

Common Core State Standards to Louisiana Standards Crosswalk
English Language Arts

COMMON CORE STATE STANDARDS (CCSS)					LOUISIANA GRADE-LEVEL EXPECTATIONS (GLE)			Analyst's Comments
CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
RL.K.1	K	Reading Standards for Literature	Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text.	ELA.K.18	18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how)	K	ELA.K.10 also aligns.
RL.K.2	K	Reading Standards for Literature	Key Ideas and Details	2. With prompting and support, retell familiar stories, including key details.	ELA.K.9	9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student	K	ELA.K.39 also aligns.
RL.K.3	K	Reading Standards for Literature	Key Ideas and Details	3. With prompting and support, identify characters, settings, and major events in a story.	ELA.K.8	8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses	K	
RL.K.4	K	Reading Standards for Literature	Craft and Structure	4. Ask and answer questions about unknown words in a text.				No GLE match was found. Asking and answering questions about unknown words is not addressed in the GLEs.
RL.K.5	K	Reading Standards for Literature	Craft and Structure	5. Recognize common types of texts (e.g., storybooks, poems).	ELA.K.13	13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem	K	
RL.K.6	K	Reading Standards for Literature	Craft and Structure	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	ELA.K.16	16. Describe the role of an author and an illustrator	K	ELA.1.8 also aligns. (Off-grade match)
RL.K.7	K	Reading Standards for Literature	Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	ELA.K.8	8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses	K	ELA.K.14 also aligns. Match assumes describing the relationship between illustration and the text is included in the GLE.
RL.K.8	K	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			
RL.K.9	K	Reading Standards for Literature	Integration of Knowledge and Ideas	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELA.2.17	17. Demonstrate understanding of information in texts using a variety of strategies, including: • comparing and contrasting story elements (e.g., character, setting, events) • predicting what will happen next in a story or a text • making simple inferences about information in texts • self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate	2	Comparing and contrasting the adventures/experiences of characters in stories is not addressed at grade K.
RL.K.10	K	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding.	ELA.K.12	12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing	K	ELA.K.18 also aligns. ELA.K.12 specifies literature from diverse cultural and ethnic groups.
RI.K.1	K	Reading Standards for Informational Text	Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text.	ELA.K.18	18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how)	K	ELA.K.10 also aligns.
RI.K.2	K	Reading Standards for Informational Text	Key Ideas and Details	2. With prompting and support, identify the main topic and retell key details of a text.	ELA.K.9	9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student	K	

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RI.K.3	K	Reading Standards for Informational Text	Key Ideas and Details	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	ELA.3.17	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events making predictions using information from texts making simple inferences and drawing conclusions about information in texts comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts distinguishing between a main idea and a summary identifying main ideas of texts 	3	Describing the connection between two individuals, events, ideas or pieces of information in a text is not addressed at grade K.
RI.K.4	K	Reading Standards for Informational Text	Craft and Structure	4. With prompting and support, ask and answer questions about unknown words in a text.				No GLE match was found. Asking and answering questions about unknown words is not addressed in the GLEs.
RI.K.5	K	Reading Standards for Informational Text	Craft and Structure	5. Identify the front cover, back cover, and title page of a book.	ELA.K.7	7. Demonstrate understanding of book and print concepts by doing the following: <ul style="list-style-type: none"> locating front and back covers, title pages, and inside pages of a book identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence isolating individual words in print 	K	
RI.K.6	K	Reading Standards for Informational Text	Craft and Structure	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	ELA.K.16	16. Describe the role of an author and an illustrator	K	
RI.K.7	K	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	ELA.K.14	14. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: <ul style="list-style-type: none"> making predictions using prior knowledge and pictures using at least five pictures to sequence the events of a story drawing conclusions from text using pictures to resolve questions 	K	Match assumes describing the relationship between illustration and the text is included in the GLE.
RI.K.8	K	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. With prompting and support, identify the reasons an author gives to support points in a text.				No GLE match was found. Identifying the reasons an author gives to support points in a text is not addressed in the GLEs.
RI.K.9	K	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				No GLE match was found. Identifying basic similarities and differences between two texts on the same topic not addressed in the GLEs.
RI.K.10	K	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding.	ELA.K.17	17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions	K	GLE specifies participating in group activities to identify different emotions and feelings of the author.
RF.K.1	K	Reading Standards: Foundational Skills	Print Concepts	1. Demonstrate understanding of the organization and basic features of print.	ELA.K.6	6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation	K	

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RF.K.2	K	Reading Standards: Foundational Skills	Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	ELA.K.1	1. Demonstrate understanding of phonemic awareness by doing the following: <ul style="list-style-type: none"> • creating rhyming words • demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen • identifying when words begin with the same sound • listening to three sounds (phonemes) and recognizing that two are the same • listening to and deleting or adding a beginning, a middle, or a final sound to a word • orally segmenting individual sounds (phonemes) in words that have two to five sounds • isolating and saying the beginning and final sounds (phonemes) of a spoken word • clapping/tapping to match each individual syllable of a spoken word 	K	
RF.K.3	K	Reading Standards: Foundational Skills	Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words.	ELA.K.3	3. Demonstrate understanding of phonics by doing the following: <ul style="list-style-type: none"> • matching each consonant or short vowel sound to the appropriate letter • decoding simple one-syllable words 	K	
RF.K.4	K	Reading Standards: Foundational Skills	Fluency	4. Read emergent-reader texts with purpose and understanding.	ELA.K.5	5. Read books with predictable, repetitive text and simple illustrations	K	
W.K.1	K	Writing Standards	Text Types and Purposes	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).				No GLE match was found. Opinion writing is not addressed in the GLEs at this grade.
W.K.2	K	Writing Standards	Text Types and Purposes	2. 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.	ELA.K.19	19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas	K	ELA.K.22 also aligns. ELA.K.21 and ELA.K.25 are also matches.
W.K.3	K	Writing Standards	Text Types and Purposes	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	ELA.K.25	25. Write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures	K	
W.K.4	K	Writing Standards	Production and Distribution of Writing	4. (Begins in grade 3)	N/A			
W.K.5	K	Writing Standards	Production and Distribution of Writing	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	ELA.K.24	24. Actively discuss ideas and select a focus for group stories	K	
W.K.6	K	Writing Standards	Production and Distribution of Writing	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	ELA.K.44	44. Use technology to produce class work	K	ELA.K.42 also aligns.
W.K.7	K	Writing Standards	Research to Build and Present Knowledge	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	ELA.K.26	26. Use rhyme and alliteration in group-shared writing activities	K	ELA.1.58 also aligns. (Off-grade match) Primary match is to shared writing projects; secondary match is to shared research projects as addressed in grade 1.

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W.K.8	K	Writing Standards	Research to Build and Present Knowledge	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	ELA.1.58	58. Use various sources, including print materials and observations, to gather information to explain a topic	1	Match is to gathering information from provided sources. CCSS specifies to answer a question, but GLE specifies to explain a topic.
W.K.9	K	Writing Standards	Research to Build and Present Knowledge	9. (Begins in grade 4)	N/A			
W.K.10	K	Writing Standards	Range of Writing	10. (Begins in grade 3)	N/A			
SL.K.1	K	Speaking and Listening Standards	Comprehension and Collaboration	1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	ELA.K.33	33. Initiate and sustain normal conversation on a specific topic with the teacher	K	CCSS specifies conversations with peers and adults, but the GLE specifies conversations with the teacher.
SL.K.2	K	Speaking and Listening Standards	Comprehension and Collaboration	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	ELA.1.48	48. Ask questions to clarify directions and/or classroom routines.	1	ELA.1.53 also aligns. Asking and answering questions about key details in text read aloud, oral presentations, or other media presentations is not addressed at grade K.
SL.K.3	K	Speaking and Listening Standards	Comprehension and Collaboration	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	ELA.1.48	48. Ask questions to clarify directions and/or classroom routines.	1	ELA.1.53 also aligns. Asking and answering questions to seek help, information, or clarification is not addressed at grade K.
SL.K.4	K	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	ELA.K.37	37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud	K	CCSS specifies familiar people, places, things, and events, but the GLE specifies people, places, things, locations, and actions from a story read aloud.
SL.K.5	K	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.				No GLE match was found. Adding drawings/visual displays to oral descriptions is not addressed in the GLEs.
SL.K.6	K	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. Speak audibly and express thoughts, feelings, and ideas clearly.	ELA.K.34	34. Express feelings, needs, and ideas in complete sentences	K	Speaking audibly is not addressed in the GLE.
L.K.1	K	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.1.39	39. Identify and use knowledge of parts of speech, including: • basic singular and plural nouns, pronouns, verbs • common conjunctions such as <i>and</i> , <i>but</i> , and <i>because</i> • simple transitional words including <i>first</i> , <i>second</i> , and <i>finally</i>	1	ELA.1.35 also aligns. ELA.1.36, ELA.1.37, and ELA.1.38 are also matches. Standard English grammar and usage is not addressed at grade K.
L.K.2	K	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.K.31	31. Identify and use uppercase letters at the beginning of own first and last names	K	ELA.K.6 and ELA.K.7 also align. ELA.K.19 and ELA.K.27 also align; they specify development/invented spelling.
L.K.3	K	Language Standards	Knowledge of Language	3. (Begins in grade 2)	N/A			
L.K.4	K	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	ELA.1.3	3. Use pictures and context clues to confirm meaning of unfamiliar words	1	ELA.1.7 also aligns. Determining the meaning of unknown and multiple-meaning words is not addressed at grade K.
L.K.5	K	Language Standards	Vocabulary Acquisition and Use	5. With guidance and support from adults, explore word relationships and nuances in word meanings.	ELA.1.6	6. Identify words in categories with shared conceptual or definitional characteristics	1	Word relationships and nuances in word meanings are not addressed at grade K.
L.K.6	K	Language Standards	Vocabulary Acquisition and Use	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	ELA.K.21	21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience	K	ELA.K.27 also aligns. Using words and phrases in student writing implies an acquisition of vocabulary.

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RL.1.1	1	Reading Standards for Literature	Key Ideas and Details	1. Ask and answer questions about key details in a text.	ELA.1.25	25. Apply basic reasoning skills, including: <ul style="list-style-type: none"> identifying simple causes and effects in stories telling differences between reality and fantasy in texts formulating questions beginning with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> about texts read independently 	1	
RL.1.2	1	Reading Standards for Literature	Key Ideas and Details	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	ELA.1.17	17. Identify themes in texts and relate themes to personal prior experience or experience of others	1	ELA.1.14 also aligns.
RL.1.3	1	Reading Standards for Literature	Key Ideas and Details	3. Describe characters, settings, and major events in a story, using key details.	ELA.1.12	12. Identify story elements, including: <ul style="list-style-type: none"> speaker or narrator setting characters plot problems and solutions 	1	
RL.1.4	1	Reading Standards for Literature	Craft and Structure	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	ELA.1.6	6. Identify words in categories with shared conceptual or definitional characteristics	1	CCSS specifies words in text that suggest feeling or sensory words.
RL.1.5	1	Reading Standards for Literature	Craft and Structure	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.				No GLE match was found. Explaining the major differences between narrative text and informational text is not addressed in the GLEs.
RL.1.6	1	Reading Standards for Literature	Craft and Structure	6. Identify who is telling the story at various points in a text.	ELA.1.12	12. Identify story elements, including: <ul style="list-style-type: none"> speaker or narrator setting characters plot problems and solutions 	1	CCSS specifies identifying the narrator at various points in a text.
RL.1.7	1	Reading Standards for Literature	Integration of Knowledge and Ideas	7. Use illustrations and details in a story to describe its characters, setting, or events.	ELA.1.12	12. Identify story elements, including: <ul style="list-style-type: none"> speaker or narrator setting characters plot problems and solutions 	1	Match assumes that both illustrations and text details are used in identifying the story elements in this GLE.
RL.1.8	1	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			
RL.1.9	1	Reading Standards for Literature	Integration of Knowledge and Ideas	9. Compare and contrast the adventures and experiences of characters in stories.	ELA.2.17	17. Demonstrate understanding of information in texts using a variety of strategies, including: <ul style="list-style-type: none"> comparing and contrasting story elements (e.g., character, setting, events) predicting what will happen next in a story or a text making simple inferences about information in texts self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate 	2	Comparing and contrasting the adventures/experiences of characters in stories is not addressed at grade 1.
RL.1.10	1	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	ELA.1.18	18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation	1	The GLE addresses reading grade 1 text fluently, but it is assumed that an adequate level of comprehension is also expected. The CCSS specifies prose and poetry.
RI.1.1	1	Reading Standards for Informational Text	Key Ideas and Details	1. Ask and answer questions about key details in a text.	ELA.1.25	25. Apply basic reasoning skills, including: <ul style="list-style-type: none"> identifying simple causes and effects in stories telling differences between reality and fantasy in texts formulating questions beginning with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> about texts read independently 	1	

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RI.1.2	1	Reading Standards for Informational Text	Key Ideas and Details	2. Identify the main topic and retell key details of a text.	ELA.1.22	22. Demonstrate understanding of information in texts using a variety of strategies, including: <ul style="list-style-type: none"> identifying the main idea and some details in a text after finishing a story, discuss predictions made during reading to determine whether they were reasonable making simple inferences about characters and events resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds 	1	ELA.1.15 also aligns. Match assumes identifying the main idea includes identifying the main topic.
RI.1.3	1	Reading Standards for Informational Text	Key Ideas and Details	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.				No GLE match was found. Describing connections between two individuals, events, ideas, or pieces of information in a text is not addressed in the GLEs.
RI.1.4	1	Reading Standards for Informational Text	Craft and Structure	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	ELA.1.25	25. Apply basic reasoning skills, including: <ul style="list-style-type: none"> identifying simple causes and effects in stories telling differences between reality and fantasy in texts formulating questions beginning with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> about texts read independently 	1	Match assumes that asking and answering questions to help determine/clarify meaning or words in a text is included in the GLE.
RI.1.5	1	Reading Standards for Informational Text	Craft and Structure	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	ELA.1.10	10. Identify table of contents in a book	1	GLE is limited to tables of contents, but the CCSS identifies a variety of text features, including electronic menus and icons.
RI.1.6	1	Reading Standards for Informational Text	Craft and Structure	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				No GLE match was found. Distinguishing between information gained from pictures and information gained from words in a text is not addressed in the GLEs.
RI.1.7	1	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Use the illustrations and details in a text to describe its key ideas.	ELA.1.15	15. Retell important facts from informational text	1	Match assumes that both illustrations and details would be used to retell important facts from informational texts at this grade.
RI.1.8	1	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. Identify the reasons an author gives to support points in a text.	ELA.4.14	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> sequencing events and steps in a process explaining how the setting impacts other story elements, including the characters' traits and actions using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations confirming or denying a prediction about information in a text comparing and contrasting story elements or information within and across texts identifying stated main ideas and supporting details making simple inferences 	4	Identifying the reasons an author gives to support points in a text is not addressed in the GLEs until grade 4, and the match assumes that an identification of the reasons an author gives to support points in text is included in the GLE.

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RI.1.9	1	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	ELA.3.17	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events making predictions using information from texts making simple inferences and drawing conclusions about information in texts comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts distinguishing between a main idea and a summary identifying main ideas of texts 	3	CCSS specifies two texts on the same topic.
RI.1.10	1	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. With prompting and support, read informational texts appropriately complex for grade 1.	ELA.1.18	18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation	1	The GLE addresses reading grade 1 text fluently, but it is assumed that an adequate level of comprehension is also expected. The CCSS specifies informational text.
RF.1.1	1	Reading Standards: Foundational Skills	Print Concepts	1. Demonstrate understanding of the organization and basic features of print.	ELA.K.6	6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation	1	ELA.1.9 also aligns.
RF.1.2	1	Reading Standards: Foundational Skills	Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	ELA.1.1	1. Demonstrate understanding of phonemic awareness by: <ul style="list-style-type: none"> creating and stating a series of rhyming words, including consonant blends distinguishing which words have the same target sounds (i.e., beginning, medial, and final) in a given set of spoken words distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the <i>a</i> is short in <i>ran</i> and long in <i>make</i>) segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words, without looking at the word or letters in print adding, deleting, or substituting sounds (phonemes) to create new words 	1	
RF.1.3	1	Reading Standards: Foundational Skills	Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words.	ELA.1.2	2. Demonstrate understanding of phonics by: <ul style="list-style-type: none"> decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, <i>r</i>-controlled vowels, and long vowels spelled with more than one letter, including silent <i>e</i> reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns identifying and reading words from common word families recognizing base words and their inflectional forms (e.g., suffixes, <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-er</i>) reading high-frequency, grade-appropriate nonphonetic words with automaticity 	1	ELA.1.4 also aligns. ELA.1.5 is also a match.
RF.1.4	1	Reading Standards: Foundational Skills	Fluency	4. Read with sufficient accuracy and fluency to support comprehension.	ELA.1.18	18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation	1	

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W.1.1	1	Writing Standards	Text Types and Purposes	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	ELA.1.31	31. Write for various purposes, including: <ul style="list-style-type: none"> • responses that include simple judgments about stories and texts • responses that follow simple formats, including envelopes, lists, and journals 	1	CCSS is more specific than the GLE about what student opinion writing should contain.
W.1.2	1	Writing Standards	Text Types and Purposes	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	ELA.1.29	29. Independently write a variety of grade-appropriate compositions, including: <ul style="list-style-type: none"> • simple letters, notes, and stories • simple informational descriptions • simple rhymes and poems 	1	GLE limits informative writing to informational descriptions, but the CCSS specifies informative/explanatory writing.
W.1.3	1	Writing Standards	Text Types and Purposes	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	ELA.1.26	26. Write simple stories with a central idea or event; a beginning, middle, and end; and details	1	ELA.1.29 also aligns. ELA.1.27 is also a match.
W.1.4	1	Writing Standards	Production and Distribution of Writing	4. (Begins in grade 3)	N/A			
W.1.5	1	Writing Standards	Production and Distribution of Writing	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	ELA.1.28	28. Participate in group writing activities and processes, including: <ul style="list-style-type: none"> • using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing • planning for writing by completing a partially completed graphic organizer • a first draft of a story, letter, or description using complete sentences • conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper • revising/editing own writing in first draft • creating individual and class-written texts for publication 	1	
W.1.6	1	Writing Standards	Production and Distribution of Writing	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	ELA.1.61	61. Use technology to publish class work such as research questions and answers	1	
W.1.7	1	Writing Standards	Research to Build and Present Knowledge	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	ELA.1.28	28. Participate in group writing activities and processes, including: <ul style="list-style-type: none"> • using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing • planning for writing by completing a partially completed graphic organizer • a first draft of a story, letter, or description using complete sentences • conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper • revising/editing own writing in first draft • creating individual and class-written texts for publication 	1	ELA.1.61 also aligns.
W.1.8	1	Writing Standards	Research to Build and Present Knowledge	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	ELA.1.58	58. Use various sources, including print materials and observations, to gather information to explain a topic	1	Match is to gathering information from provided sources. CCSS specifies to answer a question, but GLE specifies to explain a topic.
W.1.9	1	Writing Standards	Research to Build and Present Knowledge	9. (Begins in grade 4)	N/A			
W.1.10	1	Writing Standards	Range of Writing	10. (Begins in grade 3)	N/A			

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COMMON CORE STATE STANDARDS (CCSS)					LOUISIANA GRADE-LEVEL EXPECTATIONS (GLE)			Analyst's Comments
CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
SL.1.1	1	Speaking and Listening Standards	Comprehension and Collaboration	1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	ELA.1.56	56. Engage in discussions about classroom procedures and rules	1	ELA.1.55 also aligns.
SL.1.2	1	Speaking and Listening Standards	Comprehension and Collaboration	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	ELA.1.53	53. Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures	1	ELA.1.54 also aligns. ELA.1.48 is also a match.
SL.1.3	1	Speaking and Listening Standards	Comprehension and Collaboration	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	ELA.1.53	53. Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures	1	ELA.1.54 also aligns.
SL.1.4	1	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	ELA.1.51	51. Give oral presentations about familiar experiences or topics using eye contact and adequate volume	1	CCSS specifies describing people, places, things, and events.
SL.1.5	1	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.				No GLE match was found. Adding drawings/visual displays to oral descriptions is not addressed in the GLEs.
SL.1.6	1	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	ELA.K.34	34. Express feelings, needs, and ideas in complete sentences	K	Producing complete sentences when appropriate to task and situation is not addressed at grade 1.
L.1.1	1	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.1.39	39. Identify and use knowledge of parts of speech, including: • basic singular and plural nouns, pronouns, verbs • common conjunctions such as <i>and</i> , <i>but</i> , and <i>because</i> • simple transitional words including <i>first</i> , <i>second</i> , and <i>finally</i>	1	ELA.1.36, ELA.1.37, ELA.1.38, and ELA.K.29 (off-grade match) are also matches.
L.1.2	1	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.1.34	34. Capitalize the first word of a sentence, names of people, the pronoun <i>I</i> , and the names of months and days	1	ELA.1.33 also aligns. ELA.1.40, ELA.1.42, and ELA.1.43 are also matches.
L.1.3	1	Language Standards	Knowledge of Language	3. (Begins in grade 2)	N/A			
L.1.4	1	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	ELA.1.3	3. Use pictures and context clues to confirm meaning of unfamiliar words	1	ELA.1.7 also aligns.
L.1.5	1	Language Standards	Vocabulary Acquisition and Use	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	ELA.1.6	6. Identify words in categories with shared conceptual or definitional characteristics	1	
L.1.6	1	Language Standards	Vocabulary Acquisition and Use	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	ELA.1.3	3. Use pictures and context clues to confirm meaning of unfamiliar words	1	ELA.1.39 also aligns. Match assumes that learning unfamiliar words through context implies an acquisition of words and phrases. CCSS specifies "using conjunctions to signal simple relationships."
RL.2.1	2	Reading Standards for Literature	Key Ideas and Details	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	ELA.2.20	20. Apply basic reasoning skills, including: • discussing the relationship between cause-effect • asking questions about texts read independently including <i>why</i> and <i>how</i>	2	CCSS specifies asking and answering questions about a text to demonstrate understanding of key details.

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COMMON CORE STATE STANDARDS (CCSS)					LOUISIANA GRADE-LEVEL EXPECTATIONS (GLE)			Analyst's Comments
CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
RL.2.2	2	Reading Standards for Literature	Key Ideas and Details	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	ELA.2.10	10. Retell a story in sequence including main idea and important supporting details	2	ELA.2.14 also aligns. CCSS specifies fables and folktales and determining the central message, lesson, or moral. Secondary GLE goes beyond the CCSS in that it requires comparison and contrast of different versions of the same story in diverse cultures.
RL.2.3	2	Reading Standards for Literature	Key Ideas and Details	3. Describe how characters in a story respond to major events and challenges.	ELA.3.8	8. Identify story elements including: • theme • conflict • character traits, feelings, and motivation	3	Match assumes that characters' response to major events and challenges is included in the GLE.
RL.2.4	2	Reading Standards for Literature	Craft and Structure	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	ELA.2.9	9. Identify literary and sound devices, including similes and rhythm in texts	2	CCSS specifies describing how words and phrases provide rhythm and meaning in a story, poem, or song.
RL.2.5	2	Reading Standards for Literature	Craft and Structure	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	ELA.5.11	11. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: • fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels) • nonfiction (e.g., biography, autobiography, informational text) • poetry (e.g., lyric, narrative) • drama (e.g., one-act play or skits)	5	The overall structure, or plot, of the story is not specifically addressed in the GLEs until grade 5.
RL.2.6	2	Reading Standards for Literature	Craft and Structure	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	ELA.2.17	17. Demonstrate understanding of information in texts using a variety of strategies, including: • comparing and contrasting story elements (e.g., character, setting, events) • predicting what will happen next in a story or a text • making simple inferences about information in texts • self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate	2	Match assumes that characters' points of view would be one of the story elements contrasted in this GLE. CCSS specifies speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	2	Reading Standards for Literature	Integration of Knowledge and Ideas	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	ELA.2.8	8. Identify story elements, including effects of setting on events and characters	2	Match assumes using information from illustrations and words to show an understanding of story elements is included in the GLE.
RL.2.8	2	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			
RL.2.9	2	Reading Standards for Literature	Integration of Knowledge and Ideas	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	ELA.2.14	14. Compare and contrast different versions of the same story from different cultures through oral, written, and visual responses	2	
RL.2.10	2	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				No GLE match was found. This CCSS addresses the complexity of the literature that students should be able to read and comprehend by the end of grade 2.
RI.2.1	2	Reading Standards for Informational Text	Key Ideas and Details	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	ELA.2.20	20. Apply basic reasoning skills, including: • discussing the relationship between cause-effect • asking questions about texts read independently including <i>why</i> and <i>how</i>	2	CCSS specifies asking and answering questions about a text to demonstrate understanding of key details.
RI.2.2	2	Reading Standards for Informational Text	Key Ideas and Details	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	ELA.2.10	10. Retell a story in sequence including main idea and important supporting details	2	Match assumes identifying the main idea includes identifying the main topic. CCSS goes beyond the GLE in that it specifies multiparagraph text and identification of the focus of specific paragraphs.

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CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
RI.2.3	2	Reading Standards for Informational Text	Key Ideas and Details	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	ELA.2.17	17. Demonstrate understanding of information in texts using a variety of strategies, including: <ul style="list-style-type: none"> • comparing and contrasting story elements (e.g., character, setting, events) • predicting what will happen next in a story or a text • making simple inferences about information in texts • self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate 	2	Match assumes that describing connections between historical events, scientific ideas/concepts, or steps in a technical procedure is included in the GLE.
RI.2.4	2	Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	ELA.2.4	4. Use knowledge of base words to interpret meaning of unfamiliar words (e.g., heat/preheat)	2	ELA.2.5 also aligns. ELA.2.2 and ELA.2.3 are also matches.
RI.2.5	2	Reading Standards for Informational Text	Craft and Structure	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	ELA.2.49	49. Locate information using the organizational features of texts, including: <ul style="list-style-type: none"> • URL addresses from the Web • title pages • glossaries • indices • tables of contents • chapter headings 	2	
RI.2.6	2	Reading Standards for Informational Text	Craft and Structure	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	ELA.2.19	19. Identify the author's viewpoint (i.e., perspective) in a text	2	
RI.2.7	2	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.				No GLE match was found. ELA.2.54 is related to the CCSS in that it requires locating and reading information on a graphic; however, the CCSS requires explanation of how the graphic contributes to and clarifies an associated text.
RI.2.8	2	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. Describe how reasons support specific points the author makes in a text.	ELA.2.17	17. Demonstrate understanding of information in texts using a variety of strategies, including: <ul style="list-style-type: none"> • comparing and contrasting story elements (e.g., character, setting, events) • predicting what will happen next in a story or a text • making simple inferences about information in texts • self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate 	2	Match assumes that describing how reasons support specific points the author makes is included in the GLE.
RI.2.9	2	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. Compare and contrast the most important points presented by two texts on the same topic.	ELA.3.17	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events • making predictions using information from texts • making simple inferences and drawing conclusions about information in texts • comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts • distinguishing between a main idea and a summary • identifying main ideas of texts 	3	CCSS specifies two texts on the same topic.

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CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
RI.2.10	2	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				No GLE match was found. This standard addresses the complexity of the informational text that students should be able to read and comprehend by the end of grade 2.
RF.2.3	2	Reading Standards: Foundational Skills	Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words.	ELA.2.2	2. Demonstrate understanding of phonics by doing the following: <ul style="list-style-type: none"> • isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word • fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words • differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., <i>ou</i>, <i>ow</i>, <i>ough</i>, <i>igh</i>) • reading regularly spelled words with as many as four syllables • using phonetic decoding strategies accurately and rapidly in unfamiliar words and text • using common affixes (prefixes and suffixes) to understand word meanings 	2	ELA.2.1 also aligns. ELA.2.4 is also a match.
RF.2.4	2	Reading Standards: Foundational Skills	Fluency	4. Read with sufficient accuracy and fluency to support comprehension.	ELA.2.12	12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation	2	
W.2.1	2	Writing Standards	Text Types and Purposes	1. Write opinion pieces 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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	ELA.4.26	26. Write for various purposes, including: <ul style="list-style-type: none"> • formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure • informational reports that include facts and examples and that present important details in a logical order • book reports that include an opinion and/or a persuasive viewpoint 	4	GLEs at grade 2 do not address opinion writing.
W.2.2	2	Writing Standards	Text Types and Purposes	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	ELA.2.24	24. Develop grade-appropriate compositions, for example: <ul style="list-style-type: none"> • friendly letters • poems • stories • informational descriptions with some detail 	2	ELA.2.21 also aligns.
W.2.3	2	Writing Standards	Text Types and Purposes	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	ELA.2.24	24. Develop grade-appropriate compositions, for example: <ul style="list-style-type: none"> • friendly letters • poems • stories • informational descriptions with some detail 	2	ELA.2.25 also aligns.
W.2.4	2	Writing Standards	Production and Distribution of Writing	4. (Begins in grade 3)	N/A			

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W.2.5	2	Writing Standards	Production and Distribution of Writing	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	ELA.2.23	23. Develop compositions of one or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing) creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing a first draft with a developed beginning, a middle, and an end conferencing with a teacher or peers revising for clarity, grammatical and mechanical correctness, and/or to include additional information creating a final draft for possible publication 	2	
W.2.6	2	Writing Standards	Production and Distribution of Writing	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	ELA.2.52	52. Use technology to publish a variety of works, including simple research reports and book summaries	2	
W.2.7	2	Writing Standards	Research to Build and Present Knowledge	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	ELA.2.53	53. Tell and write about the sources of learned information	2	ELA.2.50 also aligns. GLE does not specify shared research, as the CCSS does.
W.2.8	2	Writing Standards	Research to Build and Present Knowledge	8. Recall information from experiences or gather information from provided sources to answer a question.	ELA.2.50	50. Locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references	2	ELA.2.51 also aligns.
W.2.9	2	Writing Standards	Research to Build and Present Knowledge	9. (Begins in grade 4)	N/A			
W.2.10	2	Writing Standards	Range of Writing	10. (Begins in grade 3)	N/A			
SL.2.1	2	Speaking and Listening Standards	Comprehension and Collaboration	1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	ELA.2.48	48. Identify the role of discussion leader, contributor, and active listener	2	CCSS is more specific in the requirement of student engagement in collaborative discussions.
SL.2.2	2	Speaking and Listening Standards	Comprehension and Collaboration	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	ELA.2.40	40. Tell and retell stories with the following included: <ul style="list-style-type: none"> sequential order, including setting, character, and simple plot supportive facts and details from the story explicit and implicit main ideas 	2	
SL.2.3	2	Speaking and Listening Standards	Comprehension and Collaboration	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.	ELA.2.44	44. Use active listening strategies, including asking for clarification and explanations	2	
SL.2.4	2	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	ELA.2.45	45. Give oral responses, including: <ul style="list-style-type: none"> telling stories and personal experiences giving explanations and reports 	2	ELA.2.38 also aligns.
SL.2.5	2	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	ELA.3.41	41. Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts)	3	Match is to the second part of the CCSS (adding visual displays to oral presentations). Creating audio recordings of stories or poems to demonstrate fluency and pace is specified in the CCSS.
SL.2.6	2	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	ELA.K.34	34. Express feelings, needs, and ideas in complete sentences	K	GLEs do not specify speaking in complete sentences when appropriate to task and situation at grade 2.

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L.2.1	2	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.2.30	30. Write using standard English structure and usage, including: <ul style="list-style-type: none"> • subject-verb agreement in simple and compound sentences • past and present verb tenses • noun and pronoun antecedent agreement • transitional words and conjunctions in sentences • prepositions and prepositional phrases • possessive nouns • adverbs, especially those related to time 	2	ELA.2.32 and ELA.2.31 also align.
L.2.2	2	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.2.29	29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter	2	ELA.2.28 also aligns. ELA.2.32, ELA.2.33, ELA.2.34, ELA.2.35, and ELA.2.37 are also matches.
L.2.3	2	Language Standards	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA.2.41	41. Adjust language during a presentation in order to inform or explain to a specific audience	2	
L.2.4	2	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	ELA.2.2	2. Demonstrate understanding of phonics by doing the following: <ul style="list-style-type: none"> • isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word • fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words • differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., <i>ou</i>, <i>ow</i>, <i>ough</i>, <i>igh</i>) • reading regularly spelled words with as many as four syllables • using phonetic decoding strategies accurately and rapidly in unfamiliar words and text • using common affixes (prefixes and suffixes) to understand word meanings 	2	ELA.2.4 also aligns. ELA.2.5 also aligns.
L.2.5	2	Language Standards	Vocabulary Acquisition and Use	5. Demonstrate understanding of word relationships and nuances in word meanings.	ELA.2.3	3. Identify and explain common synonyms, antonyms, and homonyms	2	GLEs do not specify nuances in word meanings.
L.2.6	2	Language Standards	Vocabulary Acquisition and Use	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	ELA.2.22	22. Use a greater variety of action and descriptive words when writing for a specific purpose and/or audience	2	ELA.2.5 also aligns. Match assumes that using descriptive words and phrases in writing implies that these words and phrases have been acquired through conversations and reading texts.
RL.3.1	3	Reading Standards for Literature	Key Ideas and Details	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ELA.3.17	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events • making predictions using information from texts • making simple inferences and drawing conclusions about information in texts • comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts • distinguishing between a main idea and a summary • identifying main ideas of texts 	3	Match assumes that asking and answering questions about a text and referring explicitly to the text in the process is a strategy that would be included in the GLE.

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COMMON CORE STATE STANDARDS (CCSS)					LOUISIANA GRADE-LEVEL EXPECTATIONS (GLE)			Analyst's Comments
CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
RL.3.2	3	Reading Standards for Literature	Key Ideas and Details	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	ELA.3.8	8. Identify story elements including: <ul style="list-style-type: none"> • theme • conflict • character traits, feelings, and motivation 	3	ELA.3.10 also aligns. Match assumes that theme and central message have similar meaning. Secondary match is to the first part of the CCSS (recounting stories) though the CCSS requires that the stories be from diverse cultures. CCSS goes beyond the GLE in that it requires an explanation of how the theme/central message is conveyed through key details.
RL.3.3	3	Reading Standards for Literature	Key Ideas and Details	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	ELA.3.8	8. Identify story elements including: <ul style="list-style-type: none"> • theme • conflict • character traits, feelings, and motivation 	3	CCSS goes beyond the GLE in that it requires an explanation of how characters' actions contribute to the sequence of events.
RL.3.4	3	Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	ELA.3.6	6. Determine meanings of unfamiliar words using a variety of strategies, including: <ul style="list-style-type: none"> • knowledge of common antonyms, synonyms, homonyms, and homographs • use of context clues • identification of base words and root words 	3	GLEs do not address distinguishing literal from nonliteral language.
RL.3.5	3	Reading Standards for Literature	Craft and Structure	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.				No GLE match was found. GLEs do not address using specific terms to reference parts of stories, dramas, and poems, and describing how each chapter, scene, and stanza builds on earlier sections.
RL.3.6	3	Reading Standards for Literature	Craft and Structure	6. Distinguish their own point of view from that of the narrator or those of the characters.	ELA.3.17	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events • making predictions using information from texts • making simple inferences and drawing conclusions about information in texts • comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts • distinguishing between a main idea and a summary • identifying main ideas of texts 	3	Match assumes that distinguishing the reader's point of view from that of the narrator or characters is included in the GLE.
RL.3.7	3	Reading Standards for Literature	Integration of Knowledge and Ideas	7. 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).				No GLE match was found. GLEs do not address explaining how aspects of illustrations contribute to the meaning of the text.
RL.3.8	3	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			
RL.3.9	3	Reading Standards for Literature	Integration of Knowledge and Ideas	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	ELA.3.17	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events • making predictions using information from texts • making simple inferences and drawing conclusions about information in texts • comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts • distinguishing between a main idea and a summary • identifying main ideas of texts 	3	ELA.3.14 also aligns. CCSS specifies stories by the same author about the same or similar characters. ELA.3.14 specifies multicultural texts.

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RL.3.10	3	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	ELA.3.13	13. Read texts, chapter books, and informational materials silently at independent reading level	3	GLE specifies independent reading level, but the CCSS specifies grade level complexity.
RI.3.1	3	Reading Standards for Informational Text	Key Ideas and Details	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ELA.3.17	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events making predictions using information from texts making simple inferences and drawing conclusions about information in texts comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts distinguishing between a main idea and a summary identifying main ideas of texts 	3	Match assumes that asking and answering questions about a text and referring explicitly to the text in the process is a strategy that would be included in the GLE.
RI.3.2	3	Reading Standards for Informational Text	Key Ideas and Details	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	ELA.3.17	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events making predictions using information from texts making simple inferences and drawing conclusions about information in texts comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts distinguishing between a main idea and a summary identifying main ideas of texts 	3	CCSS specifies explaining how they support the main idea.
RI.3.3	3	Reading Standards for Informational Text	Key Ideas and Details	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.				No GLE match was found. Describing the relationship between a series of historical events, scientific ideas, or technical steps, using time, sequence, cause/effect language, is not addressed in the GLEs.
RI.3.4	3	Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	ELA.5.4	4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes	5	General academic vocabulary is not specifically addressed in the GLEs.
RI.3.5	3	Reading Standards for Informational Text	Craft and Structure	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	ELA.3.45	45. Locate information using organizational features of a variety of resources, including: <ul style="list-style-type: none"> electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings the Dewey Decimal system electronic and online catalogs 	3	
RI.3.6	3	Reading Standards for Informational Text	Craft and Structure	6. Distinguish their own point of view from that of the author of a text.	ELA.3.20	20. Explain the author's viewpoint using information from the text	3	Match assumes that distinguishing their own point of view from that of the author is included in the GLE.

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COMMON CORE STATE STANDARDS (CCSS)					LOUISIANA GRADE-LEVEL EXPECTATIONS (GLE)			Analyst's Comments
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RI.3.7	3	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. 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).	ELA.3.17	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events making predictions using information from texts making simple inferences and drawing conclusions about information in texts comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts distinguishing between a main idea and a summary identifying main ideas of texts 	3	Match is to the use of words to demonstrate understanding of the text. Using information gained from illustration to aid understanding of the text is not addressed in the GLEs.
RI.3.8	3	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).				No GLE match was found. Describing the logical connection between particular sentences and paragraphs in a text is not addressed in the GLEs.
RI.3.9	3	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. Compare and contrast the most important points and key details presented in two texts on the same topic.	ELA.3.17	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events making predictions using information from texts making simple inferences and drawing conclusions about information in texts comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts distinguishing between a main idea and a summary identifying main ideas of texts 	3	CCSS specifies texts on the same topic.
RI.3.10	3	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	ELA.3.13	13. Read texts, chapter books, and informational materials silently at independent reading level	3	GLE specifies independent reading level, but the CCSS specifies grade level complexity.
RF.3.3	3	Reading Standards: Foundational Skills	Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words.	ELA.3.1	1. Decode words using knowledge of base words, root words, and common prefixes and suffixes	3	ELA.3.2 also aligns. ELA.3.4 also aligns. Match is to word analysis skills/decoding.
RF.3.4	3	Reading Standards: Foundational Skills	Fluency	4. Read with sufficient accuracy and fluency to support comprehension.	ELA.3.12	12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression	3	
W.3.1	3	Writing Standards	Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	ELA.4.24	24. Develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and description	4	GLEs at grade 3 do not address opinion writing.
W.3.2	3	Writing Standards	Text Types and Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELA.3.27	27. Write for various purposes, including: <ul style="list-style-type: none"> informal letters using appropriate letter format book reports and informational compositions that include main ideas and significant details from the text 	3	ELA.3.22 also aligns.
W.3.3	3	Writing Standards	Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	ELA.3.25	25. Develop organized one- and two-paragraph compositions using description and narration	3	ELA.3.26 also aligns.

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W.3.4	3	Writing Standards	Production and Distribution of Writing	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	ELA.3.22	22. Write compositions of two or more paragraphs that are organized with the following: <ul style="list-style-type: none"> • a central idea • a logical, sequential order • supporting details that develop ideas • transitional words within and between paragraphs 	3	ELA.3.27 also aligns.
W.3.5	3	Writing Standards	Production and Distribution of Writing	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	ELA.3.24	24. Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> • selecting a topic • prewriting using strategies such as brainstorming, locating information, and generating graphic organizers • drafting • conferencing with teachers • revising and proofreading • creating a final draft for publication 	3	
W.3.6	3	Writing Standards	Production and Distribution of Writing	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	ELA.3.50	50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects	3	
W.3.7	3	Writing Standards	Research to Build and Present Knowledge	7. Conduct short research projects that build knowledge about a topic.	ELA.3.50	50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects	3	
W.3.8	3	Writing Standards	Research to Build and Present Knowledge	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	ELA.3.46	46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs	3	ELA.3.48 also aligns. ELA.3.49 is also a match.
W.3.9	3	Writing Standards	Research to Build and Present Knowledge	9. (Begins in grade 4)	N/A			
W.3.10	3	Writing Standards	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				No GLE match was found. This CCSS is related to the time frames and range of writing that should be expected of students at grade 3.
SL.3.1	3	Speaking and Listening Standards	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	ELA.3.44	44. Assume the role of discussion leader, contributor, and active listener	3	CCSS is more specific in the requirement of student engagement in collaborative discussions.
SL.3.2	3	Speaking and Listening Standards	Comprehension and Collaboration	2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	ELA.3.42	42. Use active listening strategies, including: <ul style="list-style-type: none"> • asking questions and responding to ideas/opinions • giving oral responses, such as explanations of written and/or spoken texts 	3	CCSS goes beyond the GLE in that it requires comparison of ideas and point of view from a variety of media.
SL.3.3	3	Speaking and Listening Standards	Comprehension and Collaboration	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	ELA.3.42	42. Use active listening strategies, including: <ul style="list-style-type: none"> • asking questions and responding to ideas/opinions • giving oral responses, such as explanations of written and/or spoken texts 	3	
SL.3.4	3	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Report 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.	ELA.3.39	39. Tell a complex story that includes the following: <ul style="list-style-type: none"> • a central idea • ideas and details organized chronologically 	3	ELA.3.37 also aligns. ELA.3.40 is also a match.

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SL.3.5	3	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	ELA.3.41	41. Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts)	3	Match is to the second part of the CCSS (adding visual displays to oral presentations). Creating audio recordings of stories or poems to demonstrate fluency and pace is specified in the CCSS.
SL.3.6	3	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	ELA.K.34	34. Express feelings, needs, and ideas in complete sentences	K	Speaking in complete sentences when appropriate to task and situation is not specified at grade 3.
L.3.1	3	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.3.31	31. Write using standard English structure and usage, including: • avoiding run-on sentences • using verbs in the future tense • making subjects and verbs agree in sentences with simple and compound subjects and predicates	3	ELA.3.32 also aligns.
L.3.2	3	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.3.30	30. Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food)	3	ELA.3.29 also aligns. ELA.3.33, ELA.3.34, and ELA.3.36 are also matches.
L.3.3	3	Language Standards	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA.3.23	23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose	3	Match assumes that knowledge of language conventions (using words for specific effects or the differences in conventions for spoken and written language) is included in the GLEs.
L.3.4	3	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	ELA.3.6	6. Determine meanings of unfamiliar words using a variety of strategies, including: • knowledge of common antonyms, synonyms, homonyms, and homographs • use of context clues • identification of base words and root words	3	ELA.3.3, 3.4, and 3.5 also align.
L.3.5	3	Language Standards	Vocabulary Acquisition and Use	5. Demonstrate understanding of word relationships and nuances in word meanings.	ELA.3.6	6. Determine meanings of unfamiliar words using a variety of strategies, including: • knowledge of common antonyms, synonyms, homonyms, and homographs • use of context clues • identification of base words and root words	3	
L.3.6	3	Language Standards	Vocabulary Acquisition and Use	6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	ELA.5.4	4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes	5	CCSS specifies words that "signal spatial and temporal relationships." General academic vocabulary is not specifically addressed in the GLEs.
RL.4.1	4	Reading Standards for Literature	Key Ideas and Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.4.14	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: • sequencing events and steps in a process • explaining how the setting impacts other story elements, including the characters' traits and actions • using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations • confirming or denying a prediction about information in a text • comparing and contrasting story elements or information within and across texts • identifying stated main ideas and supporting details • making simple inferences	4	Match assumes the GLE includes referring to details and examples in a text when explaining explicit information or drawing inferences.

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CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
RL.4.2	4	Reading Standards for Literature	Key Ideas and Details	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	ELA.4.5	5. Identify a variety of story elements, including: <ul style="list-style-type: none"> the impact of setting on character multiple conflicts first- and third-person points of view development of theme 	4	ELA.4.45 also aligns. Secondary match is to the second part of the CCSS (summarizing).
RL.4.3	4	Reading Standards for Literature	Key Ideas and Details	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	ELA.4.14	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> sequencing events and steps in a process explaining how the setting impacts other story elements, including the characters' traits and actions using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations confirming or denying a prediction about information in a text comparing and contrasting story elements or information within and across texts identifying stated main ideas and supporting details making simple inferences 	4	GLE goes beyond the CCSS in that it specifies the impact of the setting on a character; however, it is assumed that it would be necessary to describe both the character and setting in order to determine the impact.
RL.4.4	4	Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	ELA.4.2	2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections	4	ELA.4.1 also aligns. ELA.4.3 is also a match. GLEs at this grade do not include determining the meaning of words through context clues.
RL.4.5	4	Reading Standards for Literature	Craft and Structure	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	ELA.4.12	12. Identify a variety of types of literature, including poetry and short stories, in oral and written responses	4	ELA.4.13 also aligns. CCSS goes beyond the GLEs in that it specifies reference to structural elements when writing or speaking about a text.
RL.4.6	4	Reading Standards for Literature	Craft and Structure	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	ELA.4.5	5. Identify a variety of story elements, including: <ul style="list-style-type: none"> the impact of setting on character multiple conflicts first- and third-person points of view development of theme 	4	ELA.4.14 also aligns.
RL.4.7	4	Reading Standards for Literature	Integration of Knowledge and Ideas	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.				No GLE match was found. Making connections between a text and a visual/oral presentation of that text is not addressed in the GLEs.
RL.4.8	4	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			
RL.4.9	4	Reading Standards for Literature	Integration of Knowledge and Ideas	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	ELA.4.11	11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses	4	CCSS specifies comparison and contrast of similar themes and topics.
RL.4.10	4	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				No GLE match was found. This CCSS addresses the complexity of the literature that students should be able to read and comprehend by the end of grade 4.

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RI.4.1	4	Reading Standards for Informational Text	Key Ideas and Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.4.14	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> sequencing events and steps in a process explaining how the setting impacts other story elements, including the characters' traits and actions using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations confirming or denying a prediction about information in a text comparing and contrasting story elements or information within and across texts identifying stated main ideas and supporting details making simple inferences 	4	Match assumes the GLE includes referring to details and examples in a text when explaining explicit information or drawing inferences.
RI.4.2	4	Reading Standards for Informational Text	Key Ideas and Details	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	ELA.4.14	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> sequencing events and steps in a process explaining how the setting impacts other story elements, including the characters' traits and actions using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations confirming or denying a prediction about information in a text comparing and contrasting story elements or information within and across texts identifying stated main ideas and supporting details making simple inferences 	4	ELA.4.45 also aligns. Secondary match is to the second part of the CCSS (summarizing).
RI.4.3	4	Reading Standards for Informational Text	Key Ideas and Details	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	ELA.4.14	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> sequencing events and steps in a process explaining how the setting impacts other story elements, including the characters' traits and actions using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations confirming or denying a prediction about information in a text comparing and contrasting story elements or information within and across texts identifying stated main ideas and supporting details making simple inferences 	4	ELA.4.19 also aligns.
RI.4.4	4	Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	ELA.4.2	2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections	4	ELA.4.1 also aligns. ELA.4.3 is also a match. GLEs at this grade do not include determining the meaning of words through context clues.
RI.4.5	4	Reading Standards for Informational Text	Craft and Structure	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	ELA.4.18	18. Explain how an author's purpose influences organization of a text, word choice, and sentence structure	4	Match assumes that it is necessary to determine the overall structure of a text in order to explain how the author's purpose influences the organization of the text.

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COMMON CORE STATE STANDARDS (CCSS)					LOUISIANA GRADE-LEVEL EXPECTATIONS (GLE)			Analyst's Comments
CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
RI.4.6	4	Reading Standards for Informational Text	Craft and Structure	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.				No GLE match was found. Comparing and contrasting a firsthand and a secondhand account of the same event or topic is not addressed in the GLEs.
RI.4.7	4	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	ELA.4.50	50. Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials	4	CCSS goes beyond the GLE to include an explanation of how the information contributes to the understanding of the text in which the graphic appears.
RI.4.8	4	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. Explain how an author uses reasons and evidence to support particular points in a text.	ELA.4.14	14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: <ul style="list-style-type: none"> • sequencing events and steps in a process • explaining how the setting impacts other story elements, including the characters' traits and actions • using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations • confirming or denying a prediction about information in a text • comparing and contrasting story elements or information within and across texts • identifying stated main ideas and supporting details • making simple inferences 	4	Match assumes that an explanation of how an author supports particular points with reasons and evidence is included in the GLE.
RI.4.9	4	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	ELA.4.44	44. Use keywords and phrases to take notes from oral, written, and electronic media sources	4	ELA.4.45 also aligns. ELA.4.46 is also a match.
RI.4.10	4	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				No GLE match was found. This standard addresses the complexity of the informational text that students should be able to read and comprehend by the end of grade 4.
RF.4.3	4	Reading Standards: Foundational Skills	Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words.	ELA.4.1	1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words	4	Match is to word analysis skills.
RF.4.4	4	Reading Standards: Foundational Skills	Fluency	4. Read with sufficient accuracy and fluency to support comprehension.	ELA.4.9	9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts	4	ELA.4.10 also aligns.
W.4.1	4	Writing Standards	Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA.4.26	26. Write for various purposes, including: <ul style="list-style-type: none"> • formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure • informational reports that include facts and examples and that present important details in a logical order • book reports that include an opinion and/or a persuasive viewpoint 	4	ELA.4.24 also aligns. ELA.4.20 is also a match. ELA.4.24 addresses modes of writing, including persuasion; however, it states that the emphasis should be on narration and description.

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W.4.2	4	Writing Standards	Text Types and Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELA.4.26	26. Write for various purposes, including: <ul style="list-style-type: none"> formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure informational reports that include facts and examples and that present important details in a logical order book reports that include an opinion and/or a persuasive viewpoint 	4	ELA.4.24 also aligns. ELA.4.20 is also a match.
W.4.3	4	Writing Standards	Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	ELA.4.24	24. Develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and description	4	ELA.4.25 also aligns.
W.4.4	4	Writing Standards	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	ELA.4.22	22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience	4	
W.4.5	4	Writing Standards	Production and Distribution of Writing	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 29 and 29.)	ELA.4.23	23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: <ul style="list-style-type: none"> selecting topic and form prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) drafting conferencing with peers and teachers revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) proofreading/editing publishing using available technology 	4	
W.4.6	4	Writing Standards	Production and Distribution of Writing	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	ELA.4.23	23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: <ul style="list-style-type: none"> selecting topic and form prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) drafting conferencing with peers and teachers revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) proofreading/editing publishing using available technology 	4	ELA.4.47 also aligns. The CCSS goes beyond the GLEs to include the use of technology for "interaction and collaboration with others." The CCSS is more specific in the expected proficiency of technical skills.
W.4.7	4	Writing Standards	Research to Build and Present Knowledge	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	ELA.4.47	47. Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports	4	CCSS expectations are more rigorous.
W.4.8	4	Writing Standards	Research to Build and Present Knowledge	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	ELA.4.42	42. Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures	4	ELA.4.44 also aligns. ELA.4.41, ELA.4.43, ELA.4.46, and ELA.4.48 are also matches.
W.4.9	4	Writing Standards	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	ELA.5.25	25. Write for various purposes, including: <ul style="list-style-type: none"> formal and informal letters that state a purpose, make requests, or give compliments evaluations of media, such as films, performances, or field trips explanations of stories and poems using retellings, examples, and text-based evidence 	5	

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W.4.10	4	Writing Standards	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				No GLE match was found. This CCSS is related to the time frames and range of writing that should be expected of students at grade 4.
SL.4.1	4	Speaking and Listening Standards	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	ELA.4.40	40. Identify the effectiveness and dynamics of group process and cooperative learning	4	CCSS is more specific in the requirement of student engagement in collaborative discussions.
SL.4.2	4	Speaking and Listening Standards	Comprehension and Collaboration	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	ELA.4.39	39. Listen to and critique messages such as advertising that are communicated in a variety of mediums, including television and print	4	GLE goes beyond the CCSS to require students to critique the messages in a variety of mediums.
SL.4.3	4	Speaking and Listening Standards	Comprehension and Collaboration	3. Identify the reasons and evidence a speaker provides to support particular points.	ELA.6.37	37. Demonstrate active listening strategies for various purposes, including: • viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation • summarizing the main points of a speaker's message, including supporting details and their significance	6	
SL.4.4	4	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Report 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.	ELA.4.36	36. Deliver presentations that include the following: • information drawn from several sources and identification of the sources • effective introductions and conclusions • details, examples, anecdotes, or statistics that explain or clarify information • information selected to persuade or influence the audience	4	ELA.4.34 also aligns.
SL.4.5	4	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				No GLE match was found. Adding audio recordings and visual displays to oral presentations is not addressed in the GLEs.
SL.4.6	4	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. 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 task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	ELA.4.38	38. Adjust speaking content according to the needs of the audience	4	
L.4.1	4	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.4.30	30. Write using standard English structure and usage, including: • using active and passive voices of verbs • avoiding writing with sentence fragments and run-on sentences	4	ELA.4.31 also aligns.
L.4.2	4	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.4.29	29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs	4	ELA.4.28 also aligns. ELA.4.32 is also a match (spelling).
L.4.3	4	Language Standards	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA.4.38	38. Adjust speaking content according to the needs of the audience	4	ELA.4.30 also aligns.

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L.4.4	4	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	ELA.4.2	2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections	4	ELA.4.1 also aligns. ELA.4.3 is also a match. GLEs at this grade do not include determining the meaning of words through context clues.
L.4.5	4	Language Standards	Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ELA.4.25	25. Use a variety of literary devices, including hyperbole and metaphor, in compositions	4	Match assumes that the ability to use literary devices, including hyperbole and metaphor, in student writing implies an understanding of the figurative language. Word relationships and nuances in word meaning are not specifically addressed in the GLEs.
L.4.6	4	Language Standards	Vocabulary Acquisition and Use	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	ELA.5.4	4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes	5	CCSS specifies words that "signal precise actions, emotions, states of being." General academic vocabulary is not specifically addressed in the GLEs.
RL.5.1	5	Reading Standards for Literature	Key Ideas and Details	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.5.12	12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated and implied main ideas and supporting details for each • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation with reasonable justification • identifying literary devices	5	Match assumes that the comprehension skills of paraphrasing information, as well as making inferences and drawing conclusions, include quoting accurately from a literary text.
RL.5.2	5	Reading Standards for Literature	Key Ideas and Details	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	ELA.5.12	12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated and implied main ideas and supporting details for each • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation with reasonable justification • identifying literary devices	5	ELA.6.4 also aligns. (Off-grade match) Match is to the second part of the CCSS, "summarize the text."
RL.5.3	5	Reading Standards for Literature	Key Ideas and Details	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	ELA.5.10	10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses	5	Match assumes that the GLE includes comparison and contrast of elements (characters, setting, and events) within a text (the focus of this CCSS) as well as across texts.
RL.5.4	5	Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	ELA.5.6	6. Identify and explain literary devices in grade-appropriate texts, including: • how word choice and images appeal to the senses and suggest mood, tone, and style • foreshadowing • flashback	5	Match assumes that simile and metaphor (specified in RL.5.4) are literary devices taught at this grade even though they are not given as examples in the GLE. Flashback and foreshadowing are given as examples in the GLE but are not specified in the CCSS until grade 6.
RL.5.5	5	Reading Standards for Literature	Craft and Structure	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				No GLE match was found. Explaining how the chapters, scenes, or stanzas fit together to provide the overall structure of a story, drama, or poem is not addressed at any grade.

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RL.5.6	5	Reading Standards for Literature	Craft and Structure	6. Describe how a narrator's or speaker's point of view influences how events are described.	ELA.7.2	2. Explain story elements, including: <ul style="list-style-type: none"> the revelation of character motivation through thoughts, words, and actions plot sequence (e.g., exposition, rising action, climax, falling action, resolution) conflicts (e.g., man vs. man, nature, society, self) and their effect on plot effects of first- and third-person points of view theme development 	7	Effect of narrator's/speaker's point of view is not addressed until grade 7 in the GLEs (ELA.7.2).
RL.5.7	5	Reading Standards for Literature	Integration of Knowledge and Ideas	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).				No GLE match was found. Analysis of how visual and multimedia elements contribute to the meaning of literary texts is not addressed in the GLEs.
RL.5.8	5	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			No GLE match was found.
RL.5.9	5	Reading Standards for Literature	Integration of Knowledge and Ideas	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	ELA.5.10	10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses	5	Match assumes that theme and topic are elements to be considered and that the approach to similar themes and topics in stories in the same genre is included in the GLE.
RL.5.10	5	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.				No GLE match was found. This CCSS addresses the complexity of the literature that students should be able to read and comprehend by the end of grade 5.
RI.5.1	5	Reading Standards for Informational Text	Key Ideas and Details	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.5.12	12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events and steps in a process summarizing and paraphrasing information identifying stated and implied main ideas and supporting details for each comparing and contrasting literary elements and ideas making simple inferences and drawing conclusions predicting the outcome of a story or situation with reasonable justification identifying literary devices 	5	Match assumes that the comprehension skills of paraphrasing information, as well as making inferences and drawing conclusions, include quoting accurately from an informational text.
RI.5.2	5	Reading Standards for Informational Text	Key Ideas and Details	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	ELA.5.12	12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events and steps in a process summarizing and paraphrasing information identifying stated and implied main ideas and supporting details for each comparing and contrasting literary elements and ideas making simple inferences and drawing conclusions predicting the outcome of a story or situation with reasonable justification identifying literary devices 	5	Match assumes that the GLE includes identifying multiple main ideas in a single text and explaining how each is supported by details.

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RI.5.3	5	Reading Standards for Informational Text	Key Ideas and Details	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	ELA.5.8	8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts	5	Match assumes that "explaining the relationships or interactions between two or more individuals, events, ideas, or concepts" is included in the GLE. The CCSS specifies "historical, scientific, or technical text." The GLE includes connections with real-life situations, which is not in the CCSS.
RI.5.4	5	Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	ELA.5.4	4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes	5	General academic vocabulary is not specifically addressed in the GLEs.
RI.5.5	5	Reading Standards for Informational Text	Craft and Structure	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.				No GLE match was found. Match assumes that identification of text structure is included in ELA.5.12; however, this CCSS extends to comparing and contrasting "overall structure of events, ideas, concepts, or information" in multiple texts.
RI.5.6	5	Reading Standards for Informational Text	Craft and Structure	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.				No GLE match was found. "Analysis of multiple accounts of the same event or topic" for similarities and differences in viewpoint is not addressed in the GLEs.
RI.5.7	5	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	ELA.5.42	42. Locate and select information using a variety of organizational features in grade-appropriate resources, including: • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses	5	ELA.5.14 also aligns. ELA.5.14 is given as a secondary match based on the limitation to technical information/sources. The reasoning skill of "skimming and scanning" in ELA.5.17 is also a match in that it addresses the "ability to locate an answer to a question quickly" portion of this CCSS.
RI.5.8	5	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	ELA.5.17	17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: • identifying cause-effect relationships • raising questions • thinking inductively and deductively • generating a theory or hypothesis • skimming/scanning • distinguishing facts from opinions and probability	5	Match assumes that explaining "an author's use of reasons and evidence to support particular points in a text" is included in the reasoning skills taught at grade 5.
RI.5.9	5	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	ELA.5.43	43. Locate and integrate information from grade-appropriate resources, including: • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic	5	
RI.5.10	5	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.				No GLE match was found. This standard addresses the complexity of the informational text that students should be able to read and comprehend by the end of grade 5.

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RF.5.3	5	Reading Standards: Foundational Skills	Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words.				No GLE match was found. Only morphology skills are addressed at grade 5 (ELA.5.1). Phonics skills are last addressed in the GLEs at grade 2 (ELA.2.1, ELA.2.2). Syllabication skills are last addressed in the GLEs at grade 3 (ELA.3.2).
RF.5.4	5	Reading Standards: Foundational Skills	Fluency	4. Read with sufficient accuracy and fluency to support comprehension.	ELA.4.9	9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts	4	ELA.4.10 also aligns. Accuracy and fluency are last addressed in the GLEs at grade 4 (ELA.4.9, ELA.4.10)
W.5.1	5	Writing Standards	Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA.5.22	22. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition	5	ELA.5.25 and ELA.5.18 also align. ELA.5.22 addresses modes of writing, including persuasion; however, it states that the emphasis should be on narration and exposition. Note that the emphasis on narration and exposition remains constant until grade 9, where the emphasis shifts to exposition and persuasion.
W.5.2	5	Writing Standards	Text Types and Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELA.5.18	18. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • an established central idea • important ideas or events stated in sequential or chronological order • elaboration (e.g., fact, examples, specific details) • transitional words and phrases that unify points and ideas • an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas 	5	ELA.5.22 also aligns. Match to ELA.5.18 is based on the similarity in the skills outlined in the GLE and the CCSS, since the GLE does not specify informative/explanatory text. ELA.5.22 addresses modes of writing, with an emphasis on narration and exposition.
W.5.3	5	Writing Standards	Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	ELA.5.23	23. Use the various modes to write compositions, including: <ul style="list-style-type: none"> • how-to essays • stories that incorporate dialogue, characters, plot, setting, and sensory details 	5	ELA.5.24 also aligns.
W.5.4	5	Writing Standards	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	ELA.5.20	20. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure 	5	
W.5.5	5	Writing Standards	Production and Distribution of Writing	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	ELA.5.21	21. Develop grade-appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology 	5	

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COMMON CORE STATE STANDARDS (CCSS)					LOUISIANA GRADE-LEVEL EXPECTATIONS (GLE)			Analyst's Comments
CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
W.5.6	5	Writing Standards	Production and Distribution of Writing	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	ELA.5.46	46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports	5	ELA.5.21 also aligns. The CCSS goes beyond the GLEs to include the use of technology for "interaction and collaboration with others." The CCSS is more specific in the expected proficiency of technical skills.
W.5.7	5	Writing Standards	Research to Build and Present Knowledge	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	ELA.5.42	42. Locate and select information using a variety of organizational features in grade-appropriate resources, including: • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses	5	ELA.5.43 and ELA.5.45 also align. CCSS expectations are more rigorous.
W.5.8	5	Writing Standards	Research to Build and Present Knowledge	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	ELA.5.47	47 Give credit for borrowed information following acceptable use policy, including: • integrating quotations and citations • using endnotes • creating bibliographies and/or works cited lists	5	ELA.5.42 and ELA.5.44 also align. The GLE is more specific about citing references and creating bibliographies than is this CCSS (requires only a list of sources)
W.5.9	5	Writing Standards	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	ELA.5.25	25. Write for various purposes, including: • formal and informal letters that state a purpose, make requests, or give compliments • evaluations of media, such as films, performances, or field trips • explanations of stories and poems using retellings, examples, and text-based evidence	5	
W.5.10	5	Writing Standards	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				No GLE match was found. This CCSS is related to the time frames and range of writing that should be expected of students at grade 5.
SL.5.1	5	Speaking and Listening Standards	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	ELA.5.41	41. Participate in group and panel discussions, including: • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener)	5	
SL.5.2	5	Speaking and Listening Standards	Comprehension and Collaboration	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	ELA.5.40	40. Evaluate media for various purposes, including: • effectiveness of organization and presentation • usefulness and relevance of information	5	ELA.5.48 also aligns. Match assumes that evaluating media for various purposes includes summarizing information presented in diverse media and formats. Summarizing text read aloud is not addressed at this grade.
SL.5.3	5	Speaking and Listening Standards	Comprehension and Collaboration	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	ELA.6.37	37. Demonstrate active listening strategies for various purposes, including: • viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation • summarizing the main points of a speaker's message, including supporting details and their significance	6	

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CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
SL.5.4	5	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. 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.	ELA.5.37	37. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion	5	ELA.5.32 also aligns. ELA.5.4.39 also aligns, but is not specific as to the organization of the presentations.
SL.5.5	5	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	ELA.3.41	41. Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts)	3	Match is to visual displays. GLEs do not address the inclusion of multimedia components in presentations.
SL.5.6	5	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	ELA.5.32	32. Adjust diction and enunciation to suit the purpose for speaking	5	ELA.5.36 also aligns.
L.5.1	5	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.5.29	29. Apply knowledge of parts of speech in writing, including: • using same verb tense throughout when appropriate • selecting and using specific nouns, pronouns, and verbs for clarity	5	ELA.5.33 also aligns. ELA 5.28 also aligns.
L.5.2	5	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.5.26	26. Use standard English punctuation, including: • parentheses and commas in direct quotations • commas to set off appositives and introductory phrases • use quotation marks around dialogue	5	ELA.5.27 also aligns. ELA.6.30, ELA.7.27, and ELA.8.27 also align (Off-grade matches) ELA.5.26 addresses punctuation; ELA.5.27 addresses capitalization; and ELA.5.30 and ELA.5.31 also align as they address spelling.
L.5.3	5	Language Standards	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA.5.20	20. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure	5	While knowledge of language and its conventions is implied in the reading and writing GLEs, no specifics are given.
L.5.4	5	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	ELA.5.1	1. Identify word meanings using a variety of strategies, including: • using context clues (e.g., definition, restatement, example, contrast) • using structural analysis (e.g., base words, roots, affixes) • determining word origins (etymology) • using electronic and print dictionaries, thesauruses, glossaries	5	Match assumes the strategies in ELA.5.1 are used to determine meaning of unknown and multiple-meaning words. ELA.5.2 addresses the identification of multiple-meaning words (and abbreviations, symbols, and acronyms, which are not addressed in the CCSS) but not determining their meaning, as specified in this CCSS.
L.5.5	5	Language Standards	Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ELA.5.24	24. Develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia	5	ELA.5.3 also aligns. Match assumes that using similes, metaphors, and other figurative language in student writing demonstrates understanding of figurative language. Idioms and analogies are specified in ELA.5.3. Adages and proverbs are not addressed in the GLEs at any grade level. Analogies are not specifically addressed in the CCSS until grade 7.

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CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
L.5.6	5	Language Standards	Vocabulary Acquisition and Use	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	ELA.5.4	4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes	5	Match assumes that the GLE includes words and phrases "that signal contrast, addition, and other logical relationships," as required in this CCSS. General academic vocabulary is not specifically addressed in the GLEs.
RL.6.1	6	Reading Standards for Literature	Key Ideas and Details	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.6.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events and steps in a process summarizing and paraphrasing information identifying stated or implied main ideas and supporting details comparing and contrasting literary elements and ideas making simple inferences and drawing conclusions predicting the outcome of a story or situation identifying literary devices 	6	Match assumes that citing textual evidence to support analysis of and inferences drawn from a literary text is a part of the comprehension strategies included in the GLE.
RL.6.2	6	Reading Standards for Literature	Key Ideas and Details	2. 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.	ELA.6.4	4. Identify and explain story elements, including: <ul style="list-style-type: none"> theme development character development relationship of word choice and mood plot sequence (e.g., exposition, rising action, climax, falling action, resolution) 	6	ELA.6.11 also aligns. ELA.5.5 also aligns (Off-grade match) Match assumes that explaining a theme includes the plot sequence and includes a summary of the text and that the summary would be objective at this grade level. Summarizing is also addressed in ELA.6.11, the secondary match. The CCSS goes beyond the GLE to require an explanation of how the theme/central idea is conveyed through details.
RL.6.3	6	Reading Standards for Literature	Key Ideas and Details	3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	ELA.6.4	4. Identify and explain story elements, including: <ul style="list-style-type: none"> theme development character development relationship of word choice and mood plot sequence (e.g., exposition, rising action, climax, falling action, resolution) 	6	ELA.5.5 also aligns (Off-grade match) Match assumes that explaining plot sequence includes how characters respond and change as the plot advances. Identification of the plot elements is not required in this CCSS.
RL.6.4	6	Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	ELA.6.1	1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> using context clues (e.g., definition, restatement, example, contrast) using structural analysis (e.g., roots, affixes) determining word origins (etymology) using knowledge of idioms explaining word analogies 	6	ELA.5.6 also aligns. (Off-grade match) Match is to the first part of the CCSS (determine the meaning of words and phrases as they are used in a text). The secondary match to ELA.5.6 is for the second part of the CCSS (impact of a word choice on meaning and tone). Connotative and denotative meanings of words are not specifically addressed in the GLEs until grade 7.
RL.6.5	6	Reading Standards for Literature	Craft and Structure	5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.				No GLE match was found. This CCSS requires an analysis of how specific parts of the text fit into the overall structure of the text and contribute to the development of these literary elements.
RL.6.6	6	Reading Standards for Literature	Craft and Structure	6. Explain how an author develops the point of view of the narrator or speaker in a text.	ELA.7.2	2. Explain story elements, including: <ul style="list-style-type: none"> the revelation of character motivation through thoughts, words, and actions plot sequence (e.g., exposition, rising action, climax, falling action, resolution) conflicts (e.g., man vs. man, nature, society, self) and their effect on plot effects of first- and third-person points of view theme development 	7	Match assumes that how an author develops the narrator's/speaker's point of view is included in the GLE. Point of view is not addressed at grade 6.

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RL.6.7	6	Reading Standards for Literature	Integration of Knowledge and Ideas	7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.				No GLE match was found. While ELA.6.37 addresses viewing a video, there is no GLE at any grade that requires a comparison and contrast of the experience of reading a story, drama, or poem to listening to/viewing an audio, video, or live version of the text.
RL.6.8	6	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			No GLE match was found.
RL.6.9	6	Reading Standards for Literature	Integration of Knowledge and Ideas	9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	ELA.6.9	9. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres	6	ELA.7.7 and ELA.8.7 also align. (Off-grade matches) Match assumes that the approach to similar themes and topics in a variety of genres/forms is included in the GLE.
RL.6.10	6	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. 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.				No GLE match was found. This CCSS addresses the complexity of the literature that students should be able to read and comprehend by the end of grade 6.
RI.6.1	6	Reading Standards for Informational Text	Key Ideas and Details	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.6.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated or implied main ideas and supporting details • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices 	6	Match assumes that citing textual evidence to support the analysis of and inferences drawn from informational text is a part of the comprehension strategies included in this GLE.
RI.6.2	6	Reading Standards for Informational Text	Key Ideas and Details	2. 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.	ELA.6.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated or implied main ideas and supporting details • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices 	6	
RI.6.3	6	Reading Standards for Informational Text	Key Ideas and Details	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).				No GLE match was found. Detailed analysis of how the author introduces, illustrates, and elaborates a key person, event, or idea in a text is not specifically addressed in the GLEs.
RI.6.4	6	Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	ELA.6.1	1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> • using context clues (e.g., definition, restatement, example, contrast) • using structural analysis (e.g., roots, affixes) • determining word origins (etymology) • using knowledge of idioms • explaining word analogies 	6	ELA.6.3 also aligns. Match assumes that figurative meanings of words would be included in ELA.6.1 and that technical meanings are addressed in ELA.6.3. Connotative and denotative meanings of words are not specifically addressed in the GLEs until grade 7.

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RI.6.5	6	Reading Standards for Informational Text	Craft and Structure	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.				No GLE match was found. Analysis of how various parts of the text fit into the overall structure and contribute to the development of ideas are not addressed in the GLEs.
RI.6.6	6	Reading Standards for Informational Text	Craft and Structure	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	ELA.6.14	14. Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs)	6	ELA.6.15 also aligns. ELA.6.14 addresses the author's purpose. ELA.6.15 is related to the author's viewpoint; however, it is limited to identifying persuasive techniques that reflect the author's viewpoint. The CCSS more broadly requires an explanation of how the author's purpose and viewpoint are conveyed in the text.
RI.6.7	6	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	ELA.6.42	42. Locate and integrate information from grade-appropriate resources, including: • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio)	6	ELA.6.48 also aligns. ELA.7.46 and ELA.8.46 also align. (Off-grade matches) ELA.6.48 is included as a secondary match since the interpretation of graphic organizers would be required in order to integrate the information.
RI.6.8	6	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA.8.13	13. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval)	8	Match assumes tracing/evaluating the argument and specific claims in a text is included in the GLE.
RI.6.9	6	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).				No GLE match was found. The comparison and contrast of one author's presentation of events to another author's presentation of the same events is not addressed in the GLEs.
RI.6.10	6	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.				No GLE match was found. This CCSS addresses the complexity of the informational text that students should be able to read and comprehend by the end of grade 6.
W.6.1	6	Writing Standards	Text Types and Purposes	1. Write arguments to support claims with clear reasons and relevant evidence.	ELA.6.22	22. Use the various modes to write compositions, including: • comparison/contrast • essays based on a stated opinion	6	ELA.6.21 and ELA.6.17 also align. At grade 6, the terminology and expectation in the CCSS for persuasive writing moves to argument with specific claims that are supported with reasons and evidence. ELA.6.21 addresses modes of writing, including persuasion; however, it states that the emphasis should be on narration and exposition. Note that the emphasis on narration and exposition remains constant until grade 9, where the emphasis shifts to exposition and persuasion.
W.6.2	6	Writing Standards	Text Types and Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	ELA.6.21	21. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition	6	ELA.6.17 also aligns.
W.6.3	6	Writing Standards	Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA.6.23	23. Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery	6	ELA.6.21 also aligns. Match assumes that the GLE is focused on narrative writing, though it isn't specified, and the expectations outlined in the CCSS for the use of techniques, description, and event sequences would be inherent in the writing.

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W.6.4	6	Writing Standards	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	ELA.6.17	17. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • an established central idea • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (e.g., fact, examples, and/or specific details) • transitional words and phrases that unify ideas and points • an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas 	6	ELA.6.19 also aligns.
W.6.5	6	Writing Standards	Production and Distribution of Writing	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	ELA.6.20	20. Develop grade-appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer, teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology 	6	
W.6.6	6	Writing Standards	Production and Distribution of Writing	6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	ELA.6.20	20. Develop grade-appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer, teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology 	6	ELA.6.46 also aligns. This CCSS includes interaction and collaboration with others via technology and is more specific in the proficiency required for the use of technology than in the GLEs.
W.6.7	6	Writing Standards	Research to Build and Present Knowledge	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	ELA.6.45	45. Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • bibliographies 	6	
W.6.8	6	Writing Standards	Research to Build and Present Knowledge	8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	ELA.6.42	42. Locate and integrate information from grade-appropriate resources, including: <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) 	6	ELA.6.41 and ELA.6.43 also align. ELA.7.42 and ELA.8.42 also align (Off-grade matches) The first two parts of this CCSS are addressed in the primary and secondary matches. The third part of this CCSS is addressed in two other GLEs: ELA.6.44 (paraphrasing) and ELA.6.47 (bibliographic information/citing others' work) also align ELA.3.51 (bibliographic information) also aligns. (Off-grade match)
W.6.9	6	Writing Standards	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	ELA.6.24	24. Write for various purposes, including: <ul style="list-style-type: none"> • business letters that include a heading, inside address, salutation, body, and signature • evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons • text-supported interpretations of elements of novels, stories, poems, and plays 	6	

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CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
W.6.10	6	Writing Standards	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				No GLE match was found. This CCSS is related to the time frames and range of writing that should be expected of students.
SL.6.1	6	Speaking and Listening Standards	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	ELA.6.40	40. Participate in group and panel discussions, including: • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener)	6	
SL.6.2	6	Speaking and Listening Standards	Comprehension and Collaboration	2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	ELA.6.42	42. Locate and integrate information from grade-appropriate resources, including: • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio)	6	Match assumes GLE includes an explanation of how information interpreted contributes to the topic, text, or issue.
SL.6.3	6	Speaking and Listening Standards	Comprehension and Collaboration	3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA.8.36	36. Summarize a speaker's purpose and point of view	8	ELA.8.34 also aligns. Match assumes that "delineating a speaker's argument and specific claims" is included in the GLEs (speaker's purpose/point of view/credibility).
SL.6.4	6	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. 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.	ELA.6.36	36. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion	6	ELA.6.35 also aligns.
SL.6.5	6	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	ELA.6.39	39. Evaluate media for various purposes, including: • text structure • images/sensory details • support for main position • background information • opinions vs. facts • sequence of ideas and organization	6	Match assumes that the evaluation of media required by the GLE is for potential use in a presentation.
SL.6.6	6	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	ELA.6.31	31. Adjust diction and enunciation to suit the purpose for speaking	6	ELA.6.32 also aligns.
L.6.1	6	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.6.28	28. Apply knowledge of parts of speech in writing, including: • prepositional phrases • interjections for emphasis • conjunctions and transitions to connect ideas	6	ELA.6.32 also aligns. ELA.6.27 is also a match (grammar).
L.6.2	6	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.6.26	26. Capitalize names of companies, buildings, monuments, and geographical names	6	ELA.6.25 also aligns. ELA.6.29 is also a match (spelling).

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CCSS ID (Strand, Grade, Grade-Specific Standard)	Grade	Strand	CCRAS	CCSS	GLE ID (Content Area, Grade, GLE)	GLE	GLE Grade Level	
L.6.3	6	Language Standards	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA.6.19	19. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> word choices (diction) appropriate to the identified audience and/or purpose vocabulary selected to clarify meaning, create images, and set a tone information/ideas selected to engage the interest of the reader clear voice (individual personality) variety in sentence structure 	6	
L.6.4	6	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	ELA.6.1	1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> using context clues (e.g., definition, restatement, example, contrast) using structural analysis (e.g., roots, affixes) determining word origins (etymology) using knowledge of idioms explaining word analogies 	6	ELA.6.2 also aligns. ELA.6.3 (content-specific words) also aligns to this CCSS. ELA.6.2 addresses abbreviations, symbols, and acronyms, which are not specified in the CCSS.
L.6.5	6	Language Standards	Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ELA.6.5	5. Identify and explain literary and sound devices, including: <ul style="list-style-type: none"> foreshadowing flashback imagery onomatopoeia 	6	ELA.6.1 also aligns. Match assumes that a variety of figurative language is covered in ELA.6.5 and that word relationships are covered in ELA.6.1. The nuances of word meanings (connotation and denotation) are not specifically addressed until grade 7.
L.6.6	6	Language Standards	Vocabulary Acquisition and Use	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ELA.6.3	3. Develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes	6	General academic vocabulary is not specifically addressed in the GLEs.
RL.7.1	7	Reading Standards for Literature	Key Ideas and Details	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.7.9	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events and steps in a process summarizing and paraphrasing information identifying stated or implied main ideas and explaining how details support ideas comparing and contrasting literary elements and ideas making inferences and drawing conclusions predicting the outcome of a story or situation identifying literary devices 	7	Match assumes that citing multiple pieces of textual evidence to support analysis of and inferences drawn from a literary text is a part of the comprehension strategies included in the GLE.
RL.7.2	7	Reading Standards for Literature	Key Ideas and Details	2. 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.	ELA.7.2	2. Explain story elements, including: <ul style="list-style-type: none"> the revelation of character motivation through thoughts, words, and actions plot sequence (e.g., exposition, rising action, climax, falling action, resolution) conflicts (e.g., man vs. man, nature, society, self) and their effect on plot effects of first- and third-person points of view theme development 	7	Match assumes that explaining the plot sequence includes a summary of the text and that the summary would be objective.

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RL.7.3	7	Reading Standards for Literature	Key Ideas and Details	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	ELA.7.2	2. Explain story elements, including: <ul style="list-style-type: none"> the revelation of character motivation through thoughts, words, and actions plot sequence (e.g., exposition, rising action, climax, falling action, resolution) conflicts (e.g., man vs. man, nature, society, self) and their effect on plot effects of first- and third-person points of view theme development 	7	
RL.7.4	7	Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	ELA.7.1	1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> use of connotative and denotative meanings use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts 	7	Match is based on the first part of the CCSS. The second part of the CCSS (analysis of the impact of rhyme/alliteration, etc., on specific parts of a poem, story, or drama) is not addressed in the GLEs.
RL.7.5	7	Reading Standards for Literature	Craft and Structure	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	ELA.7.8	8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> fiction (e.g., science fiction/fantasy) nonfiction (e.g., essays, letters) poetry (e.g., lyric, narrative) drama (e.g., short plays) 	7	Match assumes that an analysis of how the form/structure contributes to the meaning of a poem or drama is included in the GLE.
RL.7.6	7	Reading Standards for Literature	Craft and Structure	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	ELA.7.2	2. Explain story elements, including: <ul style="list-style-type: none"> the revelation of character motivation through thoughts, words, and actions plot sequence (e.g., exposition, rising action, climax, falling action, resolution) conflicts (e.g., man vs. man, nature, society, self) and their effect on plot effects of first- and third-person points of view theme development 	7	Match assumes an analysis of how the author develops and contrasts the point of view of multiple characters/narrators in a text is included in the GLE.
RL.7.7	7	Reading Standards for Literature	Integration of Knowledge and Ideas	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).				No GLE match was found. Comparing and contrasting written text with audio, filmed, staged, or multimedia versions is not addressed in the GLEs.
RL.7.8	7	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			
RL.7.9	7	Reading Standards for Literature	Integration of Knowledge and Ideas	9. 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 use or alter history.				No GLE match was found. Comparison and contrast of fictional and historical accounts of a time, place, or character are not addressed in the GLEs.
RL.7.10	7	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. 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.				No GLE match was found. This CCSS addresses the complexity of the literature that students should be able to read and comprehend by the end of grade 7.

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RI.7.1	7	Reading Standards for Informational Text	Key Ideas and Details	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.7.9	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events and steps in a process summarizing and paraphrasing information identifying stated or implied main ideas and explaining how details support ideas comparing and contrasting literary elements and ideas making inferences and drawing conclusions predicting the outcome of a story or situation identifying literary devices 	7	Match assumes that citing textual evidence to support text analysis is a part of the comprehension strategies included in this GLE.
RI.7.2	7	Reading Standards for Informational Text	Key Ideas and Details	2. 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.	ELA.7.9	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events and steps in a process summarizing and paraphrasing information identifying stated or implied main ideas and explaining how details support ideas comparing and contrasting literary elements and ideas making inferences and drawing conclusions predicting the outcome of a story or situation identifying literary devices 	7	This CCSS goes beyond the GLE in that it requires an analysis of the development of two or more central ideas over the course of the text.
RI.7.3	7	Reading Standards for Informational Text	Key Ideas and Details	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	ELA.7.14	14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example: <ul style="list-style-type: none"> identifying cause-effect relationships raising questions reasoning inductively and deductively generating a theory or hypothesis skimming/scanning 	7	ELA.6.16 and ELA.8.14 also align (Off-grade matches) Analysis of the interactions between individuals, events, and ideas in a text is not specifically addressed in the GLEs.
RI.7.4	7	Reading Standards for Informational Text	Craft and Structure	4. 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.	ELA.7.1	1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> use of connotative and denotative meanings use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts 	7	Match assumes figurative, connotative, and technical word meanings are included in ELA.7.1.
RI.7.5	7	Reading Standards for Informational Text	Craft and Structure	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.				No GLE match was found.
RI.7.6	7	Reading Standards for Informational Text	Craft and Structure	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	ELA.7.12	12. Explain the effects of an author's stated purpose for writing	7	ELA.7.13 also aligns. Match assumes that ELA.7.12 includes the determination of the author's purpose. The CCSS goes beyond ELA.7.13 in that it requires an analysis of how the author distinguishes his/her point of view from that of others.
RI.7.7	7	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).				No GLE match was found. The comparison of a written text to an audio, video, or multimedia version of that text is not covered at any grade.
RI.7.8	7	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	ELA.8.13	13. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval)	8	Match assumes tracing/evaluating the argument and specific claims in a text is included in the GLE.
RI.7.9	7	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.				No GLE match was found. An analysis of the difference in the way two or more authors present information on the same topic is not addressed in the GLEs.

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RI.7.10	7	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.				No GLE match was found. This CCSS addresses the complexity of the informational text that students should be able to read and comprehend by the end of grade 7.
W.7.1	7	Writing Standards	Text Types and Purposes	1. Write arguments to support claims with clear reasons and relevant evidence.	ELA.7.19	19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition	7	ELA.7.20 and ELA.7.15 also align. At grade 6, the terminology and expectation in the CCSS for persuasive writing moves to argument with specific claims that are supported with reasons and evidence. ELA.7.19 addresses modes of writing, including persuasion; however, it states that the emphasis should be on narration and exposition. Note that the emphasis on narration and exposition remains constant until grade 9, where the emphasis shifts to exposition and persuasion.
W.7.2	7	Writing Standards	Text Types and Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	ELA.7.15	15. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> established central idea organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic elaboration (e.g., fact, examples, and/or specific details) transitional words and phrases that unify ideas and points overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details 	7	ELA.7.19 also aligns.
W.7.3	7	Writing Standards	Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA.7.19	19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition	7	ELA.7.20 also aligns. ELA.7.21 also aligns to this CCSS. Literary devices would most often be used in narrative writing.
W.7.4	7	Writing Standards	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	ELA.7.15	15. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> established central idea organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic elaboration (e.g., fact, examples, and/or specific details) transitional words and phrases that unify ideas and points overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details 	7	ELA.7.17 also aligns.

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W.7.5	7	Writing Standards	Production and Distribution of Writing	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)	ELA.7.18	18. Develop grade-appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> selecting topic and form prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) drafting conferencing (e.g., peer and teacher) revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) proofreading/editing publishing using technology 	7	
W.7.6	7	Writing Standards	Production and Distribution of Writing	6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	ELA.7.18	18. Develop grade-appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> selecting topic and form prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) drafting conferencing (e.g., peer and teacher) revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) proofreading/editing publishing using technology 	7	ELA.7.44 also aligns.
W.7.7	7	Writing Standards	Research to Build and Present Knowledge	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	ELA.7.43	43. Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> visual representations of data/information graphic organizers (e.g., outlines, timelines, charts, webs) works cited lists and/or bibliographies 	7	Match assumes research reports would be the result of projects conducted to answer a question.
W.7.8	7	Writing Standards	Research to Build and Present Knowledge	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	ELA.7.39	39. Locate and select information using organizational features of grade-appropriate resources, including: <ul style="list-style-type: none"> complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) frequently accessed and bookmarked Web addresses features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) 	7	ELA.7.49 and ELA.7.41 also align. ELA.7.45 aligns to "avoiding plagiarism and following a standard format for citation."
W.7.9	7	Writing Standards	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	ELA.7.22	22. Write for various purposes, including: <ul style="list-style-type: none"> letters of complaint supported with complete and accurate information and reasons evaluations of media, such as television, radio, and the arts text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels applications, such as memberships and library cards 	7	
W.7.10	7	Writing Standards	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				No GLE match was found. This CCSS is related to the time frames and range of writing that should be expected of students at grade 7.

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SL.7.1	7	Speaking and Listening Standards	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	ELA.7.38	38. Participate in group and panel discussions, including: <ul style="list-style-type: none"> explaining the effectiveness and dynamics of group process applying agreed-upon rules for formal and informal discussions assuming a variety of roles (e.g., facilitator, recorder, leader, listener) 	7	
SL.7.2	7	Speaking and Listening Standards	Comprehension and Collaboration	2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	ELA.7.37	37. Evaluate a variety of media for impressions/effects on listeners, faulty reasoning, propaganda techniques, and delivery	7	Match assumes an analysis and explanation of main ideas and supporting details is part of the GLE.
SL.7.3	7	Speaking and Listening Standards	Comprehension and Collaboration	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	ELA.7.34	34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising)	7	ELA.7.37 also aligns. Match assumes the delineation of the speaker's argument and specific claims is part of the GLE.
SL.7.4	7	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA.7.36	36. Deliver grade-appropriate research-based presentations	7	ELA.7.33 also aligns.
SL.7.5	7	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	ELA.7.34	34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising)	7	ELA.7.37 also aligns.
SL.7.6	7	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	ELA.7.28	28. Adjust diction and enunciation to suit the purpose for speaking	7	ELA.7.32 also aligns.
L.7.1	7	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.7.24	24. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> varied sentence structures, including complex sentences antecedents that agree with pronouns in number, person, and gender sentences without double negatives 	7	ELA.7.29 also aligns. ELA.7.25 is also a match.
L.7.2	7	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.7.23	23. Use standard English punctuation, including: <ul style="list-style-type: none"> commas to set off direct quotations, nouns of direct address, and after introductory words or phrases semicolons or colons to separate independent clauses 	7	ELA.7.26 also aligns. Capitalization is not specifically addressed in the GLEs; however, it is included in the Writing/Proofreading standard.
L.7.3	7	Language Standards	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA.7.17	17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> word choices (diction) appropriate to the identified audience and/or purpose vocabulary selected to clarify meaning, create images, and set a tone information/ideas selected to engage the interest of the reader clear voice (individual personality) variety in sentence structure 	7	
L.7.4	7	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	ELA.7.1	1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> use of connotative and denotative meanings use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts 	7	Match assumes multiple-meaning words are included in the GLE.

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L.7.5	7	Language Standards	Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ELA.7.1	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts	7	ELA.7.3 also aligns. Secondary match assumes figurative language would be included in the GLE. ELA.7.21 is also a match in that using these literary devices in writing assumes an understanding of them.
L.7.6	7	Language Standards	Vocabulary Acquisition and Use	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ELA.7.1	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts	7	ELA.6.3 also aligns. (Off-grade match) Secondary match to ELA.6.3 because content-specific vocabulary is addressed specifically at grades 5 and 6. General academic vocabulary is not specifically addressed in the GLEs.
RL.8.1	8	Reading Standards for Literature	Key Ideas and Details	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.8.9	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events to examine and evaluate information • summarizing and paraphrasing to examine and evaluate information • interpreting stated or implied main ideas • comparing and contrasting literary elements and ideas within and across texts • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices	8	Match assumes that the GLE includes citing textual evidence to support the inferences.
RL.8.2	8	Reading Standards for Literature	Key Ideas and Details	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	ELA.8.2	2. Interpret story elements, including: • stated and implied themes • development of character types (e.g., flat, round, dynamic, static) • effectiveness of plot sequence and/or subplots • the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot • difference in third-person limited and omniscient points of view • how a theme is developed	8	ELA.8.9 also aligns. This CCSS is more specific than the GLE in that it includes the relationship of the theme to other story elements (character, setting, and plot). Secondary match is to the second part of the CCSS (summary).
RL.8.3	8	Reading Standards for Literature	Key Ideas and Details	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	ELA.9.2	2. Identify and explain story elements, including: • the author's use of direct and indirect characterization • the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader • the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies	9	Match assumes that the GLE includes an analysis of how specific parts of a story or drama (dialogue, events) propel the action or provoke a decision.
RL.8.4	8	Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	ELA.8.1	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts	8	ELA.8.3 also aligns. ELA.5.3 (off-grade match) is also a match because analogies are specifically addressed in this GLE.
RL.8.5	8	Reading Standards for Literature	Craft and Structure	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	ELA.8.9	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events to examine and evaluate information • summarizing and paraphrasing to examine and evaluate information • interpreting stated or implied main ideas • comparing and contrasting literary elements and ideas within and across texts • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices	8	Match assumes that structure is an element to be compared and contrasted in the GLE. This CCSS goes beyond the GLE to include an analysis of how the structures of the texts contribute to the meaning and style of each text.

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RL.8.6	8	Reading Standards for Literature	Craft and Structure	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.				No GLE match was found. While ELA.8.2 requires an interpretation of the "difference in third person limited and omniscient points of view," the CCSS requires an analysis of the differences in the points of view of the characters and the readers and the effect of these differences.
RL.8.7	8	Reading Standards for Literature	Integration of Knowledge and Ideas	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.				No GLE match was found. An analysis of how closely a filmed or live production of a written text follows the written text is not specifically addressed in the GLEs.
RL.8.8	8	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			
RL.8.9	8	Reading Standards for Literature	Integration of Knowledge and Ideas	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.				No GLE match was found. An analysis of how a modern fiction text uses elements (themes, patterns of events, or character types) from specific myths, traditional stories, or religious works is not addressed in the GLEs.
RL.8.10	8	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.				No GLE match was found. This CCSS addresses the complexity of the literature that students should be able to read and comprehend by the end of grade 8.
RI.8.1	8	Reading Standards for Informational Text	Key Ideas and Details	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.8.9	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events to examine and evaluate information • summarizing and paraphrasing to examine and evaluate information • interpreting stated or implied main ideas • comparing and contrasting literary elements and ideas within and across texts • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices	8	Match assumes that the GLE includes citing textual evidence to support the inferences.
RI.8.2	8	Reading Standards for Informational Text	Key Ideas and Details	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	ELA.8.9	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events to examine and evaluate information • summarizing and paraphrasing to examine and evaluate information • interpreting stated or implied main ideas • comparing and contrasting literary elements and ideas within and across texts • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices	8	The match is to the second part of the CCSS (summary); however, it is assumed that interpreting main ideas and supporting details implies the determination of a central idea of the text and its development.

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RI.8.3	8	Reading Standards for Informational Text	Key Ideas and Details	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	ELA.8.9	9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> sequencing events to examine and evaluate information summarizing and paraphrasing to examine and evaluate information interpreting stated or implied main ideas comparing and contrasting literary elements and ideas within and across texts making inferences and drawing conclusions predicting the outcome of a story or situation identifying literary devices 	8	
RI.8.4	8	Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	ELA.8.1	1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> use of connotative and denotative meanings use of Greek, Latin, and Anglo-Saxon roots and word parts 	8	ELA.8.3 also aligns. ELA.5.3 is also a match because analogies are specifically addressed in this GLE.
RI.8.5	8	Reading Standards for Informational Text	Craft and Structure	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.				No GLE match was found. Analysis of the structure of individual paragraphs and the role of specific sentences in developing and refining the key concept of the text is not addressed in the GLEs.
RI.8.6	8	Reading Standards for Informational Text	Craft and Structure	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	ELA.8.12	12. Evaluate the effectiveness of an author's purpose	8	Match assumes that it is necessary to determine the author's purpose in order to evaluate its effectiveness. The CCSS goes beyond the GLE in that it requires an analysis of how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.7	8	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.				No GLE match was found. Evaluation of the advantages and disadvantages of different mediums for presenting a specific topic or idea is not addressed in the GLEs.
RI.8.8	8	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	ELA.8.13	13. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval)	8	Match assumes that it is necessary to delineate and evaluate the argument and specific claims in a text in order to assess the appropriateness of evidence and persuasive techniques.
RI.8.9	8	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.				No GLE match was found. Analysis of two or more texts that provide conflicting information on the same topic is not addressed in the GLEs.
RI.8.10	8	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.				No GLE match was found. This CCSS addresses the complexity of the informational text that students should be able to read and comprehend by the end of grade 8.
W.8.1	8	Writing Standards	Text Types and Purposes	1. Write arguments to support claims with clear reasons and relevant evidence.	ELA.8.20	20. Use the various modes to write compositions, including: <ul style="list-style-type: none"> short stories developed with literary devices problem/solution essays essays defending a stated position 	8	ELA.8.19 and ELA.8.15 also align. ELA.8.19 includes persuasive writing; however, the emphasis at this grade is on narration and exposition.

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W.8.2	8	Writing Standards	Text Types and Purposes	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	ELA.8.15	15. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • a clearly stated focus or central idea • important ideas or events stated in a selected order • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (anecdotes, relevant facts, examples, and/or specific details) • transitional words and phrases that unify ideas and points • an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) 	8	ELA.8.19 also aligns.
W.8.3	8	Writing Standards	Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA.8.20	20. Use the various modes to write compositions, including: <ul style="list-style-type: none"> • short stories developed with literary devices • problem/solution essays • essays defending a stated position 	8	ELA.8.19 also aligns.
W.8.4	8	Writing Standards	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	ELA.8.15	15. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • a clearly stated focus or central idea • important ideas or events stated in a selected order • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (anecdotes, relevant facts, examples, and/or specific details) • transitional words and phrases that unify ideas and points • an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) 	8	ELA.8.17 also aligns.
W.8.5	8	Writing Standards	Production and Distribution of Writing	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 and page 52.)	ELA.8.18	18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology 	8	
W.8.6	8	Writing Standards	Production and Distribution of Writing	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	ELA.8.18	18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) • proofreading/editing • publishing using technology 	8	ELA.8.44 also aligns.

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W.8.7	8	Writing Standards	Research to Build and Present Knowledge	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	ELA.9.39	39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including: <ul style="list-style-type: none"> • formulating clear research questions • gathering evidence from primary and secondary sources • using graphic organizers (e.g., outlining, charts, timelines, webs) • compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations 	9	ELA.10.42 also aligns.
W.8.8	8	Writing Standards	Research to Build and Present Knowledge	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	ELA.8.39	39. Locate and select information using organizational features of grade-appropriate resources, including: <ul style="list-style-type: none"> • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices). • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses • organizational features of electronic information (e.g., Web resources including online sources and remote sites) 	8	ELA.8.45 also aligns. ELA.8.41 is also a match (assess the credibility and accuracy of each source).
W.8.9	8	Writing Standards	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	ELA.8.22	22. Write for a wide variety of purposes, including: <ul style="list-style-type: none"> • persuasive letters that include appropriate wording and tone and that state an opinion • evaluations of advertisements, political cartoons, and speeches • text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels 	8	
W.8.10	8	Writing Standards	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				No GLE match was found. This CCSS is related to the time frames and range of writing that should be expected of students at grade 8.
SL.8.1	8	Speaking and Listening Standards	Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	ELA.8.38	38. Participate in group and panel discussions, including: <ul style="list-style-type: none"> • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener) 	8	
SL.8.2	8	Speaking and Listening Standards	Comprehension and Collaboration	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	ELA.10.37	37. Analyze media information in oral and written responses, including: <ul style="list-style-type: none"> • comparing and contrasting the ways in which print and broadcast media cover the same event • evaluating media messages for clarity, quality, effectiveness, motive, and coherence • listening to and critiquing audio/video presentations 	10	
SL.8.3	8	Speaking and Listening Standards	Comprehension and Collaboration	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	ELA.8.36	36. Summarize a speaker's purpose and point of view	8	ELA.8.34 also aligns.

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SL.8.4	8	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA.8.33	33. Organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion	8	ELA.8.32 also aligns. ELA.8.35 is also a match.
SL.8.5	8	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.				No GLE match was found. Integration of multimedia and visual displays into oral presentations is not specifically addressed in the GLEs.
SL.8.6	8	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	ELA.8.28	28. Adjust diction and enunciation to suit the purpose for speaking	8	ELA.8.32 also aligns.
L.8.1	8	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.8.29	29. Use standard English grammar, diction, syntax, and pronunciation when speaking	8	ELA.8.24 and ELA.8.25 also align. Match assumes multiple-meaning words are included in the GLE. Knowledge of language functions for listening/reading comprehension is not addressed in the GLEs.
L.8.2	8	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.8.23	23. Use standard English capitalization and punctuation consistently	8	ELA.8.26 also aligns. ELA.8.27 is also a match (using resources to find correct spellings).
L.8.3	8	Language Standards	Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA.8.24	24. Write paragraphs and compositions following standard English structure and usage, including: • varied sentence structures and patterns, including complex sentences • phrases and clauses used correctly as modifiers	8	ELA.8.17 also aligns. ELA.8.29 is also a match (speaking).
L.8.4	8	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	ELA.8.1	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts	8	Match assumes multiple-meaning words are included in the GLE.
L.8.5	8	Language Standards	Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ELA.8.1	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts	8	ELA.8.3 also aligns. Secondary match assumes figurative language would be included in the GLE. ELA.8.21 is also a match in that using these literary devices in writing assumes an understanding of them.
L.8.6	8	Language Standards	Vocabulary Acquisition and Use	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ELA.8.1	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts	8	ELA.6.3 also aligns. (Off-grade match) Secondary match to ELA.6.3 because content-specific vocabulary is addressed specifically at grades 5 and 6. General academic vocabulary is not specifically addressed in the GLEs.

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RL.9–10.1	9–10	Reading Standards for Literature	Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.9.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> summarizing and paraphrasing information and story elements comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information comparing and contrasting complex literary elements, devices, and ideas within and across texts examining the sequence of information and procedures in order to critique the logic or development of ideas in texts making inferences and drawing conclusions making predictions and generalizations 	9	ELA.10.11 also aligns. Match assumes that the GLE includes citing textual evidence to support the analysis of text.
RL.9–10.2	9–10	Reading Standards for Literature	Key Ideas and Details	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	ELA.10.2	2. Analyze the development of story elements, including: <ul style="list-style-type: none"> characterization plot and subplot(s) theme mood/atmosphere 	10	ELA.10.11 also aligns. ELA.9.11 is also a match (summary). CCSS specifies an objective summary of the text. The CCSS is more specific than ELA.10.2 in that it explains what should be included in the analysis of the development of the theme/central idea.
RL.9–10.3	9–10	Reading Standards for Literature	Key Ideas and Details	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	ELA.10.2	2. Analyze the development of story elements, including: <ul style="list-style-type: none"> characterization plot and subplot(s) theme mood/atmosphere 	10	ELA.9.2 also aligns. The CCSS is more specific than the GLEs in that it includes an analysis of how complex characters interact with other characters and how they advance the plot or develop the theme.
RL.9–10.4	9–10	Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	ELA.9.1	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> use of context clues use of knowledge of Greek and Latin roots and affixes use of denotative and connotative meanings tracing etymology 	9	ELA.10.1 also aligns. ELA.8.3 is a match for the second part of the CCSS (impact of word choice on meaning and tone). (Off-grade match) ELA.10.3 is a match, assuming that the impact of word choice on tone is included in analyzing the significance of tone. Match to ELA.9.1 and ELA.10.1 assumes that the GLEs include figurative meanings and the impact of word choices on meaning and tone.
RL.9–10.5	9–10	Reading Standards for Literature	Craft and Structure	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	ELA.9.2	2. Identify and explain story elements, including: <ul style="list-style-type: none"> the author's use of direct and indirect characterization the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies 	9	ELA.10.9 also aligns. ELA.9.9 is also a match.
RL.9–10.6	9–10	Reading Standards for Literature	Craft and Structure	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	ELA.9.6	6. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses	9	ELA.10.6 also aligns. Match assumes that the analysis of the point of view or cultural experience reflected in a multicultural text would be necessary in order to compare and contrast cultural elements of multiple texts.
RL.9–10.7	9–10	Reading Standards for Literature	Integration of Knowledge and Ideas	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).				No GLE match was found. Analysis of how a subject or scene is represented in two different artistic mediums is not addressed in the GLEs.

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RL.9–10.8	9–10	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			
RL.9–10.9	9–10	Reading Standards for Literature	Integration of Knowledge and Ideas	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).				No GLE match was found. Analysis of how an author uses content/elements of other works in a specific literary work is not addressed in the GLEs.
RL.9–10.10	9–10	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.				No GLE match was found. This CCSS addresses the complexity of the literature that students should be able to read and comprehend by the end of grades 9 and 10.
RI.9–10.1	9–10	Reading Standards for Informational Text	Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.9.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • summarizing and paraphrasing information and story elements • comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information • comparing and contrasting complex literary elements, devices, and ideas within and across texts • examining the sequence of information and procedures in order to critique the logic or development of ideas in texts • making inferences and drawing conclusions • making predictions and generalizations 	9	ELA.10.11 also aligns. Match assumes that the GLE includes citing textual evidence to support the inferences.
RI.9–10.2	9–10	Reading Standards for Informational Text	Key Ideas and Details	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	ELA.9.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • summarizing and paraphrasing information and story elements • comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information • comparing and contrasting complex literary elements, devices, and ideas within and across texts • examining the sequence of information and procedures in order to critique the logic or development of ideas in texts • making inferences and drawing conclusions • making predictions and generalizations 	9	ELA.10.11 also aligns. Match is to the second part of the CCSS (summary), but it also assumes that determining a central idea of a text and how it is developed is a part of these GLEs.

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RI.9–10.3	9–10	Reading Standards for Informational Text	Key Ideas and Details	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	ELA.9.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> summarizing and paraphrasing information and story elements comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information comparing and contrasting complex literary elements, devices, and ideas within and across texts examining the sequence of information and procedures in order to critique the logic or development of ideas in texts making inferences and drawing conclusions making predictions and generalizations 	9	ELA.10.11 also aligns.
RI.9–10.4	9–10	Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	ELA.9.1	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> use of context clues use of knowledge of Greek and Latin roots and affixes use of denotative and connotative meanings tracing etymology 	9	ELA.10.1 also aligns. ELA.8.3 is a match for the second part of the CCSS (impact of word choice on meaning and tone). (Off-grade match) ELA.10.3 is a match, assuming that the impact of word choice on tone is included in analyzing the significance of tone. Match to ELA.9.1 and ELA.10.1 assumes that the GLEs include figurative meanings and the impact of word choices on meaning and tone.
RI.9–10.5	9–10	Reading Standards for Informational Text	Craft and Structure	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	ELA.9.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> summarizing and paraphrasing information and story elements comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information comparing and contrasting complex literary elements, devices, and ideas within and across texts examining the sequence of information and procedures in order to critique the logic or development of ideas in texts making inferences and drawing conclusions making predictions and generalizations 	9	ELA.10.11 also aligns.
RI.9–10.6	9–10	Reading Standards for Informational Text	Craft and Structure	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	ELA.9.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> summarizing and paraphrasing information and story elements comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information comparing and contrasting complex literary elements, devices, and ideas within and across texts examining the sequence of information and procedures in order to critique the logic or development of ideas in texts making inferences and drawing conclusions making predictions and generalizations 	9	ELA.10.11 also aligns.

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RI.9–10.7	9–10	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	ELA.10.37	37. Analyze media information in oral and written responses, including: <ul style="list-style-type: none"> • comparing and contrasting the ways in which print and broadcast media cover the same event • evaluating media messages for clarity, quality, effectiveness, motive, and coherence • listening to and critiquing audio/video presentations 	10	ELA.10.37 addresses both print and multimedia formats.
RI.9–10.8	9–10	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	ELA.9.14	14. Analyze information within and across grade-appropriate texts using various reasoning skills, including: <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • distinguishing facts from opinions and probability 	9	ELA.10.15 also aligns. Matches are to the second part of the CCSS (identify false statements and fallacious reasoning), but assume that reasoning skills would be used to evaluate the arguments and specific claims in a text.
RI.9–10.9	9–10	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.				No GLE match was found. Analysis of seminal U.S. documents of historical and literary significance is not specifically addressed in the GLEs. ELA.10.13 is related but focuses on the author rather than a specific work of historical/literary significance.
RI.9–10.10	9–10	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.				No GLE match was found. This CCSS addresses the complexity of the informational text that students should be able to read and comprehend by the end of grades 9 and 10.
W.9–10.1	9–10	Writing Standards	Text Types and Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	ELA.9.19	19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion	9	ELA.10.20, ELA.9.16 and ELA.10.17 also align. The CCSS is more specific about the writing of arguments than are the GLEs.
W.9–10.2	9–10	Writing Standards	Text Types and Purposes	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	ELA.9.16	16. Develop multiparagraph compositions organized with the following: <ul style="list-style-type: none"> • a clearly stated central idea or thesis statement • a clear, overall structure that includes an introduction, a body, and an appropriate conclusion • supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) • transitional words and phrases that unify throughout 	9	ELA.9.19 also aligns. ELA.10.20 and ELA.10.17 are also matches.
W.9–10.3	9–10	Writing Standards	Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	ELA.9.19	19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion	9	ELA.9.20 also aligns. The CCSS is more specific about the writing of narratives than are the GLEs. Narrative writing is not specifically mentioned in the grade 10 GLEs.

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W.9–10.4	9–10	Writing Standards	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	ELA.9.17	17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: <ul style="list-style-type: none"> word choices appropriate to the identified audience and/or purpose vocabulary selected to clarify meaning, create images, and set a tone information/ideas selected to engage the interest of the reader clear voice (individual personality) 	9	ELA.10.18 also aligns. ELA.10.24 also matches.
W.9–10.5	9–10	Writing Standards	Production and Distribution of Writing	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	ELA.9.18	18. Develop complex compositions using writing processes, including: <ul style="list-style-type: none"> selecting topic and form (e.g., determining a purpose and audience) prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) drafting conferencing (e.g., peer and teacher) revising for content and structure based on feedback proofreading/editing to improve conventions of language publishing using technology 	9	ELA.10.19 also aligns.
W.9–10.6	9–10	Writing Standards	Production and Distribution of Writing	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	ELA.9.18	18. Develop complex compositions using writing processes, including: <ul style="list-style-type: none"> selecting topic and form (e.g., determining a purpose and audience) prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) drafting conferencing (e.g., peer and teacher) revising for content and structure based on feedback proofreading/editing to improve conventions of language publishing using technology 	9	ELA.10.19 also aligns. ELA.9.41 and ELA.10.44 are also matches.
W.9–10.7	9–10	Writing Standards	Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	ELA.9.39	39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including: <ul style="list-style-type: none"> formulating clear research questions gathering evidence from primary and secondary sources using graphic organizers (e.g., outlining, charts, timelines, webs) compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations 	9	ELA.10.42 also aligns. ELA.9.37 and ELA.10.40 are also matches.
W.9–10.8	9–10	Writing Standards	Research to Build and Present Knowledge	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	ELA.9.36	36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including: <ul style="list-style-type: none"> print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references) electronic texts (e.g., database keyword searches, search engines, e-mail addresses) 	9	ELA.10.39 also aligns. ELA.9.38, ELA.9.42, ELA.9.43, ELA.10.41, ELA.10.45, and ELA.10.46 are also matches.

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W.9–10.9	9–10	Writing Standards	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	ELA.9.21	21. Write for various purposes, including: <ul style="list-style-type: none"> • formal and business letters, such as letters of complaint and requests for information • letters to the editor • job applications • text-supported interpretations that connect life experiences to works of literature 	9	ELA.10.24 also aligns.
W.9–10.10	9–10	Writing Standards	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				No GLE match was found. This CCSS is related to the time frames and range of writing that should be expected of students at grades 9 and 10.
SL.9–10.1	9–10	Speaking and Listening Standards	Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	ELA.9.35	35. Participate in group and panel discussions, including: <ul style="list-style-type: none"> • identifying the strengths and talents of other participants • acting as facilitator, recorder, leader, listener, or mediator • evaluating the effectiveness of participant's performance 	9	ELA.10.38 also aligns.
SL.9–10.2	9–10	Speaking and Listening Standards	Comprehension and Collaboration	2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	ELA.9.37	37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including: <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) • electronic sources (e.g., Web sites, databases) • other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) 	9	ELA.10.40 also aligns. ELA.9.38, ELA.9.43, ELA.10.41, and ELA.10.46 are also matches.
SL.9–10.3	9–10	Speaking and Listening Standards	Comprehension and Collaboration	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	ELA.8.36	36. Summarize a speaker's purpose and point of view	8	ELA.8.34 also aligns. Match assumes that together the two GLEs would require an evaluation of the speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.9–10.4	9–10	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	ELA.9.31	31. Deliver oral presentations that include the following: <ul style="list-style-type: none"> • phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response • language choices selected to suit the content and context • an organization that includes an introduction, relevant details that develop the topic, and a conclusion 	9	ELA.10.34 also aligns. ELA.9.33 and ELA.10.36 are also matches.
SL.9–10.5	9–10	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				No GLE match was found. Use of digital media in oral presentations is not specifically addressed in the GLEs.
SL.9–10.6	9–10	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	ELA.9.28	28. Select language appropriate to specific purposes and audiences when speaking, including: <ul style="list-style-type: none"> • delivering informational/book reports in class • conducting interviews/surveys of classmates or the general public • participating in class discussions 	9	ELA.10.31 also aligns. ELA.9.31 and ELA.10.34 are also matches.

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L.9–10.1	9–10	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.9.27	27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations	9	ELA.10.30 also aligns. ELA.11-12.21 also aligns. (Off-grade match) ELA.9.23 and ELA.10.26 are also matches (grammar and usage when writing).
L.9–10.2	9–10	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.9.24	Apply standard rules of mechanics, including: <ul style="list-style-type: none"> • using commas to set off appositives or parenthetical phrases • using quotation marks to set off titles of short works • using colons preceding a list and after a salutation in a business letter • using standard capitalization for names of political and ethnic groups, religions, and continents 	9	ELA.10.27 also aligns. ELA.9.25, ELA.9.26, ELA.10.28, and ELA.10.29 are also matches (spelling).
L.9–10.3	9–10	Language Standards	Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA.9.20	20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including: <ul style="list-style-type: none"> • literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony • vocabulary and phrasing that reflect an individual character (voice) • a variety of sentence lengths and structures, including simple, compound, and complex 	9	ELA.9.17, ELA.9.27, ELA.10.18, ELA.10.23, and ELA.10.30 are also matches, but relate to writing and speaking. Knowledge of language functions for listening/reading comprehension is not addressed in the GLEs.
L.9–10.4	9–10	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	ELA.9.1	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of context clues • use of knowledge of Greek and Latin roots and affixes • use of denotative and connotative meanings • tracing etymology 	9	ELA.10.1 also aligns.
L.9–10.5	9–10	Language Standards	Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ELA.9.3	3. Identify and explain the significance of literary devices, including: <ul style="list-style-type: none"> • mixed metaphors • imagery • symbolism • flashback • foreshadowing • sarcasm/irony • implied metaphors • oxymoron 	9	ELA.10.3 also aligns. ELA.9.1 and ELA.10.1 are also matches. Matches are to figurative language, but it is assumed that word relationships and nuances are included in the GLEs.
L.9–10.6	9–10	Language Standards	Vocabulary Acquisition and Use	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ELA.9.1	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of context clues • use of knowledge of Greek and Latin roots and affixes • use of denotative and connotative meanings • tracing etymology 	9	ELA.10.1 also aligns. Content-specific vocabulary is specifically addressed at grades 5 and 6. General academic vocabulary is not specifically addressed in the GLEs.

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RL.11–12.1	11–12	Reading Standards for Literature	Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	ELA.11–12.9	9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: <ul style="list-style-type: none"> • interpreting and evaluating presentation of events and information • evaluating the credibility of arguments in nonfiction works • making inferences and drawing conclusions • evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) • comparing and contrasting major periods, themes, styles, and trends within and across texts • making predictions and generalizations about ideas and information • critiquing the strengths and weaknesses of ideas and information • synthesizing 	11–12	Match assumes that the GLE includes citing textual evidence to support the analysis of text.
RL.11–12.2	11–12	Reading Standards for Literature	Key Ideas and Details	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	ELA.10.11	9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: <ul style="list-style-type: none"> • interpreting and evaluating presentation of events and information • evaluating the credibility of arguments in nonfiction works • making inferences and drawing conclusions • evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) • comparing and contrasting major periods, themes, styles, and trends within and across texts • making predictions and generalizations about ideas and information • critiquing the strengths and weaknesses of ideas and information • synthesizing 	10	ELA.9.11 also aligns. Match to ELA.9.11 and ELA.10.11 is for the second part of the CCSS (summarization), which is not specifically included in the grade 11–12 GLEs. Determination of two or more themes central ideas in a text and how they interact and build on one another to produce a complex text is not addressed in the GLEs.
RL.11–12.3	11–12	Reading Standards for Literature	Key Ideas and Details	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	ELA.10.2	2. Analyze the development of story elements, including: <ul style="list-style-type: none"> • characterization • plot and subplot(s) • theme • mood/atmosphere 	10	Story elements are not addressed in the grade 11–12 GLEs.
RL.11–12.4	11–12	Reading Standards for Literature	Craft and Structure	4. 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. (Include Shakespeare as well as other authors.)	ELA.11–12.1	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • analysis of an author's word choice • use of related forms of words • analysis of analogous statements 	11–12	Match assumes figurative, connotative, and multiple meanings are addressed in this GLE as in previous grades.
RL.11–12.5	11–12	Reading Standards for Literature	Craft and Structure	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.				No GLE match was found. Analysis of the contribution of an author's structural decisions to the meaning and aesthetic impact of the text is not addressed in the GLEs.

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RL.11–12.6	11–12	Reading Standards for Literature	Craft and Structure	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	ELA.11–12.2	2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including: <ul style="list-style-type: none"> • apostrophes • rhetorical questions • metaphysical conceits • implicit metaphors (metonymy and synecdoche) 	11–12	Match assumes that the literary devices (satire, sarcasm, irony, and understatement) are addressed at this grade, since each one is specifically mentioned at an early grade.
RL.11–12.7	11–12	Reading Standards for Literature	Integration of Knowledge and Ideas	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)				No GLE match was found. Analysis of multiple interpretations of the same story, drama, or poem and evaluation of how each interpretation relates to the source text are not specifically addressed in the GLEs.
RL.11–12.8	11–12	Reading Standards for Literature	Integration of Knowledge and Ideas	8. (Not applicable to literature)	N/A			
RL.11–12.9	11–12	Reading Standards for Literature	Integration of Knowledge and Ideas	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	ELA.11–12.9	9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: <ul style="list-style-type: none"> • interpreting and evaluating presentation of events and information • evaluating the credibility of arguments in nonfiction works • making inferences and drawing conclusions • evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) • comparing and contrasting major periods, themes, styles, and trends within and across texts • making predictions and generalizations about ideas and information • critiquing the strengths and weaknesses of ideas and information • synthesizing 	11–12	GLE does not specify eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature.
RL.11–12.10	11–12	Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.				No GLE match was found. This CCSS addresses the complexity of the literature that students should be able to read and comprehend by the end of grades 11 and 12.

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RI.11–12.1	11–12	Reading Standards for Informational Text	Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	ELA.11–12.9	9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: <ul style="list-style-type: none"> interpreting and evaluating presentation of events and information evaluating the credibility of arguments in nonfiction works making inferences and drawing conclusions evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) comparing and contrasting major periods, themes, styles, and trends within and across texts making predictions and generalizations about ideas and information critiquing the strengths and weaknesses of ideas and information synthesizing 	11–12	Match assumes that the GLE includes citing textual evidence to support the analysis of text.
RI.11–12.2	11–12	Reading Standards for Informational Text	Key Ideas and Details	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	ELA.10.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including: <ul style="list-style-type: none"> summarizing and paraphrasing information and story elements comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) comparing and contrasting complex literary elements, devices, and ideas within and across texts examining the sequence of information and procedures in order to critique the logic or development of ideas in texts making inferences and drawing conclusions making predictions and generalizations 	10	ELA.9.11 also aligns. Match to ELA.9.11 and ELA.10.11 is for the second part of the CCSS (summarization), which is not specifically included in the grade 11–12 GLEs. Determination of two or more central ideas in a text and how they interact and build on one another to produce a complex text is not addressed in the GLEs.
RI.11–12.3	11–12	Reading Standards for Informational Text	Key Ideas and Details	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	ELA.10.11	11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including: <ul style="list-style-type: none"> summarizing and paraphrasing information and story elements comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) comparing and contrasting complex literary elements, devices, and ideas within and across texts examining the sequence of information and procedures in order to critique the logic or development of ideas in texts making inferences and drawing conclusions making predictions and generalizations 	10	ELA.9.11 also aligns.
RI.11–12.4	11–12	Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	ELA.11–12.1	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> analysis of an author's word choice use of related forms of words analysis of analogous statements 	11–12	Match assumes figurative, connotative, and multiple meanings are addressed in earlier grades. The second part of the CCSS is not specifically addressed in the GLEs.

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RI.11-12.5	11-12	Reading Standards for Informational Text	Craft and Structure	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	ELA.11-12.9	9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: <ul style="list-style-type: none"> • interpreting and evaluating presentation of events and information • evaluating the credibility of arguments in nonfiction works • making inferences and drawing conclusions • evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) • comparing and contrasting major periods, themes, styles, and trends within and across texts • making predictions and generalizations about ideas and information • critiquing the strengths and weaknesses of ideas and information • synthesizing 	11-12	
RI.11-12.6	11-12	Reading Standards for Informational Text	Craft and Structure	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	ELA.11-12.9	9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: <ul style="list-style-type: none"> • interpreting and evaluating presentation of events and information • evaluating the credibility of arguments in nonfiction works • making inferences and drawing conclusions • evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) • comparing and contrasting major periods, themes, styles, and trends within and across texts • making predictions and generalizations about ideas and information • critiquing the strengths and weaknesses of ideas and information • synthesizing 	11-12	Match assumes that the determination of an author's point of view or purpose and an analysis of how style and content contribute to the power, persuasiveness, or beauty of a text in which the rhetoric is particularly effective are included in the GLE.
RI.11-12.7	11-12	Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Integrate and evaluate 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.	ELA.11-12.10	10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including: <ul style="list-style-type: none"> • school library catalogs • online databases • electronic resources • Internet-based resources 	11-12	
RI.11-12.8	11-12	Reading Standards for Informational Text	Integration of Knowledge and Ideas	8. 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 works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).				No GLE match was found. Delineation and evaluation of the reasoning in seminal U.S. texts is not specifically addressed in the GLEs.
RI.11-12.9	11-12	Reading Standards for Informational Text	Integration of Knowledge and Ideas	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	ELA.11-12.2	2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including: <ul style="list-style-type: none"> • apostrophes • rhetorical questions • metaphysical conceits • implicit metaphors (metonymy and synecdoche) 	11-12	CCSS is more specific than the GLE in that it requires the analysis of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.

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RI.11–12.10	11–12	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.				No GLE match was found. This CCSS addresses the complexity of the literary nonfiction that students should be able to read and comprehend by the end of grades 11 and 12.
W.11–12.1	11–12	Writing Standards	Text Types and Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	ELA.11–12.17	17. Use the various modes to write complex compositions, including: • definition essay • problem/solution essay • a research project • literary analyses that incorporate research • cause-effect essay • process analyses • persuasive essays	11–12	The CCSS is more specific about the expectations for argument writing than is the GLE.
W.11–12.2	11–12	Writing Standards	Text Types and Purposes	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	ELA.11–12.17	17. Use the various modes to write complex compositions, including: • definition essay • problem/solution essay • a research project • literary analyses that incorporate research • cause-effect essay • process analyses • persuasive essays	11–12	ELA.11–12.14 also aligns.
W.11–12.3	11–12	Writing Standards	Text Types and Purposes	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	ELA.9.19	19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion	9	Narrative writing is not specifically mentioned in the grade 11–12 GLEs.
W.11–12.4	11–12	Writing Standards	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	ELA.11–12.15	15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following: • word choices appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality)	11–12	ELA.11–12.14 also aligns.
W.11–12.5	11–12	Writing Standards	Production and Distribution of Writing	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	ELA.11–12.16	16. Develop complex compositions using writing processes such as the following: • selecting topic and form (e.g., determining a purpose and audience) • prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) • drafting • conferencing with peers and teachers • revising for content and structure based on feedback • proofreading/editing to improve conventions of language • publishing using available technology	11–12	

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W.11–12.6	11–12	Writing Standards	Production and Distribution of Writing	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	ELA.11–12.16	16. Develop complex compositions using writing processes such as the following: <ul style="list-style-type: none"> • selecting topic and form (e.g., determining a purpose and audience) • prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) • drafting • conferencing with peers and teachers • revising for content and structure based on feedback • proofreading/editing to improve conventions of language • publishing using available technology 	11–12	ELA.11–12.39 also aligns.
W.11–12.7	11–12	Writing Standards	Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	ELA.11–12.37	37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: <ul style="list-style-type: none"> • formulating clear research questions • evaluating the validity and/or reliability of primary and/or secondary sources • using graphic organizers (e.g., outlining, charts, timelines, webs) • compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation • preparing annotated bibliographies and anecdotal scripts 	11–12	ELA.11–12.35 also aligns.
W.11–12.8	11–12	Writing Standards	Research to Build and Present Knowledge	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	ELA.11–12.34	34. Select and critique relevant information for a research project using the organizational features of a variety resources, including: <ul style="list-style-type: none"> • print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references) • electronic texts (e.g., database keyword searches, search engines, e-mail addresses) 	11–12	ELA.11–12.38 also aligns. ELA.11–12.36 and ELA.11–12.40 are also matches.
W.11–12.9	11–12	Writing Standards	Research to Build and Present Knowledge	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	ELA.11–12.38	38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following: <ul style="list-style-type: none"> • researched information that supports main ideas • facts, details, examples, and explanations from sources • graphics when appropriate • complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide 	11–12	
W.11–12.10	11–12	Writing Standards	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				No GLE match was found. This CCSS is related to the time frames and range of writing that should be expected of students at grades 11 and 12..
SL.11–12.1	11–12	Speaking and Listening Standards	Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	ELA.11–12.33	33. Participate in group and panel discussions, including: <ul style="list-style-type: none"> • identifying the strengths and talents of other participants • acting as facilitator, recorder, leader, listener, or mediator • evaluating the effectiveness of participants' performance 	11–12	

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SL.11-12.2	11-12	Speaking and Listening Standards	Comprehension and Collaboration	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	ELA.11-12.35	35. Locate, analyze, and synthesize information from a variety of complex resources, including: <ul style="list-style-type: none"> multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) electronic sources (e.g., Web sites or databases) other media (e.g., community and government data, television and radio resources, and audio and visual materials) 	11-12	ELA.11-12.36 also aligns.
SL.11-12.3	11-12	Speaking and Listening Standards	Comprehension and Collaboration	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	ELA.10.35	35. Use active listening strategies, including: <ul style="list-style-type: none"> monitoring message for clarity selecting and organizing essential information noting cues such as changes in pace generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject 	10	The CCSS is more specific in the expectations of an evaluation of a speech.
SL.11-12.4	11-12	Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	ELA.11-12.29	29. Deliver presentations that include the following: <ul style="list-style-type: none"> language, diction, and syntax selected to suit a purpose and impact an audience delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience 	11-12	ELA.11-12.31 also aligns. ELA.11-12.36 and ELA.11-12.32 are also matches.
SL.11-12.5	11-12	Speaking and Listening Standards	Presentation of Knowledge and Ideas	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				No GLE match was found. Making strategic use of digital media in oral presentations is not addressed in the GLEs.
SL.11-12.6	11-12	Speaking and Listening Standards	Presentation of Knowledge and Ideas	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)	ELA.11-12.26	26. Select language appropriate to specific purposes and audiences for speaking, including: <ul style="list-style-type: none"> delivering informational/book reports in class conducting interviews/surveys of classmates or the general public participating in class discussions 	11-12	
L.11-12.1	11-12	Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELA.11-12.22	22. Apply standard rules of usage, for example: <ul style="list-style-type: none"> avoid splitting infinitives use the subjunctive mood appropriately 	11-12	ELA.11-12.25 also aligns.
L.11-12.2	11-12	Language Standards	Conventions of Standard English	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELA.11-12.23	23. Apply standard rules of mechanics and punctuation, including: <ul style="list-style-type: none"> parentheses brackets dashes commas after introductory adverb clauses and long introductory phrases quotation marks for secondary quotations internal capitalization manuscript form 	11-12	ELA.11-12.24 also aligns.
L.11-12.3	11-12	Language Standards	Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA.11-12.19	19. Extend development of individual style to include the following: <ul style="list-style-type: none"> avoidance of overused words, clichés, and jargon a variety of sentence structures and patterns diction that sets tone and mood vocabulary and phrasing that reflect the character and temperament (voice) of the writer 	11-12	ELA.11-12.29 also aligns.

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L.11–12.4	11–12	Language Standards	Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	ELA.11–12.1	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • analysis of an author's word choice • use of related forms of words • analysis of analogous statements 	11–12	Match assumes unknown words and multiple meanings are addressed in this GLE as in previous grades.
L.11–12.5	11–12	Language Standards	Vocabulary Acquisition and Use	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ELA.11–12.1	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • analysis of an author's word choice • use of related forms of words • analysis of analogous statements 	11–12	Match assumes figurative language, word relationships, and nuances are addressed in this GLE as in previous grades.
L.11–12.6	11–12	Language Standards	Vocabulary Acquisition and Use	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ELA.11–12.1	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • analysis of an author's word choice • use of related forms of words • analysis of analogous statements 	11–12	Content-specific vocabulary is specifically addressed at grades 5 and 6. General academic vocabulary is not specifically addressed in the GLEs.