

Introduction

Development of K-12 Louisiana Student Standards for English Language Arts

The Louisiana English language arts student standards were created by over one hundred Louisiana educators with input by thousands of parents and teachers from across the state. Educators envisioned what proficient students should know and be able to do to compete in our society and focused their efforts on creating standards that would allow them to do so. The new standards provide appropriate content for all grades, maintain high expectations, and create a logical connection of content across and within grades.

English Language Arts Goal

The goal for students in English language arts (ELA) is to:

- Read
- Understand complex, grade-level texts
- Express their understanding of those texts through writing and speaking.

Students in Louisiana are ready for college or a career if they can read, understand, and express their understanding of complex, grade-level texts. This means students should be able to pick up any text, such as a picture book, newspaper article, or painting, understand what the text means, and be able to speak or write about the ideas they learned or challenge from the text and why.

The Louisiana Student Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society.

The goal of the *Louisiana Student Standards for English Language Arts (ELA)* is to produce a literate person in the twenty-first century. A literate person in the twenty-first century should:

- demonstrate independence in reading, writing, speaking, listening, and language use;
- build strong content knowledge through reading and writing;
- adapt to the demands of various audiences, tasks, purposes, and subjects;
- comprehend as well as critique;
- cite specific evidence and evaluate others' use of evidence;
- use technology and digital media strategically and capably;
- understand other perspectives and cultures.

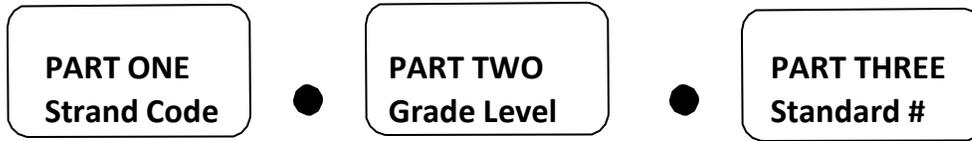
The Standards for ELA/Literacy establish grade-level expectations for all students meaning *what* students will learn. Decisions about *how* to teach these expectations are left up to local districts, schools, and teachers.

Reading the Standards and Interpreting their Codes

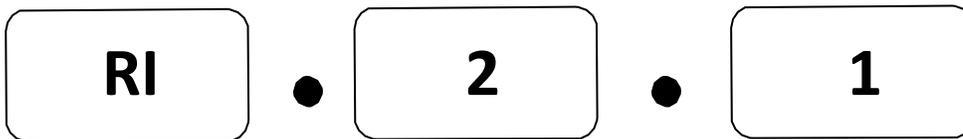
It is important for those using the standards to understand the terminology used. The purpose of this section is to explore the terminology used in the Standards for ELA/Literacy.

Standard Coding

There are three parts to a Louisiana Student Standard code for ELA and Literacy, and each part is separated by periods:



Example:



In the example above, the strand code “RI” stands for “Reading Standards for Informational Text.” The number 2 refers to the fact that this is a second grade standard, and the number 1 tells you this standard refers back to anchor standard 1: “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

If a standard is subdivided, the Standards use letters. The standard number, then, would be followed by a letter. For example, Language Standard 1 for grade 2 has letters “a-f” underneath it. A code for this standard, then, would include the letter to indicate which part of the standard is included in the lesson, such as L.2.1c.

There are nine strand codes in the Louisiana Student Standards for ELA:

Abbreviation	Meaning	Abbreviation	Meaning
RL	Reading Strands for Literature	L	Language
RI	Reading Strands for Informational Text	RH	Reading Standards for Literacy in History/Social Studies 6 – 12
RF	Reading Standards: Foundational Skills	RST	Reading Standards for Science and Technical Subjects 6 – 12
W	Writing	WHST	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6 – 12
SL	Speaking and Listening		

Reading Standards for Literature

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, define the role of the author and the illustrator of a story in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, make connections between the illustrations in the story and the text.
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. With prompting and support, define the role of the author and the illustrator of a text and present the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, make connections between the illustrations and the text.
8. With prompting and support, identify the reason(s) an author gives to support point(s) in a text.
9. With prompting and support, identify similarities and differences between two texts on the same topic.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Reading Standards for Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know— to discern when particular children or activities warrant more or less attention. **Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.**

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

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

Fluency

4. Read emergent-reader texts with purpose and understanding.

¹ Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Writing Standards

The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. Begins in grade 3.
5. With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.
6. With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing.

Research to Build and Present Knowledge

7. With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. Begins in grade 4.

Range of Writing

10. Begins in grade 3.

Speaking and Listening Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

The following standards for grades offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. Begins in grade 2.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - b. With guidance and support, use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.