards for Math
- The endorsed standards and any feedback we receive from the public regarding the standards is anticipated to go to BESE for final approval **October 14 and 15, 2025.**



Next Steps

- Apply to be a [Teacher Leader Advisor](#)
 - Applications Open June 30 and close July 31.



**GET PAID FOR YOUR EXPERTISE AND IMPACT INSTRUCTION
ACROSS THE STATE!**





Additional Engagement Opportunities

Physical Education Standards Review and Revision Process

- Applications to serve on the Physical Education Standards Review and Revision Committee will open soon.
- Please contact Morgan Smith at classroomsupporttoolbox@la.gov for more information.

