

Title 28
EDUCATION

Part XI. Accountability/Testing

**Subpart 5. Bulletin 127—LEAP Connect Assessment, Louisiana Connectors
for Students with Significant Cognitive Disabilities**

Chapter 91. Introduction

§9101. Introduction

A. The Louisiana Connect exam for students with significant cognitive disabilities aligned to the Louisiana standards in:

1. English-language arts;
2. mathematics;
3. science; and
4. social studies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93. English Language Arts

Subchapter A. Kindergarten

§9301. Reading Literature

- A. With prompting and support, answer questions about key details in a story.
- B. With prompting and support, retell a favorite story, including key details.
- C. With prompting and support, sequence a set of events in a familiar story.
- D. With prompting and support, identify the beginning, middle, and ending of a familiar story.
- E. Retell a familiar story (e.g., What was the story about?).
- F. With prompting and support, identify characters in a story.
- G. With prompting and support, identify major events (e.g., problem or solution) in a story.
- H. With prompting and support, show how characters interacted in a story.
- I. With prompting and support, identify a setting in a story.
- J. Ask questions about unknown words in a text.
- K. Answer questions about unknown words in a text.
- L. Answer questions about reading such as "Why do we read? What do we read?"
- M. Recognize common types of text.
- N. With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book).
- O. With prompting and support, define the role of the author.
- P. With prompting and support, identify the illustrator.

- Q. With prompting and support, define the role of the illustrator.
- R. With prompting and support, identify illustrations to aid comprehension.
- S. With prompting and support, identify the relationship between an illustration and the story.
- T. With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.
- U. Answer questions about reading such as "Why do we read? What do we read?"
- V. Choose a literary text or poems to read and reread, listen to, or view for leisure purposes.
- W. Engage in group reading of stories or poems by sharing something learned or something enjoyed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9302. Reading Informational Text

- A. With prompting and support, answer questions about key details in a text.
- B. Discuss key details and main topic of a preferred text.
- C. With prompting and support identify the main topic.
- D. With prompting and support, retell/identify key details in a text.
- E. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- F. Ask questions about unknown words in a text.
- G. Answer questions about unknown words in a text.
- H. Distinguish front of book from back of book.
- I. Identify the title of an informational text or the title page.
- J. Identify the title of a story or poem or the title page.
- K. Identify the author's purpose in an informational text.
- L. Identify a labeled photo or diagram or graphic from within an informational text.
- M. With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- N. With prompting and support, identify the facts an author gives to support points in a text.
- O. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).
- P. Choose an informational text to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them).
- Q. Engage in group reading of informational text by sharing something learned or something enjoyed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9303. Reading Foundations

- A. During shared reading activities, point to text from top to bottom of page and left to right.
- B. During shared reading activities, indicate need to turn the page for continued reading.

- C. Distinguish individual letters from words.
- D. Identify familiar written words when spoken (e.g., Show me the word "Tony").
- E. Recognize that words are separated by spaces in print.
- F. Identify or name uppercase letters of the alphabet.
- G. Recognize rhyming words.
- H. Produce rhyming words.
- I. Count syllables in spoken words.
- J. Blend and segment onsets and rimes of single-syllable spoken words.
- K. Blend and segment syllables in spoken words.
- L. Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).
- M. Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).
- N. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- O. Recognize the primary sound(s) for each consonant.
- P. Produce the primary sound(s) for each consonant.
- Q. Identify the long and short vowel sounds in common spellings for the five major vowel sounds.
- R. Read common kindergarten high frequency words by sight.
- S. Identify the sound that differs between two similarly spelled words.
- T. Participate in reading emergent-reader texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9304. Writing

- A. Write, draw, or dictate the topic they are communicating about.
- B. Write, draw, or dictate the name of a book of interest.
- C. Produce a statement which states an opinion or preference about the topic or book of interest.
- D. With prompting and support, create an informative/explanatory permanent product (e.g., select/generate words to form a sentence or two) which names the topic they are communicating about and supplies some information about the topic.
- E. Describe information gained from a stimulus (e.g., text, event, photo, etc.).
- F. Generate story ideas in response to a stimulus (e.g., event, photo, text, daily writing log).
- G. Write, dictate, or draw about an event.
- H. Organize the details of an event in the order in which they occurred.
- I. With guidance and support from adults, use feedback to strengthen permanent products (e.g., add a drawing or detail).
- J. With guidance and support from adults, explore a variety of digital tools to produce and publish permanent products, including collaborating with peers.
- K. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- L. With guidance and support from adults, recall information from experiences to answer a question.

M. Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., “How do we find out?”).

N. Use provided illustrations or visual displays to gain information on a topic.

O. With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9305. Speaking and Listening

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

B. With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.

C. Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.

D. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

E. Describe familiar people, places, things, and a single event or series of events.

F. With prompting and support, provide additional details to describe familiar people, places, things, and events.

G. Describe factual information about familiar people, places, things, and events.

H. Use drawings or visual displays to add detail to written products or oral discussions.

I. Share information from a selected permanent product or a favorite text.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93. English Language Arts

Subchapter B. Grade 1

§9306. Reading Literature

A. Answer questions about key details in a story (e.g., who, what, when, where, why).

B. Ask questions about key details in a familiar story.

C. Retell a favorite text, including key details.

D. Use details to tell what happened in a story.

E. Retell the sequence of events in a story.

F. Answer questions about the beginning, middle, and end of a story.

G. Use signal words (e.g., first, next, after, before) and text details to describe events of a story.

H. Identify and/or describe the characters from a story.

I. Identify and/or describe a major event (e.g., problem or solution) from a story.

J. Answer questions regarding key events of stories.

- K. Identify and/or describe a setting in a story.
- L. Describe feelings of characters in a story.
- M. Ask questions to help determine or clarify the meaning of words in a text.
- N. Answer questions to help determine or clarify the meaning of words in a text.
- O. Ask questions to help determine or clarify the meaning of phrases in a text.
- P. Answer questions to help determine or clarify the meaning of phrases in a text.
- Q. Read books to examine how certain genres are written.
- R. Identify the purpose of storybooks and informational text.
- S. Identify who is telling the story in a text.
- T. Use text features to aid comprehension.
- U. Explain a key illustration in the story.
- V. Use illustrations and details in a story to describe its characters, setting, or events.
- W. Compare and contrast (what is the same and what is different) the experiences of characters in stories.
- X. Choose literary texts or poems to read and reread, listen to, or view for leisure purposes.
- Y. Engage in group reading of stories or poems by sharing something learned or something enjoyed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9307. Reading Informational Text

- A. Answer questions about key details in a text read, read aloud, or viewed.
- B. Discuss key details and main topic of a preferred text.
- C. Identify the main topic of an informational text.
- D. Retell/identify key details in an informational text.
- E. Describe the connection between two individuals, events, or pieces of information in a text.
- F. Ask questions to help determine or clarify the meaning of words in a text.
- G. Answer questions to help determine or clarify the meaning of words in a text.
- H. Ask questions to help determine or clarify the meaning of phrases in a text.
- I. Answer questions to help determine or clarify the meaning of phrases in a text.
- J. Identify text features to aid comprehension.
- K. Use text features to aid comprehension.
- L. Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.
- M. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- N. Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.
- O. Identify the facts and details an author gives to support points in a text.
- P. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Q. Choose informational texts to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them).

R. Engage in group reading of informational text by sharing something learned or something enjoyed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9308. Reading Foundations

A. Recognize rhyming words.

B. Produce rhyming words.

C. Identify long or short vowel sounds in spoken single-syllable words.

D. Produce single-syllable words by blending sounds (phonemes), including consonant blends.

E. Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.

F. Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.

G. Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.

H. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

I. Recognize the sound(s) for each consonant.

J. Produce the sound(s) for each consonant.

K. Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when spoken).

L. Decode regularly spelled CVC words.

M. Recognize silent "e" as the reason the vowel sound is a long vowel sound in a word.

N. Read common first grade high frequency words by sight.

O. Read or identify frequently occurring words with inflectional endings.

P. Recognize grade-appropriate irregularly spelled words.

Q. Identify the sound that differs between two similarly spelled words.

R. Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.

S. Identify grade-level words with accuracy and appropriate rate on successive attempts.

T. Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9309. Writing

A. Produce an opinion statement about a topic or book of interest and provide accurate information as a reason.

B. Organize an opinion piece starting with an opinion statement followed by a reason.

C. Use a description of or detail about familiar people, places, things, and events to support an opinion.

D. Create an opinion piece that provides a sense of closure.

- E. Produce a simple statement that names a topic and supplies some facts about the topic.
- F. When creating informative/explanatory permanent products, represent facts and descriptions through the use of illustrations and captions.
- G. Provide a sense of closure to an informative/explanatory permanent product.
- H. Provide a title that tells the central idea or focus.
- I. Describe a single event or a series of events that includes details about what happened.
- J. Describe a series of events in the order in which they occurred, and when appropriate, use signal words (e.g., first, then, next).
- K. Create a narrative permanent product that provides a sense of closure.
- L. With guidance and support from adults, use feedback to strengthen permanent products (e.g., add a drawing or detail, reorder events).
- M. With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish permanent products, including collaborating with peers.
- N. Participate in shared research and writing projects (e.g., drawings, visual displays, labels).
- O. Generate ideas and or opinions when participating in shared writing projects.
- P. With guidance and support from adults, recall information from experiences to answer a question.
- Q. Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer questions (e.g., “How do we find out?”).
- R. Use illustrations and details in a text to obtain facts and compose information on a topic.
- S. With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9310. Speaking and Listening

- A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics or texts under discussion.
- D. Engage in small or large group discussions by sharing one's own permanent product.
- E. Engage in small or large group discussion of favorite texts or topic presented orally or through other media.
- F. Answer questions about key details in a story (e.g., who, what, when, where, why).
- G. Ask questions about key details in a familiar story.
- H. Ask questions about information presented orally in order to clarify something that is not understood.
- I. Retell a favorite text, including key details.
- J. Describe people, places, things, and a single event or series of events with relevant details.
- K. Describe factual information and ideas about familiar people, places, things, and events.
- L. Describe subtopics of larger topics about familiar people, places, things, and events.
- M. Use drawings or visual displays to add detail to permanent products.

N. Produce complete sentences (e.g., through dictation, writing, word array, picture) when appropriate to task and situation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9311. Language

- A. Produce upper- and lowercase letters.
- B. Use singular and plural nouns with matching verbs in basic sentences.
- C. Use frequently occurring nouns when communicating.
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) when communicating.
- E. Use verbs to convey a sense of past present or future when communicating.
- F. Use frequently occurring adjectives when communicating.
- G. Use frequently occurring conjunctions (e.g., and, but, or, so, because) when communicating.
- H. Use frequently occurring prepositions (e.g., on, in) when communicating.
- I. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- J. Capitalize the first word in sentence, the pronoun "I", dates, and names of people.
- K. Use end punctuation for sentences.
- L. Produce a letter or letters for consonant and vowel sounds (phonemes).
- M. Use context within a sentence as a clue to the meaning of a word or phrase.
- N. Use frequently occurring affixes as a clue to the meaning of the word.
- O. With guidance and support from adults, identify the category for a given word (e.g., a duck is a bird).
- P. With guidance and support from adults, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
- Q. With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
- R. With guidance and support from adults, use newly acquired words in real-life context.
- S. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- T. Use frequently occurring conjunctions to signal simple relationships.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93. English Language Arts

Subchapter C. Grade 2

§9312. Reading Literature

- A. Answer who, what, where, when, why, and how questions from stories.
- B. Use details to recount stories, including fables and folktales from diverse cultures.
- C. Retell a favorite text, including key details.
- D. Describe or select a description of a major event or problem in a story.
- E. Describe or select a description of how characters respond to major events or problems in a story.
- F. Describe or select the description of what happened (or key events from) in the beginning of the story.
- G. Describe or select the description of what happened (or key events from) in the end of the story.
- H. Use signal words (e.g., then, while, because, when, after, before, later) to describe event sequence, actions, and interactions in a story.
- I. Read books to examine how to write certain genres.
- J. Identify different points of view of different characters in a story. (e.g., “Who thinks it is a bad idea to play a joke on a friend?”)
- K. Use illustrations to answer questions about the characters, key events, the problem or solution in a story.
- L. Use information gained from illustrations to describe elements within the setting.
- M. Use information gained from illustrations to describe a character's feelings or what a character wanted.
- N. Use information gained from illustrations to describe a relationship between characters (e.g., mother/daughter, love/hate).
- O. Use text features to aid comprehension.
- P. Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- Q. Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.
- R. Choose literary texts or poems to read and reread, listen to, or view for leisure purposes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9313. Reading Informational Text

- A. Answer who, what, where, when, why, and how questions from informational text.
- B. Identify the main topic of a multi-paragraph informational text.
- C. Identify the focus of a paragraph and the details that support the focus in an informational text.
- D. Identify the sequence of events in an informational text.
- E. Identify the steps in a process in an informational text.
- F. Identify the cause and effect relationships in an informational text.
- G. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

H. Identify and use text features (e.g., title, bold print, illustrations, glossaries) to aid comprehension (e.g., locate key facts or information in a text efficiently).

I. Identify the main purpose of a text, including what question the author is answering, explaining, or describing.

J. Explain or identify what specific images (e.g., a diagram showing how a machine works) teach or inform the reader.

K. Use the illustrations and details in a text to describe or identify its key ideas.

L. Identify the facts and details an author gives to support points in a text.

M. Describe how facts and details support specific points the author makes in a text.

N. Compare and contrast the most important points presented by two texts on the same topic.

O. Choose informational texts to read and reread, listen to, or view for leisure or informational purposes (e.g., to answer questions; understand the world around them).

P. Discuss key details and main topic of a preferred text.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9314. Reading Foundations

A. Answer who, what, where, when, why, and how questions from informational text. LAC.RF.2.2a Produce single-syllable words by blending sounds (phonemes), including consonant blends.

B. Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words.

C. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

D. Identify long and short vowels in regularly spelled one-syllable words.

E. Decode regularly spelled one-syllable words with long vowels.

F. Decode regularly spelled two-syllable words with long vowels.

G. Decode words with common prefixes and suffixes.

H. Recognize and/or read grade appropriate irregularly spelled words.

I. Read or identify frequently occurring root words with and without inflectional endings.

J. Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.

K. Identify grade-level words with accuracy and on successive attempts.

L. Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

M. Use context to confirm or self-correct word recognition.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9315. Writing

A. Produce an opinion statement about a topic or book of interest, supply reasons that support the opinion, and provide a concluding statement.

B. Connect reasons to the opinion using linking words.

- C. Organize an opinion piece starting with an opinion statement followed by related reasons and ending with a concluding statement.
- D. Produce a statement that names a topic and supplies some facts about the topic.
- E. When creating information/explanatory permanent products represent facts and descriptions through the use of illustrations and captions.
- F. Order factual statements to describe a sequence of events or explain a procedure.
- G. Provide a concluding statement or section to an informative/explanatory permanent product.
- H. Provide a title that tells the central idea or focus.
- I. Describe a single event or series of events by including actions, thoughts, or feelings about who, what, and why.
- J. Describe a series of events in the order in which they occurred, and when appropriate, use signal words (e.g., first, then, next).
- K. Create a narrative permanent product that provides a sense of closure.
- L. With guidance and support from adults, use feedback to strengthen permanent products (e.g., add more details or description).
- M. With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish permanent products, including collaborating with peers.
- N. 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).
- O. Generate ideas and or opinions when participating in shared writing projects.
- P. Recall information from experiences to answer a question.
- Q. With guidance and support from adults, gather information (e.g., highlight in text, quote or paraphrase from discussion) from provided sources to answer a question.
- R. Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic.
- S. Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion.
- T. Use simple note-taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9316. Speaking and Listening

- A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
- B. Build on others' talk in conversations by linking their comments to the remarks of others.
- C. Engage in small or large group discussions by sharing one's own permanent product.
- D. Engage in small or large group discussion of favorite texts presented orally or through other media.
- E. Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.
- F. Ask questions about information presented orally in order to clarify something that is not understood.
- G. Share a story or recount an experience with appropriate facts and relevant, descriptive details.

- H. Describe factual information and ideas about people, places, things, and a single event or series of events.
- I. Provide at least two facts for each subtopic identified for a larger topic.
- J. Describe a single event or a series of events by including actions, thoughts, or feelings.
- K. Use drawings or other visual displays to clarify ideas, thoughts, and feelings.
- L. Produce complete sentences (e.g., through dictation, writing, word array, picture) when appropriate to task and situation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9317. Language

- A. Use collective and irregular plural nouns when communicating.
- B. Use past tense irregular verbs when communicating.
- C. Use reflexive pronouns (e.g., myself, ourselves) when communicating.
- D. Use adjectives and adverbs when communicating.
- E. Produce and expand upon simple or compound sentences.
- F. Capitalize dates, names of people, holidays, product names, and geographic names.
- G. Use conventional spelling for words with common spelling patterns.
- H. Use sentence context as a clue to the meaning of a word or phrase.
- I. Determine the meaning of a new word formed when a known prefix is added to the known word or root.
- J. Use a known root word as a clue to the meaning of an unknown word with the same root.
- K. Use knowledge of the meaning of individual words to predict the meaning of compound words.
- L. Use a glossary or beginning dictionary to determine the meaning of a word.
- M. Use newly acquired words in real-life context.
- N. Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.
- O. 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., When other kids are happy, that makes me happy).
- P. Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).
- Q. Use newly acquired words in real-life context.
- R. Use adjectives to describe nouns.
- S. Use adverbs to describe verbs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93. Grade 3 English Language Arts

Subchapter D. Grade 3

§9318. Reading Literature

- A. Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).
- B. Answer questions (literal and inferential) and refer to text to support your answer.
- C. Support inferences, opinions, and conclusions using evidence from the text including illustrations.
- D. Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.
- E. Use details to recount stories, including fables and folktales from diverse cultures.
- F. Use information in the text to determine and explain a lesson learned by a character or theme within the story.
- G. Explain how characters' actions contribute to the sequence of events/plot.
- H. Describe a character's traits in a story using details from the text and illustrations.
- I. Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.
- J. Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.
- K. Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).
- L. Analyze how a character's point of view influences a conflict within a text.
- M. Determine the meaning of literal and nonliteral words and phrases as they are used in a text.
- N. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- O. Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).
- P. Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).
- Q. Identify narrator or character's point of view.
- R. Identify own point of view.
- S. Distinguish their own point of view from that of the narrator or those of the characters.
- T. Support inferences, opinions, and conclusions using evidence from the text including illustrations.
- U. Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.
- V. Compare two or more texts or adapted texts on the same topic or by the same author.
- W. Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9319. Reading Informational Text

- A. Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- B. Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- C. Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.
- D. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- E. Identify facts that an author uses to support a specific point or opinion.
- F. Identify the purpose of a variety of text features.
- G. Use text features (keywords, glossary) to locate information relevant to a given topic or question.
- H. Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.
- I. Identify the author's purpose in an informational text.
- J. Identify own point of view about a topic.
- K. Compare own point of view to that of the author.
- L. Use illustrations (e.g., maps, photographs) in informational texts to answer questions.
- M. Identify information learned from illustrations and information learned from the words in an informational text.
- N. 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).
- O. Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.
- P. Identify signal words that help determine what the text structure is in an informational text.
- Q. Describe the connection between sentences and paragraphs in a text.
- R. Compare two or more texts on the same topic or by the same author.
- S. When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.
- T. Read or be read to and recount self-selected informational texts or adapted texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9320. Reading Foundations

- A. Identify the meaning of most common prefixes.
- B. Identify the meaning of most common suffixes.
- C. Decode regularly spelled one-syllable words with long vowels.
- D. Decode regularly spelled two-syllable words with long vowels.
- E. Decode multi-syllable words.
- F. Recognize and/or read grade appropriate irregularly spelled words.
- G. Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.

- H. Identify grade-level words with accuracy.
- I. Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
- J. Use context to confirm or self-correct word recognition.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9321. Writing

- A. Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases that connect the opinion and reasons.
- D. Provide a concluding statement or section.
- E. Produce an informative/explanatory permanent product which Introduces a topic and groups related information together.
- F. Develop the topic (i.e., offer additional information which supports the topic) by using facts, definitions, and details.
- G. Include illustrations to enhance clarity and meaning.
- H. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- I. Provide a concluding statement or section.
- J. Produce a narrative permanent product which establishes a situation by setting up the context for the story and introducing a narrator and/or characters.
- K. Sequence events that unfold naturally.
- L. When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.
- M. Use temporal words and phrases to signal event order.
- N. Provide a sense of closure.
- O. With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).
- P. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).
- Q. With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen a story by adding a description or dialogue).
- R. With guidance and support from peers and adults, edit permanent products for clarity and meaning.
- S. With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).
- T. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
- U. Recall information from experiences to use in creating permanent products.
- V. Gather information and facts (e.g., highlight in text, quote or paraphrase from discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics).

W. Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form a paragraph or essay).

X. Locate important points on a single topic from two informational texts or sources.

Y. Identify key details in an informational text.

Z. Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.

AA. Sort evidence collected from print and/or digital sources into provided categories.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9322. Speaking and Listening

A. Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.

B. Ask questions to check understanding of information presented in collaborative discussions.

C. Link personal ideas and comments to the ideas shared by others in collaborative discussions.

D. Express ideas and understanding in light of collaborative discussions.

E. Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

F. Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

G. Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

H. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

I. Report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details.

J. Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9323. Language

A. Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.

B. Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs when communicating.

C. Use correct subject-verb and pronoun-antecedent agreement when communicating.

D. Produce and expand upon simple and compound sentences.

E. Capitalize words in holidays, product names, geographic names, and appropriate words in titles.

F. Use commas accurately in addresses or dialogue when communicating.

G. Use quotation marks when communicating.

H. Use conventional spelling and spelling patterns (e.g., word families, syllable patterns, ending rules) when communicating high frequency and/or previously learned words.

- I. Choose words and phrases for appropriate effect (e.g., to inform) within writing.
- J. Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.
- K. Determine the meaning of the new word formed when a known affix is added to a known word.
- L. Use a known root word as a clue to the meaning of an unknown word with the same root.
- M. Use a glossary or dictionary to determine the meaning of a word.
- N. Distinguish literal from non-literal meanings of words and phrases in context.
- O. Use newly acquired words in real-life context.
- P. Identify and sort shades of meaning words from general to specific or lesser to specific.
- Q. Use newly acquired conversational and general academic words and phrases accurately when communicating.
- R. Use newly acquired domain-specific words and phrases accurately when communicating.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93. English Language Arts

Subchapter E. Grade 4

§9324. Reading Literature

- A. Refer to details and examples in a text when explaining what the text says explicitly.
- B. Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.
- C. Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).
- D. Use evidence from the text to summarize a story, poem or drama.
- E. Determine the theme of a story, drama, or poem; refer to text to support answer.
- F. Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).
- G. Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.
- H. Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.
- I. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
- J. Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).
- K. Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).
- L. Determine the author's point of view (first- or third- person).
- M. Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- N. Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.

O. Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer.

P. Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.

Q. Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.

R. Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

S. Read or be read to and recount self-selected literary texts, such as stories, dramas, poetry, or adapted texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9325. Reading Informational Text

A. Refer to details and examples in a text when explaining what the text says explicitly.

B. Refer to details and examples in a text when drawing basic inferences from an informational text.

C. Determine the main idea of an informational text.

D. Identify supporting details of an informational text.

E. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

F. Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).

G. 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.

H. Organize information presented in an informational text to demonstrate the text structure.

I. Use text features (keywords, glossary) to locate information relevant to a given topic or question.

J. Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.

K. Use search tools or text features as a means of locating relevant information.

L. Determine if information in a text is firsthand or secondhand.

M. Compare and contrast a firsthand and secondhand account of the same event or topic.

N. Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.

O. Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.

P. 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.

Q. Compare and contrast how different authors use reasons and evidence to support the same topics across texts.

R. Identify reasons that the author uses to support ideas in an informational text.

S. Identify facts that an author uses to support a specific point or opinion.

T. Report out about two or more texts on the same self-selected topic.

U. Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.

V. Read or be read to and recount self-selected informational texts or adapted texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9326. Reading Foundations

A. Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.

B. Identify grade level words with accuracy and on successive attempts.

C. Recognize and/or read grade appropriate irregularly spelled words.

D. Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.

E. Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

F. Use context to confirm or self-correct word recognition.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9327. Writing

A. Produce an opinion piece which introduces the topic or text, states an opinion, and groups related ideas together.

B. Provide reasons which include facts and details that support the stated opinion.

C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

D. Provide a concluding statement or section related to the opinion presented.

E. Produce an informative/explanatory permanent product which introduces a topic clearly and groups related information.

F. Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.

G. Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.

H. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

I. Use precise language and domain-specific vocabulary to inform about or explain the topic.

J. Provide a concluding statement or section related to the information presented.

K. Produce a narrative permanent product which orients the reader by setting up the context for the story and introducing a narrator and/or characters.

L. Sequence events that unfold naturally.

M. When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.

N. Use a variety of transitional words and phrases to manage the sequence of events.

- O. Use concrete words and phrases and sensory details to convey experiences and events.
 - P. Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.
 - Q. Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).
 - R. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).
 - S. With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen an informative permanent product by adding a concrete detail).
 - T. With guidance and support from peers and adults, edit permanent products for clarity and meaning.
 - U. With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).
 - V. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
 - W. Recall relevant information from experiences to use in creating permanent products.
 - X. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics).
 - Y. Identify key details from an informational text.
 - Z. Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources into provided categories.
 - AA. Provide a list of sources that contributed to the creation of a permanent product.
 - BB. Provide evidence from texts when producing permanent products.
- AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9328. Speaking and Listening

- A. Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
- B. Ask questions to check understanding of information presented in collaborative discussions.
- C. Make appropriate comments that contribute to a collaborative discussion.
- D. Review the key ideas expressed within a collaborative discussion.
- E. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- F. Identify the reasons and evidence a speaker provides to support particular points.
- G. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details.
- H. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9329. Language

- A. Use relative pronouns and relative adverbs when communicating.
- B. Use prepositional phrases when communicating.
- C. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- D. Use correct capitalization when communicating.
- E. Use commas and quotation marks when communicating.
- F. Spell grade-appropriate words correctly in writing, consulting references as needed.
- G. Choose words and phrases for appropriate effect (e.g., to inform) when communicating.
- H. Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.
- I. Use common grade-appropriate roots and affixes as clues to the meaning of a word.
- J. Use a glossary, dictionary, or thesaurus to determine the meaning of a word.
- K. Identify simple similes in context.
- L. Identify simple metaphors in context.
- M. Relate words to their opposites (antonyms).
- N. Relate words to words with similar but not identical meanings (synonyms).
- O. Identify the meaning of common idioms.
- P. Use grade-appropriate general academic and domain-specific words and phrases accurately when communicating.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93. English Language Arts

Subchapter F. Grade 5

§9330. Reading Literature

- A. Refer to details and examples in a text when explaining what the text says explicitly.
- B. Refer to specific text evidence to support inferences, interpretations, or conclusions.
- C. Summarize a portion of text such as a paragraph or a chapter.
- D. Summarize a text from beginning to end in a few sentences.
- E. Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
- F. Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.
- G. 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).
- H. Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
- I. Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text.

- J. Explain how a series of chapters fits together to provide the overall structure of a particular text.
 - K. Describe how a narrator's or speaker's point of view influences how events are described.
 - L. Explain how the description of characters, setting, or events might change if the person telling the story changed.
 - M. Interpret the meaning of metaphors and similes to help explain the setting within a text.
 - N. Interpret the meaning of metaphors and similes to help determine the mood within a text.
 - O. Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
 - P. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
 - Q. Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction.
 - R. Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.
- AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
- HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9331. Reading Informational Text

- A. Quote accurately from a text when explaining what the text says explicitly.
- B. Quote accurately from a text to support inferences.
- C. Determine the main idea, and identify key details to support the main idea.
- D. Summarize the text or a portion of the text read, read aloud, or presented in diverse media.
- E. Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.
- F. 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.
- G. 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 across texts.
- H. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- I. Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result).
- J. Use signal words to identify common types of text structures.
- K. 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.
- L. Note important similarities and differences in the point of view of multiple accounts of the same event or topic.
- M. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.
- N. Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).
- O. Explain how an author uses reasons and evidence to support particular points in a text.
- P. Identify reasons and evidence that support an author's point(s) in a text.
- Q. Identify the author's stated thesis/claim/opinion.

- R. Identify evidence the author uses to support stated thesis/claim/opinion.
- S. Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).
- T. Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.
- U. Read or be read to a variety of informational texts or adapted texts.
- V. Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9332. Reading Foundations

- A. Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.
- B. Use context to confirm or self-correct word recognition.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9333. Writing

- A. Produce an opinion piece which has an introduction that states an opinion and has an organizational structure in which ideas are logically grouped to support the writer's opinion.
- B. Provide relevant facts to support the reasons and stated opinion.
- C. Link opinion and reasons using words and phrases.
- D. Provide a concluding statement or section related to the opinion presented.
- E. Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic.
- F. Group related information logically.
- G. Develop the topic (i.e., add additional information related to the topic) with facts, definitions, concrete details, quotations, or other information and examples.
- H. Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.
- I. Use transitional words and phrases to connect ideas.
- J. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- K. Provide a concluding statement or section related to the information presented.
- L. Produce a narrative permanent product which orients the reader by establishing a situation and introducing a narrator and/or characters.
- M. Organize an event so that it unfolds naturally.
- N. When appropriate use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
- O. Use transitional words and phrases to manage the sequence of events.
- P. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Q. Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.

R. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).

S. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).

T. With guidance and support from peers and adults, strengthen permanent products by revising and editing (e.g., review a permanent product, strengthen an opinion piece by adding another reason, fix incorrect spelling).

U. Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on writing).

V. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

W. Recall relevant information from experiences to use in permanent products.

X. Gather information (e.g., highlight in text, quote or paraphrase from a source) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.

Y. Sort evidence collected from print and/or digital sources into provided categories.

Z. Provide a list of sources that contributed to the creation of a permanent product.

AA. Provide evidence from texts when producing permanent products.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9334. Speaking and Listening

A. Make appropriate comments that contribute to a collaborative discussion.

B. Review the key ideas expressed within a collaborative discussion.

C. Determine the narrative point of view of a text read, read aloud, or viewed.

D. Summarize the text or a portion of the text read, read aloud, or presented in diverse media.

E. Identify a speaker's points or claims.

F. Summarize the points a speaker makes.

G. Identify reasons and evidence that a speaker provides to support points or claims.

H. Explain how at least one claim in a discussion is supported by reasons and evidence.

I. Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.

J. Elaborate on each fact or opinion given in support of a claim with relevant details.

K. Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.

L. Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9335. Language

A. Use appropriate verb tense to convey times, sequence, state, and condition.

- B. Recognize and correct inappropriate shifts in verb tense.
- C. Identify and use conjunctions, prepositions, and interjections when communicating.
- D. Produce simple, compound, and complex sentences in writing.
- E. Use punctuation to separate items in a series.
- F. Use commas accurately when communicating.
- G. Spell words correctly when communicating, consulting references as needed.
- H. Expand, combine, and reduce sentences for meaning, reader interest, and style when communicating.
- I. Use context to determine the meaning of unknown or multiple meaning words.
- J. Use common grade-appropriate roots and affixes as clues to the meaning of a word.
- K. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
- L. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.
- M. Identify the denotation for a known word.
- N. Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
- O. Use figurative language in context, including similes and metaphors.
- P. Identify the meaning of common idioms or proverbs.
- Q. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.
- R. Use grade-appropriate general academic and domain-specific words and phrases accurately.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93. English Language Arts

Subchapter G. Grade 6

§9336. Reading Literature

- A. Refer to details and examples in a text when explaining what the text says explicitly.
- B. Use specific details from the text (e.g., words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.
- C. Use the specific details from the text to support inferences and explanations about plot development.
- D. Select key details about a character and relate those details to a theme within the text.
- E. Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.
- F. Summarize a text from beginning to end in a few sentences without including personal opinions.
- G. Describe how the plot unfolds in a story.
- H. Analyze a character's interactions throughout a story as they relate to conflict and resolution.
- I. Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

J. 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.

K. Determine the narrative point of view.

L. Identify and describe how the narrative point of view influences the reader's interpretation.

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

N. Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.

O. Compare texts from different genres that have a similar theme or address the same topic.

P. Read or be read to a variety of literary texts or adapted texts, including historical novels, fantasy stories and novels, poetry, and fiction.

Q. Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9337. Reading Informational Text

A. Use textual evidence to support inferences.

B. Provide a summary of the text distinct from personal opinions or judgments.

C. Identify key individuals, events, or ideas in a text.

D. Determine how key individuals, events, or ideas are introduced in a text.

E. Determine how key individuals, events, or ideas are illustrated in a text.

F. Determine how key individuals, events, or ideas are elaborated or expanded on in a text.

G. Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.

H. Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result).

I. Determine an author's point of view or purpose in a text and explain how it is conveyed.

J. Identify what is learned from different media or formats compared to what is learned via written words or spoken words.

K. Summarize information gained from a variety of sources including media or texts.

L. Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).

M. Identify an argument or claim that the author makes.

N. Evaluate the claim or argument; determine if it is supported by evidence.

O. Distinguish claims or arguments from those that are supported by evidence from those that are not.

P. 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).

Q. Read or be read to a variety of informational texts or adapted texts.

R. Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9338. Writing

- A. Produce a persuasive permanent product which has an introduction that introduces a claim.
- B. Create an organizational structure in which ideas are logically grouped to support the claim.
- C. Support the claim with clear reasons and relevant evidence from credible sources.
- D. Use words, phrases, and clauses to link the claim and reasons.
- E. Provide a concluding statement or section that follows the argument presented.
- F. Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.
- G. Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic.
- H. Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).
- I. Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.
- J. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to promote reading understanding.
- K. Use transitional words, phrases, and clauses that connect ideas.
- L. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- M. Maintain a consistent style and voice.
- N. Provide a concluding statement or section that follows from the information presented.
- O. Produce a narrative permanent product which engages and orients the reader by establishing a context and introducing a narrator and/or characters.
- P. Organize events so they unfold naturally.
- Q. When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- R. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- S. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- T. Provide a conclusion that follows from the narrated experiences or events.
- U. Use figurative language appropriately, including similes and metaphors.
- V. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).
- W. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).
- X. With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, fix incorrect verb tense).
- Y. Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on writing).

Z. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

AA. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.

BB. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

CC. Provide a bibliography for sources that contributed to the creation of a permanent product.

DD. Provide evidence from texts when producing permanent products.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9339. Speaking and Listening

A. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).

B. Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.

C. Summarize the points a speaker makes.

D. Summarize the points an author makes.

E. Distinguish claims or arguments from those that are supported by evidence from those that are not.

F. Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

G. Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.

H. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

I. Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9340. Language

A. Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.

B. Use commas, parentheses, and/or dashes to set off nonrestrictive/parenthetical elements.

C. Spell words correctly when communicating.

D. Vary sentence patterns for meaning, reader interest, and style when communicating.

E. Use context to determine the meaning of unknown or multiple meaning words.

F. Use common grade-appropriate roots and affixes as clues to the meaning of a word.

G. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.

H. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

- I. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
- J. Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
- K. Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.
- L. Interpret the use of personification within a text.
- M. Use figurative language appropriately, including similes and metaphors.
- N. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.
- O. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- P. Identify the connotative meaning (i.e., the idea associated with the word) of a word or phrase.
- Q. Use grade-appropriate general academic and domain-specific words and phrases accurately.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93. English Language Arts

Subchapter H. Grade 7

§9341. Reading Literature

- A. Refer to details and examples in a text when explaining what the text says explicitly.
- B. Use two or more pieces of textual evidence to support conclusions, or summaries of text.
- C. Determine the theme or central idea of a text.
- D. Analyze the development of the theme or central idea over the course of the text.
- E. Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).
- F. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- G. Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
- H. Identify alliteration within text.
- I. Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.
- J. Examine how the structure of a poem or drama adds to its meaning.
- K. Compare and contrast the points of view of different characters in the same text.
- L. Compare and contrast a story, drama, or poem when presented in two different mediums.
- M. Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.
- N. 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.
- O. Read or be read to a variety of literary texts or adapted texts including historical novels, dramas or plays, poetry (including soliloquies and sonnets), and fiction.

P. Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9342. Reading Informational Text

- A. Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.
- B. Determine the central idea of a text.
- C. Analyze the development of the central idea over the course of the text.
- D. Create an objective summary of a text.
- E. 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).
- F. Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
- G. Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.
- H. Use signal words as a means of locating information.
- I. Outline a given text to show how ideas build upon one another.
- J. Determine the structure of a text.
- K. Determine how the information in each section contribute to the whole or to the development of ideas.
- L. 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.
- M. Compare/contrast how two or more authors write or present about the same topic.
- N. Identify an argument or claim that the author makes.
- O. Evaluate the claim or argument to determine if they are supported by evidence.
- P. Distinguish claims or arguments from those that are supported by evidence from those that are not.
- Q. Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.
- R. Compare/contrast how two or more authors write about the same topic.
- S. 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.
- T. Read or be read to a variety of informational texts or adapted texts.
- U. Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9343. Writing

- A. Produce a persuasive permanent product which has an introduction that introduces a claim and acknowledges alternate or opposing claims.
- B. Create an organizational structure in which ideas are logically grouped to support the claim.
- C. Support the claim with logical reasoning and relevant evidence from credible sources.

- D. Use words, phrases, and clauses to link the claim and reasons and clarify relationships among ideas.
- E. Maintain a consistent style and voice.
- F. Provide a concluding statement or section that follows from and supports the argument presented.
- G. Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.
- H. Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, and cause/effect).
- I. Develop the topic (i.e., add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.
- J. Use transitional words, phrases, and clauses that connect ideas and create cohesion.
- K. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- L. Maintain a consistent style and voice.
- M. Provide a concluding statement or section that follows from and supports the information presented.
- N. Produce a narrative permanent product which engages and orients the reader by establishing a context and point of view and introducing the narrator and/or characters.
- O. Organize events so they unfold naturally.
- P. When appropriate, use narrative techniques (e.g., dialogue, pacing, and description), to develop experiences, events, and/or characters.
- Q. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- R. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- S. Provide a conclusion that follows from the narrated experiences or events.
- T. Use words, phrases, or gathered information to accurately reflect literary context.
- U. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader).
- V. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).
- W. With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen an informative/explanatory permanent product by adding transitional phrases, vary sentence types).
- X. Use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).
- Y. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
- Z. List internet search terms for a topic of study.
- AA. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.
- BB. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
- CC. Use a standard format to write citations.
- DD. Provide a bibliography for sources that contributed to the creation of a permanent product.

EE. Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9344. Speaking and Listening

- A. Describe how the claims within a speaker's argument match own argument.
- B. Discuss how own view or opinion changes using new information provided by others.
- C. Use information and feedback to refine understanding or products.
- D. Use information and feedback to refine own thinking.
- E. Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.
- F. Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.
- G. Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.
- H. Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
- I. Evaluate the soundness or accuracy of reasons presented to support a claim.
- J. Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.
- K. Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.
- L. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9345. Language

- A. Use phrases and clauses accurately within a sentence.
- B. When appropriate, use simple, compound, complex, and compound-complex sentences when communicating.
- C. Use commas to separate coordinate adjectives.
- D. Spell words correctly.
- E. Use words, phrases, or gathered information to accurately reflect meaning.
- F. Choose language that expresses ideas precisely and concisely by eliminating wordiness and redundancy.
- G. Use context as a clue to determine the meaning of a grade-appropriate word or phrase.
- H. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
- I. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

- J. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
 - K. Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
 - L. Identify allusion within a text or media.
 - M. Interpret figures of speech (e.g., personification, allusions) in context.
 - N. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - O. Identify the connotative meaning (the idea associated with the word) of a word or phrase.
 - P. Distinguish among the connotations (i.e., associations) of words with similar denotations (i.e., definitions) (e.g., slim, skinny, scrawny, thin).
 - Q. Use words, phrases, or gathered information to accurately reflect literary context.
 - R. Use grade-appropriate general academic and domain-specific words and phrases accurately.
- AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93. English Language Arts

Subchapter I. Grade 8

§9346. Reading Literature

- A. Refer to details and examples in a text when explaining what the text says explicitly.
- B. Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.
- C. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
- D. Determine the theme or central idea of a text.
- E. Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.
- F. Create an objective summary of a text.
- G. 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.
- H. Identify the use of literary techniques within a text.
- I. Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.
- J. Identify and interpret an analogy within a text.
- K. Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
- L. Compare and contrast the structure of two or more texts.
- M. Explain how language use contributes to the meaning of a poem or drama.
- N. Compare and contrast the points of view of different characters in the same text.
- O. Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.
- P. Compare and contrast content presented in text, media, and live performance.

Q. Compare modern works of literature to the texts from which they draw ideas.

R. Read or be read to a variety of literary texts or adapted texts including historical novels, dramas or plays, poetry (including soliloquies and sonnets), and fiction.

S. Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9347. Reading Informational Text

A. Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.

B. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.

C. Determine two or more central ideas in a text.

D. Analyze the development of the central ideas over the course of the text.

E. Provide/create an objective summary of a text.

F. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

G. Identify and interpret an analogy within a text.

H. Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

I. Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.

J. Use signal words as a means of locating information.

K. Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.

L. Determine the structure of a text.

M. Determine how the information in each section contributes to the whole or to the development of ideas.

N. 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.

O. Identify an argument or claim that the author makes.

P. Evaluate the claim or argument to determine if it is supported by evidence.

Q. 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.

R. Read or be read to a variety of informational texts or adapted texts.

S. Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9348. Writing

A. Produce a persuasive permanent product which has an introduction that introduces a claim and distinguishes it from alternate or opposing claims.

B. Create an organizational structure in which ideas are logically grouped to support the claim.

- C. Support the claim with logical reasoning and relevant evidence from credible sources.
- D. Use words, phrases and clauses to link the claim and reasons and clarify relationship among ideas.
- E. Maintain a consistent style and voice.
- F. Provide a concluding statement or section that follows from and supports the argument presented.
- G. Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.
- H. Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.
- I. Develop the topic (i.e., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- J. Use transitional words, phrases, and clauses that connect ideas and create cohesion.
- K. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- L. Maintain a consistent style and voice.
- M. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- N. Produce a narrative permanent product which engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters.
- O. Organize events so they unfold naturally.
- P. When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Q. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- R. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- S. Provide a conclusion that follows from the narrated experiences or events.
- T. Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) when communicating.
- U. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), and audience (e.g., reader).
- V. With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).
- W. With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review a permanent product, strengthen a persuasive permanent product by adding a reason, vary sentence types).
- X. Use technology to produce and publish permanent products (e.g., use word processing to generate and collaborate on writing).
- Y. Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
- Z. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.
- AA. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
- BB. Use a standard format to produce citations.
- CC. Provide a bibliography for sources that contributed to the creation of a permanent product.

DD. Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9349. Speaking and Listening

- A. Use information and feedback to refine understanding.
- B. Use information and feedback to clarify meaning for readers.
- C. Discuss how own view or opinion changes using new information provided by others.
- D. Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
- E. Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
- F. Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.
- G. Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
- H. Identify when irrelevant evidence is introduced within an argument.
- I. Evaluate the soundness or accuracy (e.g., multiple sources to validate information) of reasons presented to support a claim.
- J. Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
- K. Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.
- L. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9350. Language

- A. Use active and passive verbs when communicating.
- B. Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood when communicating.
- C. Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
- D. Spell words correctly.
- E. Use active and passive voice in writing to achieve a particular effect.
- F. Use verbs in the conditional and subjunctive mood to achieve a particular effect.
- G. Use context as a clue to the meaning of a grade-appropriate word or phrase.
- H. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
- I. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

- J. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
- K. Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
- L. Identify irony within a text or media
- M. Identify a pun within a text or media.
- N. Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.
- O. Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.
- P. Use the relationship between particular words to better understand each of the words.
- Q. Distinguish among the connotations (i.e., associations) of words with similar denotations (i.e., definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- R. Use grade-appropriate general academic and domain-specific words and phrases accurately.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93. English Language Arts

Subchapter J. Grade 9 – 10

§9351. Reading Literature

- A. Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text.
- B. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.
- C. Determine the theme or central idea of an adapted grade appropriate text.
- D. Determine how the theme develops.
- E. Determine how key details support the development of the theme of an adapted grade-level text.
- F. Identify character with multiple or conflicting motivations (i.e., a complex character).
- G. Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.
- H. Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
- I. 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.
- J. Compare and contrast works from different cultures with a common theme.
- K. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.
- L. Analyze how an author draws on 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).
- M. Read or be read to a variety of literary texts or adapted texts including historical novels, classical dramas or plays, poetry, novels written by international authors, and fiction.
- N. Read challenging grade-level literary texts.

O. Use strategies to derive meaning from a variety of print and non-print literary texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9352. Reading Informational Text

- A. Use two or more pieces of evidence to support inferences, conclusions, or summaries.
- B. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.
- C. Determine the central idea of a text.
- D. Determine how the central idea develops.
- E. Determine how key details support the development of the central idea of a text.
- F. Create an objective summary of a text.
- G. Analyze key points throughout a text to determine the organizational pattern or text structure.
- H. Identify connections between key points.
- I. Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
- J. Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.
- K. Analyze in detail how an author's ideas or claims are developed.
- L. Identify key sentences or paragraphs that support claims.
- M. Determine the author's point of view or purpose in a text.
- N. Determine/identify the specific language/words that the author uses to advance the point of view or purpose.
- O. Develop and explain ideas for why authors made specific word choices within text.
- P. 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.
- Q. Identify claims and arguments made by the author.
- R. Delineate/trace the author's argument and specific claims.
- S. Evaluate the argument/claims that the author makes to determine if the statements are true or false.
- T. Delineate the argument and specific claims in two or more texts on related topics.
- U. Assess the validity of the arguments across texts on related topics.
- V. Identify central ideas and concepts in 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").
- W. Analyze how 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") address similar central ideas.
- X. Read or be read to a variety of informational texts or adapted texts.
- Y. Read challenging grade-level informational texts.
- Z. Use a variety of strategies to derive meaning from a variety print and non-print informational texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9353. Writing

- A. Introduce claim(s) for an argument that reflects knowledge of the topic.
- B. Identify claim(s) from alternate or opposing claims(s) in writing.
- C. Create an organizational structure which develops relationships among claim(s), reasons, and evidence (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion).
- D. Identify specific evidence for claim(s) and counterclaim(s).
- E. Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.
- F. Maintain a consistent style and voice.
- G. Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.
- H. Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.
- I. Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.
- J. Develop the topic (i.e., add additional information related to the topic) with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.
- K. Use transitional words, phrases, and clauses that connect ideas and create cohesion.
- L. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- M. Maintain a consistent style and voice.
- N. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- O. Produce a narrative permanent product which engages and orients the reader by setting out a problem, situation, or observation and establishes one or multiple point(s) of view.
- P. Sequence events so that they build on one another to create a smooth progression of experiences or events.
- Q. Include plot and pacing techniques (e.g., flashback, foreshadowing, suspense) as appropriate.
- R. Include dialogue that advances the plot or theme (e.g., reveals character motivations, feelings, thoughts, how a character has changed perspectives).
- S. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- T. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- U. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), or audience (e.g., reader).
- V. Develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) focused on a specific purpose and audience.
- W. Strengthen writing by revising and editing (e.g., review a permanent product, strengthen informative/explanatory permanent products by adding examples, use parallel structure correctly).

X. Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).

Y. Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

Z. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from authoritative print and/or digital sources relevant to a topic or stated claim.

AA. Integrate information presented by others into permanent products while avoiding plagiarism.

BB. Use a standard format to write citations.

CC. Provide a bibliography for sources that contributed to the creation of a permanent product.

DD. Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9354. Speaking and Listening

A. Work with peers to set rules for collegial discussions and decision-making.

B. Actively seek the ideas or opinions of others in a discussion on a given topic or text.

C. Engage appropriately in discussion with others who have a diverse or divergent perspective.

D. Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.

E. Summarize points of agreement and disagreement within a discussion on a given topic or text.

F. Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

G. Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

H. Determine the speaker's point of view or purpose in a text.

I. Determine what arguments the speaker makes.

J. Evaluate the evidence used to make the argument.

K. Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.

L. Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.

M. Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9355. Language

A. Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.

- C. Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.
- D. Spell correctly in writing.
- E. Write and edit work to conform to guidelines in a style manual.
- F. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.
- G. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
- H. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
- I. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.
- J. Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
- K. Identify an oxymoron in a text.
- L. Identify the denotation for a known word.
- M. Interpret how literary devices advance the plot or affect the tone or pacing of a text.
- N. Interpret figures of speech in context.
- O. Explain differences or changes in the meaning of words with similar denotations.
- P. Use general academic and domain-specific words and phrases accurately.
- Q. Use newly acquired domain-specific words and phrases accurately.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 93.English Language Arts

Subchapter K. Grade 11 – 12

§9366. Reading Literature

- A. Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text.
- B. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
- C. Use evidence to support conclusions about ideas not explicitly stated in the text.
- D. Determine two or more themes or central ideas of an adapted grade-level text.
- E. Determine how the theme develops.
- F. Provide/create an objective summary of a text.
- G. Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.
- H. Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- I. Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
- J. 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.
- K. Define satire, sarcasm, irony.
- L. Differentiate from what is directly stated in a text from what is meant.
- M. Analyze multiple interpretations of a story drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text.
- N. Demonstrate knowledge of foundational words of U.S. and world literature, including how two or more texts from the same period treat similar themes or topics (e.g., historical reflection, social, morals).
- O. Read or be read to a variety of literary texts or adapted texts including historical novels, classical dramas or plays, poetry, novels written by international authors, and fiction.
- P. Independently read challenging grade-level literary texts.
- Q. Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9367. Reading Informational Text

- A. Use two or more pieces of evidence to support inferences, conclusions, or summaries or text.
- B. Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.
- C. Determine two or more central ideas of a text.
- D. Determine how the central ideas develop.
- E. Determine how key details support the development of the central idea of a text.
- F. Create an objective summary of a text.
- G. Analyze key points throughout a text to determine the organizational pattern or text structure.
- H. 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.
- I. Determine the meaning of words and phrases as they are used in a text including figurative (e.g., metaphors, similes, and idioms) and connotative meanings.
- J. Analyze the structure an author uses in his or her exposition or argument.
- K. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.
- L. Determine the author's point of view or purpose in a text.
- M. Determine what arguments the author makes.
- N. Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.
- O. Develop and explain ideas for why authors made specific word choices within text.
- P. 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.

- Q. Identify claims made by the author as being fact or opinion.
- R. Distinguish reliable sources from non-reliable.
- S. Evaluate the premises, purposes, argument that the author makes.
- T. Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.
- U. Assess the validity of the premises, purposes, arguments across texts on related topics.
- V. Identify central ideas and concepts in 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).
- W. 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), address similar central ideas.
- X. Read or be read to a variety of informational texts or adapted texts.
- Y. Independently read challenging grade-level informational texts.
- Z. Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9368. Writing

- A. Introduce claim(s) for an argument that reflects knowledge of the topic.
- B. Use context or related text to establish the significance of the claim(s).
- C. Identify claim(s) from alternate or opposing claims(s) in writing.
- D. Create an organizational structure for a permanent product which logically sequences claim(s), counterclaims, reasons, and evidence (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion).
- E. Select the most relevant evidence for claim(s) and counterclaim(s).
- F. If Develop clear claim(s) with the most relevant evidence for a topic or text.
- G. Use words, phrases, and clauses to create cohesion.
- H. Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.
- I. Maintain a consistent style and voice.
- J. Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.
- K. Produce an informative/explanatory permanent product which has an introduction that clearly previews information to follow about a topic.
- L. Create an organizational structure (e.g., cause/effect, compare/contrast, descriptions and examples) that groups information logically to support the stated topic.
- M. Develop the topic (i.e., add additional information related to the topic) with facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.
- N. Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.
- O. Use precise language, domain-specific vocabulary to manage the complexity of the topic.

- P. Maintain a consistent style and voice.
- Q. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- R. Produce a narrative permanent product which engages and orients the reader by setting out a problem, situation, or observation and establishes one or multiple point(s) of view.
- S. Use a variety of techniques to sequence events so they build on one another to create a smooth progression of experiences or events and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).
- T. Include plot and pacing techniques (e.g., flashback, foreshadowing, suspense) as appropriate.
- U. Include dialogue that advances the plot or theme (e.g., reveals character motivations, feelings, thoughts, how character has changed perspectives).
- V. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- X. Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to persuade or inform), or audience (e.g., reader).
- Y. Develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft) focused on a specific purpose and audience.
- Z. Strengthen writing by revising and editing (e.g., review a permanent product, strengthen an argument by finding relevant evidence as support, use hyphens correctly).
- AA. Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).
- BB. Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
- CC. Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from authoritative print and/or digital sources relevant to a topic or stated claim.
- DD. Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into permanent products while avoiding plagiarism.
- EE. Use a standard format to write citations.
- FF. Provide a bibliography for sources that contributed to the creation of a permanent product.
- GG. Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9369. Speaking and Listening

- A. Work with peers to promote democratic discussions.
- B. Actively seek the ideas or opinions of others in a discussion on a given topic or text.
- C. Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
- D. Engage appropriately in discussion with others who have a diverse or divergent perspectives.

- E. Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text
- F. Summarize points of agreement and disagreement within a discussion on a given topic or text.
- G. Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
- H. Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
- I. Determine the speaker's point of view or purpose in a text.
- J. Determine what arguments the speaker makes.
- K. Evaluate the evidence used to make the speaker's argument.
- L. Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, and evidence, and word choice.
- M. Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.
- N. Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9370. Language

- A. Use hyphenation conventions.
- B. Spell correctly.
- C. Create and edit permanent products to conform to guidelines in a style manual.
- D. Vary syntax within writing for effect.
- E. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.
- F. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
- G. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
- H. Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.
- I. Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
- J. Identify hyperbole in a text.
- K. Interpret how literary devices advance the plot or affect the tone or pacing of a text.
- L. Interpret figures of speech in context.
- M. Explain differences or changes in the meaning of words with similar denotations.
- N. Use general academic and domain-specific words and phrases accurately.
- O. Use newly acquired domain-specific words and phrases accurately.

Chapter 95. Mathematics

Subchapter A. Kindergarten

§9501. Counting and Cardinality

- A. Count up to 10 objects in a line, rectangle, or array.
- B. Identify the set that has more.
- C. Identify the smaller or larger number given 2 numbers between 0-10.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9503. Operations and Algebraic Thinking

- A. Use objects or pictures to respond appropriately to "add" and "take away."
- B. Communicate answer after adding or taking away.
- C. Solve one step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, pictures.
- D. Solve word problems within 10.
- E. Decompose a set of up to 10 objects into a group; count the quantity in each group.
- F. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record or select the answer.
- G. Add and subtract within 5 using manipulatives.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9505. Number and Operations in Base Ten

- A. Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., 13 = one 10 and three 1s).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9507. Measurement and Data

- A. Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter...).
- B. Compare 2 objects with a measurable attribute in common to see which object has more/less of the attribute (length, height, weight).
- C. Sort objects by characteristics (e.g., big/little, colors, shapes, etc.).
- D. Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9509. Geometry

- A. Use spatial language (e.g., above, below, etc.) to describe two-dimensional shapes.
- B. Recognize two- dimensional shapes (e.g., circle, square, triangle, rectangle) regardless of orientation or size.
- C. Recognize two-dimensional shapes in environment regardless of orientation or size.
- D. Identify shapes as two-dimensional (lying flat) or three-dimensional (solid).
- E. Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).
- F. Use informal language to describe how two shapes are similar and/or different.
- G. Uses three dimensional objects (blocks, sticks, balls) to model shapes in the world.
- H. Compose a larger shape from smaller shapes.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 95. Mathematics
Subchapter B. Grade 1

§9511. Counting and Cardinality

- A. Understand the relationship between numbers and quantities.
 - 1. Use a number line to count up to 31 objects by matching 1 object per number.
- B. Write numbers from 0-31 and represent a number of objects with a written numeral.
 - 1. Identify numerals 0-31.
 - 2. Identify the numeral up to 31 when presented the name.
 - 3. Write or select the numerals 0-31.
 - 4. Recognize zero as representing none or no objects.
- C. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
 - 1. Compare 2 sets and identify the set that is either greater than or less than the other set.
 - 2. Order up to 3 sets that have up to 10 objects in each set.
 - 3. Order up to 3 sets with up to 20 objects in each set.
- D. Compare two numbers between 0 and 31 presented as written numerals.
 - 1. Order up to 3 numbers up to 31.
 - 2. Identify the smaller or larger number given 2 numbers between 0-31.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9513. Operations and Algebraic Thinking

- A. Use manipulatives or representations to write simple addition or subtraction equations within 20 based upon a word problem.
- B. Solve word problems within 20.
- C. Using objects or pictures respond appropriately to "add ___" and "take away ___."
- D. Solve one step addition and subtraction word problems where the change or result is unknown ($4 + \underline{\quad} = 7$) or ($4 + 3 = \underline{\quad}$), within 20 using objects, drawings, pictures.
- E. Solve word problems that call for addition of two or three numbers whose sum is less than or equal to 20 by using objects and drawings.
- F. Recognize zero as an additive identity.
- G. Use commutative properties to solve addition problems with sums up to 20 (e.g., $3 + 8 = 11$ therefore $8 + 3 = \underline{\quad}$).
- H. Use associative property to solve addition problems with sums up to 20.
- I. Subtract within 20 by using the strategy of an unknown addend. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
- J. Decompose a set of up to 20 objects into a group; count the quantity in each group.
- K. Count 2 sets to find sums up to 20.
- L. Add and subtract within 20 supported by the use of manipulatives.
- M. Identify and apply addition and equal signs.
- N. Label simple equations as = or with the phrase not equal.
- O. Identify and apply addition, subtraction, and equal signs.
- P. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9515. Number and Operations in Base Ten

- A. Rote count up to 31.
- B. Rote count up to 100.
- C. Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., $13 =$ one 10 and three 1s).
- D. Identify the value of the numbers in the tens and ones place within a given number up to 31.
- E. Compare two digit numbers up to 31 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).
- F. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.
- G. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- H. Mentally add or subtract 10 from a given two-digit number without having to count.

I. Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9517. Measurement and Data

- A. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- B. Measure using copies of one object to measure another.
- C. Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object end to end.
- D. Compare two units of measurement and identify which unit would require more or less when measuring a selected object (e.g., I can measure with paper clips or markers, which unit will require more to measure the table?).
- E. Use time to sequence up to three events, using a digital or analog clock.
- F. Tell time to the nearest $\frac{1}{2}$ hour using digital clocks.
- G. Select questions that ask about "How many" and represent up to three categories that can be concretely represented.
- H. Identify 2 categories resulting from a selected question.
- I. Analyze data by sorting into 2 categories; answer questions about the total number of data points and how many in each category.
- J. Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for 2 or more categories.
- K. Interpret a picture graph to answer questions about how many in each category.
- L. Select a question about three attributes that can be concretely represented.
- M. Identify up to three categories resulting from a selected question.
- N. Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.)

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9519. Geometry

- A. Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).
- B. Compose two- and three-dimensional shapes.
- C. Partition circles and rectangles into 2 and 4 equal parts.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 95. Mathematics

Subchapter C. Grade 2

§9521. Operations and Algebraic Thinking

- A. Represent addition of two sets when shown the + symbol.
- B. Solve word problems within 20.
- C. Solve word problems within 100.
- D. Solve one- or two-step addition and subtraction problems, and add and subtract within 100, using objects, drawings, pictures.
- E. Use pictures, drawings or objects to represent the steps of a problem.
- F. Add and subtract within 20 using manipulatives.
- G. Identify numbers as odd or even.
- H. Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5.
- I. Find the total number inside an array with neither number in the columns or rows larger than 5.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9523. Number and Operations in Base Ten

- A. Build representations of two digit numbers using tens and ones.
- B. Build representations of three digit numbers using hundreds, tens and ones.
- C. Build representations of numbers using hundreds, tens and ones.
- D. Skip count by 5s.
- E. Skip count by 10s.
- F. Skip count by 100s.
- G. Identify numerals 0-100.
- H. Identify the numeral between 0 and 100 when presented the name.
- I. Write or select the numerals 0-100.
- J. Write or select expanded form for any two digit number.
- K. Write or select expanded form for any three digit number.
- L. Explain what the zero represents in place value (hundreds, tens, ones) in a number.
- M. Write or select the expanded form for up to three digit number.
- N. Compare (greater than, less than, equal to) two numbers up to 100.
- O. Compare two digit numbers using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number).
- P. Compare three digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds, more tens, less tens, more ones, less ones, larger number, smaller number).
- Q. Model addition and subtraction with base 10 blocks within 20.

- R. Model addition and subtraction with base 10 blocks within 50.
- S. Model addition and subtraction with base 10 blocks within 100.
- T. Combine up to 3 sets of 20 or less.
- U. Compose ones into tens and/or tens into hundreds in addition situation.
- V. Decompose tens into ones and/or hundreds into tens in subtraction situations.
- W. Use diagrams and number lines to solve addition or subtraction problems.
- X. Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?).
- Y. Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?).
- Z. Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9525. Measurement and Data

- A. Select appropriate tool and unit of measurement to measure an object (ruler or yard stick; inches or feet).
- B. Select appropriate tools and demonstrate or identify appropriate measuring techniques.
- C. Measure the length of an object using two different size units.
- D. Recognize that standard measurement units can be decomposed into smaller units.
- E. Estimate the length of an object using units of feet and inches.
- F. Measure two objects with each no more than 10 inches long and find the difference in their lengths.
- G. Solve one-step subtraction problems involving the difference of the lengths of two objects in standard length units.
- H. Solve word problems involving the difference in standard length units.
- I. Use diagrams and number lines to solve addition or subtraction problems.
- J. Tell time to the nearest 5 minutes using a digital clock.
- K. Solve word problems using dollar bills, quarters, dimes, nickels, or pennies.
- L. Organize data by representing continuous data on a line plot.
- M. Analyze data by sorting into categories established by each question.
- N. Organize data by representing categorical data on a pictorial graph or bar graph.
- O. Identify the value of each category represented on picture graph and bar graph or each point on a line plot.
- P. Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9527. Geometry

- A. Identify two-dimensional shapes such as rhombus, pentagons, hexagons, octagon, ovals, equilateral, isosceles, and scalene triangles.
- B. Distinguish two- or three-dimensional shapes based upon their attributes (i.e., # of sides, equal or different lengths of sides, # of faces, # of corners).
- C. Draw two-dimensional shapes with specific attributes.
- D. Find the total number of same size squares by counting when the number of rows and columns in a given array is 5 or less.
- E. Partition circles and rectangles into two and four equal parts.
- F. Label a partitioned shape (e.g., one whole rectangle was separated into two halves, one whole circle was separated into three thirds).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 95. Mathematics

Subchapter D. Grade 3

§9529. Operations and Algebraic Thinking

- A. Describe a context in which a total number of objects can be expressed as product of two one-digit numbers.
- B. Describe a context in which a number of shares or a number of groups can be expressed as a division problem.
- C. Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results.
- D. Use objects to model multiplication and division situations involving up to 10 groups with up to 5 objects in each group and interpret the results.
- E. Find total number inside an array with neither number in the columns or rows larger than 10.
- F. Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 10.
- G. Apply properties of operations as strategies to multiply and divide.
- H. Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 5.
- I. Determine the number of groups given the total number of objects and the number of objects in each group where the number in each group and the number of groups is not greater than 5.
- J. Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5.
- K. Find the total number inside an array with neither number in the columns or rows larger than 5.
- L. Solve multiplication problems with neither number greater than 5.
- M. Use rounding to solve word problems.
- N. Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100.

- O. Describe the rule for a numerical pattern (e.g., increase by 2, 5 or 10).
- P. Select or name the three next terms in a numerical pattern where numbers increase by 2, 5 or 10.
- Q. Identify multiplication patterns in a real word setting.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9531. Number and Operations in Base Ten

- A. Use place value to round to the nearest 10 or 100.
- B. Use the relationships between addition and subtraction to solve problems.
- C. Solve multi-step addition and subtraction problems up to 100.
- D. Solve multi-digit addition and subtraction problems up to 1000.
- E. Multiply a multiple of 10 in the range of 10-90 by a one digit whole number.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9533. Number and Operations—Fractions

- A. Identify the number of highlighted parts (numerator) of a given representation (rectangles and circles).
- B. Identify the total number of parts (denominator) of a given representation (rectangles and circles).
- C. Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds, eighths).
- D. Identify that a part of a rectangle can be represented as a fraction that has a value between 0 and 1.
- E. Select a model of a given fraction (halves, thirds, fourths, sixths, eighths).
- F. Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).
- G. Locate given common unit fractions (i.e., $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$) on a number line or ruler.
- H. Locate fractions on a number line.
- I. Order fractions on a number line.
- J. Use =, <, or > to compare two fractions with the same numerator or denominator.
- K. Express whole numbers as fractions.
- L. Determine equivalent fractions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9535. Measurement and Data

- A. Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour (whole hours: 5:00 to 8:00, within hours: 7:15 to 7:45).
- B. Determine the equivalence between number of minutes and the fraction of the hour (e.g., 30 minutes = $\frac{1}{2}$ hour).
- C. Determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour).

- D. Add to solve one-step word problems.
- E. Estimate liquid volume.
- F. Select appropriate units for measurement(liquid volume, mass).
- G. Select appropriate tools for measurement(liquid volume, mass).
- H. Determine whether a situation calls for a precise measurement or an estimation.
- I. Collect data, organize into picture or bar graph.
- J. Select the appropriate statement that describes the data representations based on a givens scaled picture or bar graph.
- K. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.
- L. Measure to solve problems using number lines and ruler to 1 inch, $\frac{1}{2}$ inch, or $\frac{1}{4}$ of an inch.
- M. Organize measurement data into a line plot.
- N. Select a square from pictures as the appropriate unit for measuring area.
- O. Select a picture which correctly shows how to place squares to measure the area of a rectangle.
- P. Measure area of rectangles by counting squares.
- Q. Use tiling and addition to determine area.
- R. Multiply side lengths to find the area of a rectangle with whole number side lengths to solve problems.
- S. Use tiling and multiplication to determine area.
- T. Apply the distributive property to solve problems with models.
- U. Identify a figure as getting larger or smaller when the dimensions of the figure change.
- V. Use addition to find the perimeter of a rectangle.
- W. Solve real world problems involving perimeter.
- X. Solve word problems using bills greater than one dollar, quarters, dimes, nickels, or pennies.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9537. Geometry

- A. Identify shared attributes of shapes.
- B. Partition rectangles into equal parts with equal area.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 95. Mathematics

Subchapter E. Grade 4

§9539. Operations and Algebraic Thinking

- A. Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results.

B. Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 10.

C. Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost \$3. A purple hat cost 2 times as much. How much does the purple hat cost? [$3 \times 2 = p$]).

D. Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100.

E. Solve problems or word problems using up to three digit numbers and addition or subtraction or multiplication.

F. Identify multiples for a whole number (e.g., $2 = 2, 4, 6, 8, 10$).

G. Generate a pattern when given a rule and word problem. (I run 3 miles every day, how many miles have I run in 3 days).

H. Extend a numerical pattern when the rule is provided.

I. Generate a pattern that follows the provided rule.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9541. Number and Operations in Base Ten

A. Compare the value of a number when it is represented in different place values of two 3 digit numbers.

B. Compare multi-digit numbers using representations and numbers.

C. Write or select the expanded form for a multi-digit number.

D. Use place value to round to any place (i.e., ones, tens, hundreds, thousands).

E. Solve multi-digit addition and subtraction problems up to 1000.

F. Solve multiplication problems up to two digits by one digit.

G. Solve a 2-digit by 1-digit multiplication problem using 2 different strategies.

H. Separate a group of objects into equal sets when given the number of sets to find the total in each set with the total number less than 50.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9543. Number and Operations—Fractions

A. Determine equivalent fractions.

B. Use =, <, or > to compare 2 fractions (fractions with a denominator or 10 or less).

C. Compare up to 2 given fractions that have different denominators.

D. Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).

E. Add and subtract fractions with like denominators of (2, 3, 4, or 8).

F. Add and subtract fractions with like denominators (2, 3, 4, or 8) using representations.

G. Solve word problems involving addition and subtraction of fractions with like denominators (2, 3, 4, or 8).

H. Multiply a fraction by a whole or mixed number.

- I. Find the equivalent decimal for a given fraction with a denominator of 10 or 100.
- J. Match a fraction with a denominator of 10 or 100 as a decimal ($5/10 = .5$).
- K. Read, write or select decimals to the tenths place.
- L. Read, write or select decimals to the hundredths place.
- M. Use =, <, or > to compare 2 decimals (decimals in multiples of 10).
- N. Compare two decimals to the tenths place with a value of less than 1.
- O. Compare two decimals to the hundredths place with a value of less than 1.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9545. Measurement and Data

- A. Complete a conversion table for length and mass within a single system.
- B. Identify the appropriate units of measurement for different purposes in a real life context (e.g., measure a wall using feet, not inches).
- C. Use the four operations to solve word problems involving distance, time, mass, and money and problems that require conversions from one unit to a smaller unit.
- D. Select appropriate units for measurement (length, liquid volume, time, money).
- E. Solve word problems using perimeter and area where changes occur to the dimensions of a figure.
- F. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$).
- G. Solve problems involving addition and subtraction of fractions with like denominators by using information presented in line plots.
- H. Recognize an angle in two-dimensional figures.
- I. Use a protractor or angle ruler to sketch a given angle.
- J. Measure right angles using a tool (e.g., angle ruler, protractor).
- K. Given a picture of a right angle divided into two angles, find the measure of the missing angle when given the measure of one of the two angles.
- L. Match an accurate addition and multiplication equation to a representation.
- M. Apply the formulas for area and perimeter to solve real world problems.
- N. Apply the distributive property to solve problems with models.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9547. Geometry

- A. Recognize a point, line and line segment, rays in two-dimensional figures.
- B. Recognize perpendicular and parallel lines in two-dimensional figures.
- C. Recognize an angle in two-dimensional figures.
- D. Classify two-dimensional shapes based on attributes (# of angles).
- E. Categorize angles as right, acute, or obtuse.

- F. Identify a right triangle.
- G. Recognize a line of symmetry in a figure.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 95. Mathematics

Subchapter F. Grade 5

§9549. Operations and Algebraic Thinking

- A. Evaluate an expression with one set of parentheses.
- B. Write a simple numerical expression that indicates calculations with whole numbers.
- C. Given 2 patterns involving the same context (e.g., collecting marbles) determine the 1st 5 terms and compare the values.
- D. When given a line graph representing two arithmetic patterns, identify the relationship between the two.
- E. Generate or select a comparison between two graphs from a similar situation.
- F. Using provided table with numerical patterns, form ordered pairs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9551. Number and Operations in Base Ten

- A. Compare the value of a number when it is represented in different place values of two 3 digit numbers.
- B. Find the product of a number and a power of 10.
- C. Read, write, or select a decimal to the hundredths place.
- D. Read, write or select a decimal to the thousandths place.
- E. Compare two decimals to the thousandths place with a value of less than 1.
- F. Round decimals to the next whole number.
- G. Round decimals to the tenths place.
- H. Round decimals to the hundredths place.
- I. Multiply whole numbers with up to 3-digits by numbers with up to 2-digits.
- J. Find whole number quotients up to two dividends and two divisors.
- K. Find whole number quotients up to four dividends and two divisors.
- L. Solve 1 step problems using decimals.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9553. Number and Operations—Fractions

- A. Add and subtract fractions with unlike denominators by replacing fractions with equivalent fractions (identical denominators).

- B. Add or subtract fractions with unlike denominators.
- C. Solve one-step word problems involving addition and subtraction of fractions with unlike denominators.
- D. Solve a one-step word problem involving division of whole numbers leading to answers in the form of a fraction or mixed number.
- E. Multiply a fraction by a whole or mixed number.
- F. Determine whether the product will increase or decrease based on the multiplier.
- G. Solve word problems involving multiplication of fractions and mixed numbers.
- H. Divide unit fractions by whole numbers and whole numbers by unit fractions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9555. Measurement and Data

- A. Convert measurements of time.
- B. Convert standard measurements of length.
- C. Convert standard measurements of mass.
- D. Solve problems involving conversions of standard measurement units when finding area, volume, time lapse, or mass.
- E. Given a data set of fractions with denominators 2, 4, or 8, create a line plot and use the information on the plot to solve problems.
- F. Select a cube as the measurement unit for the volume.
- G. Use cubes (blocks or other manipulatives) to create a solid figure and counts the number of cubes to determine its volume.
- H. Use filling and multiplication to determine volume.
- I. Apply formula to solve one step problems involving volume.
- J. Decompose complex 3-D shapes into simple 3-D shapes to measure volume.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9557. Geometry

- A. Locate the x and y axis on a graph.
- B. Locate points on a graph.
- C. Use order pairs to graph given points.
- D. Find coordinate values of points in the context of a situation.
- E. Recognize properties of simple plane figures.
- F. Distinguish quadrilaterals by their properties.

Chapter 95. Mathematics

Subchapter G. Grade 6

§9559. Ratios and Proportional Relationships

- A. Write or select a ratio to match a given statement and representation.
- B. Select or make a statement to interpret a given ratio.
- C. Describe the ratio relationship between two quantities for a given situation.
- D. Complete a statement that describes the ratio relationship between two quantities.
- E. Write or select a ratio to match a given statement and representation.
- F. Determine the unit rate in a variety of contextual situations.
- G. Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).
- H. Find a missing value (representations, whole numbers, common fractions, decimals to hundredths place, percent) for a given ratio.
- I. Solve unit rate problems involving unit pricing.
- J. Solve one step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours).
- K. Calculate a percent of a quantity as rate per 100.
- L. Complete a conversion table for length, mass, time, volume.
- M. Analyze a table of equivalent ratios to answer questions.
- N. Solve word problems involving ratios.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9561. The Number System

- A. Solve one step problems involving division of fractions by fractions.
- B. Divide multi-digit whole numbers.
- C. Solve one step, addition, subtraction, multiplication, or division problems with fractions or decimals.
- D. Find the greatest common multiple of two whole numbers less than or equal 25 and the least common multiple of two whole numbers less than or equal to 8.
- E. Solve one step, addition, subtraction, multiplication, or division problems with fractions or decimals.
- F. Find given points between -10 and 10 on both axes of a coordinate plane.
- G. Label points between -10 and 10 on both axes of a coordinate plane.
- H. Identify numbers as positive or negative.
- I. Locate positive and negative numbers on a number line.
- J. Plot positive and negative numbers on a number line.
- K. Compare two numbers on a number line (e.g., $-2 > -9$).
- L. Determine the meaning of absolute value.

M. Use coordinates and absolute value to find the distance between two coordinates with the same first coordinate or the same second coordinate.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9563. Expressions and Equations

- A. Identify what an exponent represents (e.g., $8^3 = 8 \times 8 \times 8$).
- B. Solve numerical expressions involving whole number exponents.
- C. Evaluate expressions from formulas containing exponents for specific values of their variables.
- D. Use properties to produce equivalent expressions.
- E. Evaluate whether or not both sides of an equation are equal.
- F. Use substitute to determine which values from a specified set make an equation or inequality true.
- G. Use variable to represent numbers and write expressions when solving real world problems.
- H. Solve problems or word problems using up to three digit numbers and any of the four operations.
- I. Solve real world, single step linear equations.
- J. Given a real world problem, write an inequality.
- K. Use variables to represent two quantities in a real-world problem that change in relationship to one another.
- L. Analyze the relationships between the dependent and independent variables using graphs and tables, and relate to the equation.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9565. Geometry

- A. Apply the formula to find the area of triangles.
- B. Decompose complex shapes (polygon, trapezoid, pentagon) into simple shapes (rectangles, squares, triangles) to measure area.
- C. Find area of quadrilaterals.
- D. Find area of triangles
- E. Identify the appropriate formula (i.e., perimeter, area, volume) to use when measuring for different purposes in a real life context.
- F. Use coordinate points to draw polygons.
- G. Use coordinate points to find the side lengths of polygons that are horizontal or vertical.
- H. Find the surface area of three dimensional figures using nets of rectangles or triangles.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9567. Statistics and Probability

- A. Identify statistical questions and make a plan for data collection.

- B. Find the range of a given data set.
- C. Explain or identify what the mode represents in a set of data.
- D. Explain or identify what the mean represents in a set of data.
- E. Collect and graph data: bar graph, line plots, dot plots, histograms.
- F. Select an appropriate statement about the range of the data for a given graph (bar graph, line plot) (i.e., range of data) up to 10 points.
- G. Use measures of central tendency to interpret data including overall patterns in the data.
- H. Solve for mean of a given data set.
- I. Select statement that matches mean, mode, and spread of data for 1 measure of central tendency for a given data set.
- J. Explain or identify what the median represents in a set of data.
- K. Use measures of central tendency to interpret data including overall patterns in the data.
- L. Solve for the median of a given data set.
- M. Identify outliers, range, mean, median, and mode.

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Chapter 95. Mathematics

Subchapter H. Grade 7

§9569. Ratios and Proportional Relationships

- A. Find unit rates given a ratio.
- B. Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like units.
- C. Solve one step problems involving unit rates associated with ratios of fractions.
- D. Identify the proportional relationship between two quantities.
- E. Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane.
- F. Use a rate of change or proportional relationship to determine the points on a coordinate plane.
- G. Represent proportional relationships on a line graph.
- H. Find percents in real world contexts.
- I. Solve one step percentage increase and decrease problems.
- J. Use proportions to solve ratio problems.
- K. Solve word problems involving ratios.
- L. Use proportional relationships to solve multistep percent problems.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9571. The Number System

- A. Identify the additive inverse of a number (e.g., -3 and +3).
- B. Identify the difference between two given numbers on a number line using absolute value.
- C. Identify a representation of addition on a horizontal or vertical number line.
- D. Solve problems requiring addition or subtraction of positive/negative numbers.
- E. Solve multiplication problems with positive/negative numbers.
- F. Solve division problems with positive/negative numbers.
- G. Solve one step addition, subtraction, multiplication, division problems with fractions, decimals, and positive/negative numbers.
- H. Solve two step addition, subtraction, multiplication, and division problems with fractions, decimals, or positive/negative numbers.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9573. Expressions and Equations

- A. Add and subtract linear expressions.
- B. Factor and expand linear expressions.
- C. Identify an equivalent fraction, decimal and percent when given one of the three numbers.
- D. Solve real-world multi-step problems using whole numbers.
- E. Solve equations with 1 variable based on real-world problems.
- F. Set up equations with 1 variable based on real-world problems.
- G. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- H. Use a calculator to solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$, or $px + q \leq r$ where p , q , and r are specific rational numbers.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9575. Geometry

- A. Solve problems that use proportional reasoning with ratios of length and area.
- B. Solve one step real world problems related to scaling.
- C. Construct or draw plane figures using properties.
- D. Describe the two-dimensional figures that result from a decomposed three-dimensional figure.
- E. Apply formula to measure area and circumference of circles.
- F. Identify supplementary angles.
- G. Identify complimentary angles.

- H. Identify adjacent angles.
- I. Use angle relationships to find the value of a missing angle.
- J. Add the area of each face of a prism to find surface area of three dimensional objects.
- K. Find the surface area of three-dimensional figures using nets of rectangles or triangles.
- L. Find area of plane figures and surface area of solid figures (quadrilaterals).
- M. Solve one step real world measurement problems involving area, volume, or surface area of two and three-dimensional objects.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9577. Statistics and Probability

- A. Determine sample size to answer a given question.
- B. Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.
- C. Make or select a statement to compare the distribution of 2 data sets.
- D. Identify the range (high/low), median(middle), mean, or mode of a given data set.
- E. Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.
- F. Make or select an appropriate statements based upon two unequal data sets using measure of central tendency and shape.
- G. Describe the probability of events as being certain or impossible, likely, less likely or equally likely.
- H. State the theoretical probability of events occurring in terms of ratios (words, percentages, decimals).
- I. Make a prediction regarding the probability of an event occurring; conduct simple probability experiments.
- J. Compare actual results of simple experiment with theoretical probabilities.
- K. Determine the theoretical probability of multistage probability experiments (2 coins, 2 dice).
- L. Collect data from multistage probability experiments (2 coins, 2 dice).
- M. Compare actual results of multistage experiment with theoretical probabilities.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

Chapter 95. Mathematics

Subchapter I. Grade 8

§9579. The Number System

- A. Identify π as an irrational number.
- B. Round irrational numbers to the hundredths place.
- C. Use approximations of irrational numbers to locate them on a number line.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9581. Expressions and Equations

- A. Use properties of integer exponents to produce equivalent expressions.
- B. Find the square roots of perfect squares and cube roots of whole numbers less than 100.
- C. Rewrite very large or very small quantities as a single digit times an integer power of 10.
- D. Convert a number expressed in scientific notation as number in standard form for numbers no greater than 10,000.
- E. Perform operations with numbers expressed in scientific notation.
- F. Represent proportional relationships on a line graph.
- G. Write the equation of a line intercepting the y-axis at b as $y = mx + b$.
- H. Solve linear equations with 1 variable.
- I. Solve systems of two linear equations in two variables and graph the results.
- J. Solve real world and mathematical problems leading to two linear equations in two variables.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9583. Functions

- A. Distinguish between functions and non-functions, using equations, graphs, or tables.
- B. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
- C. Given two graphs, describe the function as linear and not linear.
- D. Identify the rate of change (slope) and initial value (y-intercept) from graphs.
- E. Given a verbal description of a situation, create or identify a graph to model the situation.
- F. Given a graph of a situation, generate a description of the situation.
- G. Describe or select the relationship between the two quantities Given a line graph of a situation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:24.4.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9585. Geometry

- A. Recognize a rotation, reflection, or translation of a figure.
- B. Recognize that lengths of line segments and measures of angles do not change when rotated, reflected or translated.
- C. Recognize that lines are taken to lines and parallel lines are taken to parallel lines when rotated, reflected or translated.
- D. Recognize congruent and similar figures.
- E. Identify a rotation, reflection, or translation of a plane figure when given coordinates.

- F. Recognize congruent and similar figures.
- G. Given two similar two-dimensional figures, show or describe a sequence that exhibits the similarity between them.
- H. Use angle relationships to find the value of a missing angle.
- I. Create a model of the Pythagorean Theorem using areas of squares with a right triangle whose side lengths are 3, 4 and 5 units.
- J. Apply the Pythagorean theorem to determine lengths/distances in real-world situations.
- K. Find the hypotenuse of a two-dimensional right triangle (Pythagorean Theorem).
- L. Find the missing side lengths of a two-dimensional right triangle (Pythagorean Theorem).
- M. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
- N. Apply the formula to find the volume of 3-dimensional shapes (i.e., cubes, spheres, and cylinders).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9587. Statistics and Probability

- A. Graph bivariate data using scatter plots and identify possible associations between the variables.
- B. Using box plots and scatter plots, identify data points that appear to be outliers.
- C. Analyze displays of bivariate data to develop or select appropriate claims about those data.
- D. Distinguish between a linear and non-linear association when analyzing bivariate data on a scatter plot.
- E. Interpret the slope and the y-intercept of a line in the context of a problem.
- F. Construct a two-way table summarizing data on two categorical variables collected from the same subjects; identify possible association between the two variables.

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Chapter 95. Mathematics

Subchapter J. Algebra I

§9589. Number and Quantity

- A. Explain the pattern for the sum or product for combinations of rational and irrational numbers.
- B. Determine the necessary unit(s) to use to solve real-world problems.
- C. Solve real-world problems involving units of measurement.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9591. Algebra

- A. Factor a quadratic expression.
- B. Understand the definition of a polynomial.

- C. Understand the concepts of combining like terms and closure.
- D. Add, subtract, and multiply polynomials and understand how closure applies under these operations.
- E. Find the zeros of a polynomial when the polynomial is factored.
- F. Translate a real-world problem into a one variable linear equation.
- G. Solve multi-variable formulas or literal equations, for a specific variable.
- H. Transform a quadratic equation written in standard form to an equation in vertex form $(x-p)=q^2$ by completing the square.
- I. Derive the quadratic formula by completing the square on the standard form of a quadratic equation.
- J. Solve quadratic equations in one variable by simple inspection, taking the square root, factoring, and completing the square.
- K. Solve systems of equations using the elimination method (sometimes called linear combinations).
- L. Solve a system of equations by substitution (solving for one variable in the first equation and substitution it into the second equation).
- M. Solve systems of equations using graphs.
- N. Understand that all solutions to an equation in two variables are contained on the graph of that equation.
- O. Explain why the intersection of $y = f(x)$ and $y = g(x)$ is the solution of the equation $f(x) = g(x)$ for any combination of linear or exponential. Find the solution(s) by: Using technology to graph the equations and determine their point of intersection, Using tables of values, or Using successive approximations that become closer and closer to the actual value.
- P. Graph the solutions to a linear inequality in two variables as a half-plane, excluding the boundary for non-inclusive inequalities.
- Q. Graph the solution set to a system of linear inequalities in two variables as the intersection of their corresponding half-planes.

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§9593. Statistics and Probability

- A. Use descriptive stats; range, median, mode, mean, outliers/gaps to describe the data set.
- B. Compare means, median, and range of 2 sets of data.
- C. Represent data on a scatter plot to describe and predict.
- D. Select an appropriate statement that describes the relationship between variables.
- E. Interpret the rate of change using graphical representations.

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Chapter 95. Mathematics

Subchapter K. Algebra II

§9595. Number and Quantity

- A. Rewrite expressions that include rational exponents.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9596. Algebra

- A. Represent quantities and expressions that use exponents.
- B. Use the formula to solve real world problems such as calculating the height of a tree after n years given the initial height of the tree and the rate the tree grows each year.
- C. Understand and apply the Remainder Theorem.
- D. Find the zeros of a polynomial when the polynomial is factored.
- E. Prove polynomial identities by showing steps and providing reasons.
- F. Illustrate how polynomial identities are used to determine numerical relationships. For example the polynomial identity $(a + b)^2 = a^2 + 2ab + b^2$ can be used to rewrite $(25)^2 = (20 + 5)^2 = 20^2 + 2(20*5) + 5^2$.
- G. Rewrite rational expressions, $a(x)/b(x)$, in the form $q(x) + r(x)/b(x)$ by using factoring, long division, or synthetic division.
- H. Translate a real-world problem into a one variable linear equation.
- I. Solve quadratic equations in one variable by simple inspection, taking the square root, factoring, and completing the square.
- J. Solve systems of equations using the elimination method (sometimes called linear combinations).
- K. Solve a system of equations by substitution (solving for one variable in the first equation and substitution it into the second equation).
- L. Solve systems of equations using graphs.
- M. Solve a system containing a linear equation and a quadratic equation in two variables graphically and symbolically.
- N. Explain why the intersection of $y = f(x)$ and $y = g(x)$ is the solution of the equation $f(x) = g(x)$ for any combination of linear or exponential. Find the solution(s) by: Using technology to graph the equations and determine their point of intersection, Using tables of values, or Using successive approximations that become closer and closer to the actual value.

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§9597. Statistics and Probability

- A. Use descriptive stats; range, median, mode, mean, outliers/gaps to describe the data set.
- B. Represent data on a scatter plot to describe and predict.

- C. Select an appropriate statement that describes the relationship between variables.
- D. Determine what inferences can be made from statistics.
- E. Make or select an appropriate statement(s) about findings.
- F. Apply the results of the data to a real world situation.

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Chapter 95. Mathematics

Subchapter L. Geometry

§9598. Geometry

- A. Construct, draw or recognize a figure after its rotation, reflection, or translation.
- B. Make formal geometric constructions with a variety of tools and methods.
- C. Determine the dimensions of a figure after dilation.
- D. Determine if 2 figures are similar.
- E. Describe or select why two figures are or are not similar.
- F. Use definitions to demonstrate congruency and similarity in figures.
- G. Use the reflections, rotations, or translations in the coordinate plane to solve problems with right angles.
- H. Apply the formula to the area of a sector (e.g., area of a slice of pie).
- I. Apply the formula of geometric figures to solve design problems (e.g., designing an object or structure to satisfy physical restraints or minimize cost).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2339 (November 2008), LR 42:.

§9599. Statistics and Probability

- A. Select or make an appropriate statement based on a two-way frequency table.
- B. Select or make an appropriate statement based on real world examples of conditional probability.

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Chapter 97. Science

Subchapter A. General

§9701. Definitions

[Formerly LAC 28:CXLI.701]

Celestial—of or related to the sky or universe, as the planets and stars.

Communicable Disease—disease that is transmittable between persons or species; contagious disease.

Data—numerical or descriptive, factual information, especially that which is derived from scientific observations or experiments, organized for analysis.

Habitat—specific environment or part of an ecosystem where an organism lives (e.g., woods, desert).

Hypothesis—

1. a rational explanation of a single event or phenomenon based upon what has been observed but not proven;
2. a tentative explanation for the cause of an observed phenomenon.

Inference—process of drawing a conclusion or making a logical judgment based on prior conclusions or evidence but without direct observation.

Inquiry—systematic process of using knowledge and skills to acquire and/or apply new knowledge and skills.

Metric System Units of Measurement—decimal system of weights and measurements that includes units of Standard International or SI units measurement

Model—simulation of a real object that has explanatory power but that typically differs in size, scale, and/or detail; examples include plan, scheme, structure, or mathematical equation.

Pollution—the contamination of soil, water, or the atmosphere by harmful substances.

Revolution—the motion of a body or object around another body or object, for example, the revolution of Earth around the Sun.

Rotation—the spinning of a planet such as Earth or other object on its axis.

Standard International (SI) Units of Measurement—more complete, coherent version of the metric system of International measurement; basic units of the SI system include the centimeter or meter, gram or kilogram, and second.

Standard Tools—instruments such as meter sticks, pan balances, graduated cylinders, or thermometers used for systematic measurement.

Testable Question—a query that can be answered through experimentation or research.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2378 (November 2008).

§9703. General Development Principles [Formerly LAC 28:CXLI.703]

A. Unlike English language arts and mathematics, the science extended standards are based on the science benchmarks and not the GLEs. This is done to be consistent with the design of the LEAP, GEE, and LAA 2 assessments for science. While the content described by the GLEs represents core content to be mastered by the end of a given grade, the benchmarks represent broader curriculum goals, applicable to grade spans that are to be mastered by the end of the grade span. Science content can be added and enriched as appropriate for a district program, school, or student. For mastery to be attained, most content must be introduced earlier than the grade identified for mastery. Once a particular skill has been identified as an extended standard, the skill should be reinforced in subsequent years, but may not be repeated in the list of expectations for subsequent years.

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§9705. Elementary School—Prekindergarten – Grade Four [Formerly LAC 28:CXLI.705]

A. Students at the prekindergarten (PreK) through grade 4 levels, including students with significant cognitive disabilities, are learning to observe by using their senses, describing properties of substances, recognizing appropriate terminology, and comparing, sorting, classifying, and learning about the natural world. Science activities

and investigations can be used to engage students in a variety of inquiry activities, such as questioning, observing, measuring, calculating, graphing, and communicating that are the essence of science. These skills and concepts are taught through the five strands of science:

1. science as inquiry;
2. physical science;
3. life science;
4. earth and space science; and
5. science and the environment.

Grade	Focus Area
PreK	All Strands
K	All Strands
1	All Strands
2	All Strands
3	All Strands
4	All Strands

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2378 (November 2008).

**§9707. Middle School—Grades Five-Eight
[Formerly LAC 28:CXLI.707]**

A. Students in middle school continue to expand their knowledge and understanding of general science, including science inquiry, physical science, life science, Earth and space science, and the environment as discrete or integrated studies.

B. To develop a deeper understanding of concepts, science content focus areas have been identified for grades 5-8. They are listed in Table 4.

Grade	Focus Area
5	General Science (All Strands)
6	Physical Science
7	Life Science
8	Earth and Space Science

C. In addition to the designated focus areas, the science as inquiry (SI) and science and the environment (SE) strands are integrated into each of the middle school grades. Other content may be integrated locally within school

districts. While focus areas are stressed at different grades, the extended standards for grade 8 focus on integrated science, which is reinforced by more focused curriculum in grades 6–8.

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§9709. High School—Grades Nine-Twelve
[Formerly LAC 28:CXLI.709]

A. In high school, science instruction becomes more specialized and there are GLEs for six science courses, one each at ninth- and tenth-grade levels and four for the eleventh- and twelfth-grade levels, with the following recommendations in mind (see Table 5).

Strand	Course(s)	Recommended Grades
Physical Science	Physical Science	9
	Chemistry I	11–12
	Physics I	11–12
Life Science	Biology I	10
Earth and Space Science	Earth Science	11–12
Science and the Environment	Environmental Science	11–12

B. Personal preference and district course offerings affect which courses are taken and may determine the order in which courses are taken.

C. The grade 11 extended standards focus on science as inquiry, physical science, and life science. This is consistent with developing state high school assessment practices in Louisiana and reflects the content of the typical high school science courses completed by students by the time they reach the eleventh grade.

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Subchapter B. Standards/ Benchmarks/Extended Standards

§9719. Overview
[Formerly LAC 28:CXLI.719]

A. The science Extended Standards (ESs) align with the *Louisiana Science Framework* (1997). The science ESs address benchmarks from all five content strands for grades 4 and 8 and three content strands for grade 11 as outlined in the framework document.

B. The five Louisiana science content standards are broad goals for what all students in Louisiana should know and be able to do in science. In the *Louisiana Science Framework*, standards are based on the five science strands. That is, each standard represents one of the five strands. The strands and their respective abbreviated codes are science as inquiry (SI), physical science (PS), life science (LS), earth and space science (ESS), and science and the environment (SE). There is one process strand, science as inquiry, and four content strands. This organization into

strands does not imply that science must be taught in separate isolated units. In fact, teachers are encouraged to teach integrated, interdisciplinary units of study.

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§9721. Benchmark Codes
[Formerly LAC 28:CXLI.721]

A. The first term in the benchmark code refers to the strand (i.e., SI, PS, LS, ESS, SE). The second term refers to the grade cluster (i.e., E for elementary, M for middle school, H for high school). The third term refers to the category and benchmark number (e.g., A1, B2, C3).

B. For most grade clusters, strands are divided into categories or major topical areas. (The SE strand has no category at the PreK-4 and 5-8 grade levels.) Science GLEs have been developed and are organized based on this secondary breakdown. Categories are indicated by the letters in the benchmark code designations. (See Table 6.)

Code(s)	Explanation
SI-E-A5	SI Strand, Elementary Level, Category A, Benchmark 5
PS-M-B4	PS Strand, Middle School Level, Category B, Benchmark 4
SE-H-A6 LS-H-D1	SE Strand, High School Level, Category A, Benchmark 6 and LS Strand, High School Level, Category D, Benchmark 1

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§9723. Extended Standard Numbering
[Formerly LAC 28:CXLI.723]

A. ES indicates an extended standard, which is a further delineation of the benchmark. The second term refers to the specific category and benchmark that is extended. Extended standards numbering relates to each benchmark. (Refer to the following Sample and Key)

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§9725. Complexity Levels
[Formerly LAC 28:CXLI.725]

A. Three complexity levels (CLs) are described for each extended standard. CLs are coded from three (most complex) to one (least complex). CLs provide students of varying abilities instructional access to grade level academic content. Mastery of an extended standard is generally indicated by a student performing at level 3.

Sample Page and Key for Science		
Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.		
Benchmarks	Extended Standards	Complexity Levels
A. The Abilities Necessary to Do Scientific Inquiry		
SI-E-A1: asking appropriate questions about organisms and events in the environment	ES-A1: Ask appropriate questions about organisms and events in the environment	3. Develop appropriate questions based on an organism or events in the environment 2. Select an appropriate question related to a single organism or event 1. Recognize part of an organism or event that is inconsistent with a group
SI-E-A3: communicating that observations are made with one's senses	ES-A3: Use the five senses to make observations	3. Use appropriate sensory descriptions (i.e., see, hear, taste, touch, smell) to communicate about an observation during a simple scientific investigation 2. Select an appropriate sensory organ to be used for observations during a simple scientific investigation 1. Match sensory descriptions or pictures with the correct sensory organ

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 34:2379 (November 2008).

§9727. Science as Inquiry
[Formerly LAC 28:CXLI.727]

A. The Science as Inquiry (SI) standard states: *The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.* The benchmarks for the SI strand of the science framework are to be embedded in all science courses at every grade level and cannot be considered in isolation from the other strands. The processes and skills in the SI strand are to be integrated with the science content of the other four strands.

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§9729. Conclusion
[Formerly LAC 28:CXLI.729]

A. Each of the following benchmark and extended standard listings by grade opens with a summary describing the cumulative emphasis of the curriculum preceding and including that grade. These emphases serve to shape and mold the program for that individual grade level, and also indicate how students should be prepared during prior grades.

B. Extended standards are the product of careful considerations by content specialists and special education teachers to ensure that this content is appropriate for students with significant cognitive disabilities and is the

essence of the standard and benchmark. Complexity levels provide students of varying abilities instructional access to grade level academic content.

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§9731. Fourth Grade
[Formerly LAC 28:CXLI.731]

A. Focus. Fourth-grade students, including those with significant cognitive disabilities, evaluate the results of simple scientific investigations and organize information through classification. Students identify and ask questions that are the basis of scientific experimentation and make observations using their senses. They recognize or use common tools safely to accomplish these investigations. While observing their surroundings and their interactions with the world around them, they begin to make basic classifications of matter using physical properties and recognize that common everyday products are made from natural resources. Through these observations and investigations they recognize the connections between life and the physical environment and how conditions can change over time. For example, in the LS strand, students with significant cognitive disabilities match a common animal to its habitat type.

B. Strands

1. Science as Inquiry. The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.

Grade 4 Science		
Benchmarks	Extended Standards	Complexity Levels
A. The Abilities Necessary to Do Scientific Inquiry		
SI-E-A1: asking appropriate questions about organisms and events in the environment	ES-A1: Ask appropriate questions about organisms and events in the environment	3. Develop appropriate questions based on an organism or events in the environment 2. Select an appropriate question related to a single organism or event 1. Recognize part of an organism or event that is inconsistent with a group
SI-E-A3: communicating that observations are made with one's senses	ES-A3: Use the five senses to make observations	3. Use appropriate sensory descriptions (i.e., see, hear, taste, touch, smell) to communicate about an observation during a simple scientific investigation 2. Select an appropriate sensory organ to be used for observations during a simple scientific investigation 1. Match descriptions or pictures with the correct sensory organ
SI-E-A4: employing equipment and tools to gather data and extend the sensory observations	ES-A4: Use appropriate tools (i.e., thermometer, scale, magnifying tool, measuring cup, ruler) to extend sensory observations	3. Use an appropriate tool to extend a sensory observation 2. Recognize the correct tool to use to extend a sensory observation 1. Recognize a tool
SI-E-A7: utilizing safety procedures during experiments	ES-A7: Identify or use appropriate safety equipment as needed or directed	3. Identify appropriate safety equipment needed in a specific event 2. Recognize the correct use of safety equipment 1. Recognize safety equipment

2. Physical Science. Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

Grade 4 Science		
Benchmarks	Extended Standards	Complexity Levels
A. Properties of Objects and Materials		
PS-E-A1: observing, describing and classifying objects by properties (size, weight, shape, color, texture, and temperature)	ES-A1: Classify objects based on properties (i.e., size, weight, shape, color)	3. Identify a characteristic for sorting a set of objects 2. Sort objects based on a single characteristic 1. Recognize an object that has characteristics that are different from the group

PS-E-A3: observing and describing the objects by the properties of the materials from which they are made (paper, wood, metal)	ES-A3: Classify objects based on the materials from which they are made (i.e., paper, wood, metal)	<ol style="list-style-type: none"> 3. Identify a material for sorting a set of objects 2. Sort objects based on a single material 1. Recognize an object that is made from a material that is different from the group
PS-E-A4: describing the properties of the different states of matter and identifying the conditions that cause matter to change states	ES-A4: Classify objects based on the different states of matter (i.e., solid, liquid, gas)	<ol style="list-style-type: none"> 3. Identify a state of matter for sorting a set of objects 2. Sort objects based on a single state of matter 1. Recognize an object that is in a state of matter that is different from the group
B. Position and Motion of Objects		
PS-E-B2: exploring and recognizing that the position and motion of objects can be changed by pushing or pulling (force) over time	ES-B2: Change the position of objects using push or pull	<ol style="list-style-type: none"> 3. Select “push” or “pull” to move an object to a specific location 2. Follow directions using “push” or “pull” to move objects 1. Imitate pushing or pulling an object
C. Forms of Energy		
PS-E-C7: exploring and describing the uses of energy at school, home, and play	ES-C7: Recognize common uses of energy (e.g., heating, lighting, transportation, communications) used at school, home, or play	<ol style="list-style-type: none"> 3. Identify uses of energy in different settings (i.e., school, home, play) 2. Sort activities by common uses of energy 1. Recognize a use of energy

3. Life Science. The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

Grade 4 Science		
Benchmarks	Extended Standards	Complexity Levels
A. Characteristics of Organisms		
LS-E-A1: identifying the needs of plants and animals based on age-appropriate recorded observations	ES-A1: Identify the basic needs (i.e., food, air, water, shelter) of plants and animals	<ol style="list-style-type: none"> 3. Select basic needs that are common to both plants and animals 2. Select more than one basic need of plants or animals 1. Select a basic need of plants or animals
LS-E-A3: locating and comparing major plant and animal structures and their functions	ES-A3: Identify basic structures and their functions in common plants (i.e., flowers, leaves, stems, roots)	<ol style="list-style-type: none"> 3. Match plant parts to their functions 2. Identify the same plant part on different plants 1. Recognize a plant part
LS-E-A5: locating major human body organs and describing their functions	ES-A5: Identify basic structures and their functions of the human skeletal system	<ol style="list-style-type: none"> 3. Match parts of the skeletal system to their functions 2. Match parts of the skeletal system to their location in the human body 1. Recognize a part of the human skeletal system

Grade 4 Science		
Benchmarks	Extended Standards	Complexity Levels
B. Life Cycles of Organisms		
LS-E-B1: observing and describing the life cycles of some plants and animals	ES-B1: Understand the life cycle of a bean plant	3. Sequence the stages of the life cycle of a bean plant 2. Recognize the correct sequence of the life cycle of a bean plant 1. Recognize a part of the life cycle of a bean plant
LS-E-B4: observing, recording, and graphing student growth over time using a variety of quantitative measures (height, weight, linear measure of feet and hands, etc.)	ES-B4: Describe students growth (i.e., height, weight) over time	3. Identify a typical human growth chart for the period from birth to adulthood 2. Recognize the general relationship between human growth and age 1. Recognize that persons of the same age grow at different rates
C. Organisms and Their Environments		
LS-E-C1: examining the habitats of plants and animals and determining how basic needs are met within each habitat	ES-C1: Match common animals to their habitat type (i.e., water, land)	3. Match common animals to different habitat types 2. Match more than one common animal to a habitat type 1. Match a common animal to a habitat type

4. Earth and Space Science. The students will develop an understanding of the properties of earth materials, the structure of earth's system, Earth's history, and earth's place in the universe.

Grade 4 Science		
Benchmarks	Extended Standards	Complexity Levels
A. Properties of Earth Materials		
ESS-E-A4: investigating, observing, measuring and describing changes in daily weather patterns and phenomena	ES-A4: Identify basic weather conditions and identify appropriate clothing for specific weather conditions	3. Select appropriate clothing for a change in weather conditions 2. Sort appropriate clothing by basic weather conditions 1. Recognize a change in basic weather conditions
B. Objects in the Sky		
ESS-E-B4: modeling changes that occur because of the rotation of the Earth (alternation of night and day) and the revolution of the Earth around the Sun	ES-B4: Identify differences between times of day, day/night, and seasons of the year	3. Identify differences in representations of spring, summer, fall, and winter 2. Sequence representations of morning, noon, and night 1. Select representations of day time and night time

5. Science and the Environment. In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As

consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

Grade 4 Science		
Benchmarks	Extended Standards	Complexity Levels
SE-E-A4: understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship	ES-A4: Identify natural resources that are the original source of common products (i.e., paper, pencils, bricks, cotton cloth)	3. Match more than one human-made item with the natural resource from which they were made 2. Sort human-made items by the natural resources from which they are made 1. Recognize common items that are human-made among natural resources

§9733. Eighth Grade
[Formerly LAC 28:CXLI.733]

A. Focus. The focus at the eighth-grade level is integrated science, building on the foundation developed during earlier grades. Physical (PS) and life (LS) sciences are again the focus with expanded studies in Earth and space science (ESS) concepts. Students develop additional inquiry skills through observations and investigations designed to expand comprehension of earth and space, as well as related physical and environmental science topics. Earth and space science topics include exploring varying weather conditions and earth's place in the solar system. Students with significant cognitive disabilities access much of the same information and work on many skills through the complexity levels.

B. Strands

1. Science as Inquiry. The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.

Grade 8 Science		
Benchmarks	Extended Standards	Complexity Levels
A. The Abilities Necessary to Do Scientific Inquiry		
SI-M-A2: designing and conducting a scientific investigation	ES-A2: Identify a process to solve a science problem	3. Select two or more steps in proper sequence to solve a science problem 2. Select two or more steps to solve a science problem 1. Recognize a step that helps solve a simple science problem
SI-M-A3: using mathematics and appropriate tools and techniques to gather, analyze, and interpret data	ES-A3: Identify significant differences in length, weight, and temperature using appropriate tools	3. Recognize the highest or lowest example of varying conditions (hot-cold, long-short, heavy-light) by using a measurement tool 2. Match correctly recorded measurements of length, weight, and/or temperature 1. Recognize appropriate measurement tools

Grade 8 Science		
Benchmarks	Extended Standards	Complexity Levels
SI-M-A4: developing descriptions, explanations, and graphs using data	ES-A4: Interpret simple situations using data	3. Identify a simple graph that represents a specific situation 2. Select a description supported by data 1. Recognize significant differences in data
SI-M-A5: developing models and predictions using the relationships between data and explanations	ES-A5: Predict patterns based on a given set of data	3. Sequence the steps of a pattern based on a scenario 2. Complete the next step in a pattern 1. Match similar patterns in a given dataset
SI-M-A8: utilizing safety procedures during scientific investigations	ES-A8: Perform common science tasks safely	3. Identify hazardous situations in a simulation 2. Select appropriate ways to complete science tasks safely 1. Recognize a safety procedure
B. Understanding Scientific Inquiry		
SI-M-B7: understanding that scientific development/ technology is driven by societal needs and funding	ES-B7: Use technology for daily living tasks	3. Match appropriate technology to common tasks 2. Recognize the appropriate use of technology 1. Recognize technology

2. Physical Science. Students will develop an understanding of the characteristics and interrelationship of matter and energy in the physical world.

Grade 8 Science		
Benchmarks	Extended Standards	Complexity Levels
A. Properties and Changes of Properties in Matter		
PS-M-A5: investigating the relationships among temperature, molecular motion, phase changes, and physical properties of matter	ES-A5: Identify how changes in temperature can effect the state of water (i.e., solid, liquid, gas)	3. Describe how the state of water changes under varying temperature conditions 2. Match water in solid, liquid, and gaseous states to different temperature conditions 1. Recognize that water has three states
B. Motions and Force		
PS-M-B5: understanding that unbalanced forces will cause changes in the speed or direction of an object's motion	ES-B5: Identify how to change the speed or direction of a moving or stationary object	3. Match different actions to corresponding changes in the motion of objects 2. Select an action that results in an increase in speed or change in direction of a moving object 1. Identify ways to stop or slow the motion of objects
C. Transformations of Energy		

PS-M-C5: investigating and describing the movement of heat and the effects of heat in objects and systems	ES-C5: Recognize that heat moves in different ways	<ol style="list-style-type: none"> 3. Identify changes in an object's temperature as it is subjected to different temperatures 2. Recognize that heat can transfer from one object to another 1. Sort objects that are being heated or cooled
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3. Life Science. The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

Grade 8 Science		
Benchmarks	Extended Standards	Complexity Levels
A. Structure and Function in Living Systems		
LS-M-A5: locating major human body organs and describing their functions	ES-A5: Identify basic structures (i.e., mouth, esophagus, stomach, intestines) and functions of the human digestive system	<ol style="list-style-type: none"> 3. Sequence how food travels from one organ to another in the human digestive system 2. Locate where basic organs in the digestive system are found in the human body 1. Recognize a basic organ in the human digestive system
LS-M-A6: describing how the human body changes with age and listing factors that affect the length and quality of life	ES-A6: Identify various stages in the human life span (e.g., baby, child, teenager, adult)	<ol style="list-style-type: none"> 3. Recognize individuals based on features that identify them as being in a specific stage of their life span (e.g., baby, child, teenager, or adult) 2. Recognize a correct sequence of stages in the human life span (i.e., baby, child, teenager, adult) 1. Sort individuals according to life-span stages
LS-M-A7: describing communicable and noncommunicable diseases	ES-A7: Identify and implement procedures to prevent common disease/germ transmission	<ol style="list-style-type: none"> 3. Identify different ways to prevent disease transmission 2. Identify that germs may be transmitted directly (person to person) or indirectly (person to an object and then from that object to another person) 1. Recognize that common diseases are caused by germs
B. Reproduction and Heredity		
LS-M-B3: describing how heredity allows parents to pass certain traits to offspring	ES-B3: Recognize that offspring resemble their parents and parents' species	<ol style="list-style-type: none"> 3. Identify familiar human traits that children and their parents may have in common (e.g., hair color, eye color, height) 2. Sort animals by common traits 1. Recognize an animal that has characteristics that differ from a group of the same kind of animal
C. Populations and Ecosystems		

Grade 8 Science		
Benchmarks	Extended Standards	Complexity Levels
LS-M-C3: investigating major ecosystems and recognizing physical properties and organisms within each	ES-C3: Recognize that different types of familiar animals are suited to different habitats (i.e., ocean, lake/river, forest, grassland, desert)	3. Identify examples of several animals that live in the same habitat (e.g., whales, sharks, and sea turtles live in the ocean) 2. Match familiar animals to their appropriate habitats 1. Recognize that different types of animals live in different types of places
D. Adaptations of Organisms		
LS-M-D1: describing the importance of plant and animal adaptation, including local examples	ES-D1: Identify adaptations that help plants or animals live in Louisiana	3. Identify an adaptation that helps a plant or animal live in a specific Louisiana habitat 2. Match adaptation (e.g., method of movement) to habitats 1. Recognize that animals have different physical adaptations (e.g., animals move in different ways using different body parts—wings, fins, bellies, legs)

4. Earth and Space Science. The students will develop an understanding of the properties of earth materials, the structure of the earth system, the earth's history, and the earth's place in the universe.

Grade 8 Science		
Benchmarks	Extended Standards	Complexity Levels
A. Structure of Earth		
ESS-M-A12: predicting weather patterns through use of a weather map	ES-A12: Use basic weather symbols on maps or charts to demonstrate weather predictions	3. Modify an activity based on a changing sequence of weather symbols 2. Match weather symbols to descriptions of different weather conditions 1. Recognize that symbols are used to represent different weather conditions
C. Earth in the Solar System		
ESS-M-C2: comparing and contrasting the celestial bodies in our solar system	ES-C2: Identify basic parts of our solar system (i.e., Earth, Moon, Sun)	3. Identify basic characteristics of Earth, the Moon, and the Sun 2. Recognize that there are differences between Earth, the Moon, and the Sun 1. Recognize representations of Earth, the Moon, and the Sun

5. Science and the Environment. In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

Grade 8 Science		
Benchmarks	Extended Standards	Complexity Levels
SE-M-A3: defining the concept of pollutant and describing the effects of various pollutants on ecosystems	ES-A3: Identify air and water pollutants and how they harm the environment in different ways	3. Recognize the cause of a polluted area (i.e., air, water) 2. Sort polluted and unpolluted areas (i.e., air, water) 1. Recognize a polluted area (i.e., air, water)

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§9735. Eleventh Grade
[Formerly LAC 28:CXLI.735]

A. Focus. The focus in high school is physical science and life science reflecting the key science courses taken by most high school students by eleventh grade. Again, the foundations covered during earlier grades related to the properties of matter, forces and motion, and interactions of energy and matter are addressed using more complex situations. In life science, the focus is on basic understandings related to heredity, food chains, and more complex biological systems compared to those explored during earlier grades. A key life science emphasis is on personal and community health and safety. Science inquiry continues to be the foundational mechanism used to integrate the science curriculum with a focus on scientific investigations, use of data, and the role technology can play in expanding human observations. Students with significant cognitive disabilities access much of the same information and work on many skills through the complexity levels.

B. Strands

1. Science as Inquiry. The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.

Grade 11 Science		
Benchmarks	Extended Standards	Complexity Levels
A. The Abilities Necessary to Do Scientific Inquiry		
SI-H-A2: designing and conducting scientific investigations	ES-A2: Identify an appropriate process to complete a scientific investigation	3. Identify more than one procedure necessary to complete a given scientific investigation 2. Match a procedure with an appropriate scientific investigation 1. Recognize a scientific procedure
SI-H-A3: using technology and mathematics to improve investigations and communications	ES-A3: Interpret situations using data	3. Make an appropriate selection based on data 2. Compare situations using data 1. Match data to a specific situation

Grade 11 Science		
Benchmarks	Extended Standards	Complexity Levels
SI-H-A7: utilizing science safety procedures during scientific investigations	ES-A7: Perform simple multi-step scientific processes safely	3. Identify that performing processes in their proper order affects safety 2. Select safe ways to complete steps in a simple scientific investigation 1. Recognize safety procedures
B. Understanding Scientific Inquiry		
SI-H-B3: communicating that scientists rely on technology to enhance the gathering and manipulation of data	ES-B3: Identify how scientists use technology to improve information gathering	3. Identify how technology can improve information gathering 2. Sort technology by the kind of information that it can improve 1. Match a scientist to the kind of technology he/she uses (e.g., doctor—stethoscope)

2. Physical Science. Students will develop an understanding of the characteristics and interrelationship of matter and energy in the physical world.

Grade 11 Science		
Benchmarks	Extended Standards	Complexity Levels
C. The Structure and Properties of Matter		
PS-H-C1: distinguishing among elements, compounds, and/or mixtures	ES-C1: Identify that there are substances that can be put together and can't be returned to their original parts (compounds), while there are other substances that can be put together and returned to their original parts (mixtures)	3. Identify the difference between mixtures and compounds 2. Sort substances as mixtures or compounds 1. Recognize that some common substances are composed of different substances
PS-H-C4: separating mixtures based upon the physical properties of their components	ES-C4: Separate mixtures by using common physical properties of matter (i.e., magnetism, density, color, shape, size)	3. Identify how objects in a given mixture having similar properties of color, shape, and size can be easily separated by using their magnetic properties or relative densities (sink or float in water) 2. Sort objects in a mixture based on color, shape, or size 1. Recognize that an object can have different physical properties compared to a group of similar objects

Grade 11 Science		
Benchmarks	Extended Standards	Complexity Levels
E. Forces and Motion		
PS-H-E1: recognizing the characteristics and relative strengths of the forces of nature (gravitational, electrical, magnetic, nuclear)	ES-E1: Identify the impact of different forces in everyday situations (i.e., gravity, magnetic, friction)	<ol style="list-style-type: none"> 3. Match how the motion of an object on a level surface changes as the surface texture varies due to the use of different common surface materials 2. Match how the motion of an object on a smooth incline changes as the angle of incline increases, decreases, or changes direction 1. Recognize two different ways that a magnet may move when another magnet is moved towards it
G. Interactions of Energy and Matter		
PS-H-G4: explaining the possible hazards of exposure to various forms and amounts of energy	ES-G4: Identify the presence of hazards from the exposure to or use of energy (i.e., light, heat, electrical)	<ol style="list-style-type: none"> 3. Identify the presence of hazardous situations involving different uses of energy 2. Sort hazardous and non-hazardous exposures to heat, light, or electricity 1. Recognize that in certain circumstances light, heat, and electricity can be hazardous

3. Life Science. The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.

Grade 11 Science		
Benchmarks	Extended Standards	Complexity Levels
C. Biological Evolution		
LS-H-C6: comparing and contrasting life cycles of organisms	ES-C6: Compare the life cycles of common organisms (i.e., frogs, humans, other mammals)	<ol style="list-style-type: none"> 3. Compare the life cycles of a frog and a given mammal 2. Compare the life cycles of a human and a given mammal 1. Recognize the life cycles of different common organisms
D. Interdependence of Organisms		
LS-H-D2: describing trophic levels and energy flows	ES-D2: Identify a basic food chain	<ol style="list-style-type: none"> 3. Assemble a basic food chain 2. Recognize basic food chains 1. Recognize what different common animals eat
F. Systems and the Behavior of Organisms		

Grade 11 Science		
Benchmarks	Extended Standards	Complexity Levels
LS-H-F1: identifying the structure and functions of organ systems.	ES-F1: Identify basic structures and functions of the human circulatory system (e.g., heart, blood vessels, blood)	3. Identify structural relationships between the parts of the circulatory system and the functions of each part 2. Identify where parts of the circulatory system are located in the human body 1. Recognize parts of the human circulatory system
G. Personal and Community Health		
LS-H-G1: relating fitness and health to longevity	ES-G1: Identify how fitness activities improve health	3. Identify how fitness activities improve one's health 2. Match a fitness activity to a health improvement 1. Recognize fitness activities
LS-H-G3: explaining the role of the immune system in fighting disease	ES-G3: Identify that healthy human body systems assist the body in fighting diseases	3. Compare different healthy and unhealthy activities/diets to a person's susceptibility to becoming ill 2. Sort healthy and unhealthy activities and diets 1. Recognize that certain actions help the body, while others harm the body
LS-H-G4: exploring current research on the major diseases with regard to cause, symptoms, treatment, prevention, and cure	ES-G4: Identify physical conditions that may signal illness	3. Identify early warning symptoms of common illnesses that signal the need to get help 2. Match symptoms to common illnesses 1. Recognize that the body changes during an illness

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