

# **LOUISIANA ENGLISH LANGUAGE ARTS CONTENT STANDARDS**

**STATE STANDARDS FOR  
CURRICULUM DEVELOPMENT**

Bulletin 1965



Louisiana Department of Education

Cecil J. Picard, State Superintendent

Revised March 2004

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This public document was published at a total cost of \$6,134. One thousand, eight hundred (1,800) copies of this public document were published at a cost of \$6,134. The total cost of all printings of this document is \$6,134. This document was published for the Louisiana Department of Education; Division of Student Standards and Assessments; Post Office Box 94064; Baton Rouge, Louisiana 70804-9064, by Data Recognition Corporation; 13490 Bass Lake Road; Maple Grove, Minnesota 55311, to provide for the development and implementation of educational assessment procedures under the authority of R.S. 17:24.4. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31. Printing of this material was purchased in accordance with the provisions of Title 43 of the Louisiana Revised Statutes.



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#### **Schools That Work: Setting Higher Standards for Our Students**

Rapid changes are occurring in our world and economy. The increasing complexity of work that spans the entire workforce of today's society demands that education for all students be made more relevant and useful to future careers. In response to these demands, Louisiana educators and citizens collaborated to develop an action plan to establish content standards that would raise the academic expectations of students. Their mission was to develop rigorous and challenging standards that will enable all Louisiana students to become lifelong learners and productive citizens for the 21st century. These higher academic standards and their accompanying benchmarks, which further define the standards, require students to extend the learning they have acquired by applying knowledge and skills to real life and work situations.

To prepare Louisiana students to meet the demands of society in the 21st century, the higher standards were designed to address content knowledge and application of skills. The standards focus on what students should know and be able to do. They promote and develop thinking processes which students will use in both classroom and real world situations and address the diversity of educational needs of all Louisiana students.

These content standards have been developed for all Louisiana students, including students with disabilities, gifted and talented students, as well as linguistically and culturally diverse students. Modifications for addressing their specific needs regarding curricula and instruction will be addressed through the local education agencies (LEAs).

Louisiana has made significant strides toward improving the education of our children. Our goal is to build on our strengths as we continue to improve education in our state. By developing rigorous standards and challenging assessments that align with the standards and by holding schools accountable for results, we are ensuring a better future for all our children.

Your partner for better education,

Cecil J. Picard  
State Superintendent of Education

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## INTRODUCTION

The content standards in this document define what Louisiana students should know and be able to do in the English Language Arts in order to become lifelong learners and productive citizens in the 21st century. The challenges our students face are numerous and rigorous, requiring that students communicate in all settings. Therefore, the Louisiana English Language Arts Content Standards demonstrate an expanded definition of literacy -- one that includes not only knowledge and application of subject matter, but also the ability to be literate technologically and to function as part of a team working individually, collaboratively, and strategically to achieve a common goal.

The English Language Arts -- reading, writing, speaking, listening, viewing, and visually representing -- are integrated; they support each other as they are learned and as they are used. Learning activities are rarely *just reading*, *just writing*, or *just speaking*. Therefore, it is essential that the content standards be viewed holistically; they are not distinct or separable. The English Language Arts are interwoven as pervasive themes throughout this document. Consequently, the Louisiana English Language Arts Content Standards are not categorized by strands.

The Louisiana English Language Arts Standards support the philosophy that all students can learn and seek to remove any disparities that may exist in educational opportunities. These content standards reflect a shared vision of the community, educators, and parents that all Louisiana students are capable of becoming informed, productive citizens in our society.

# LOUISIANA CONTENT STANDARDS

## FOUNDATION SKILLS

The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. Communication: A process by which information is exchanged and a concept of *meaning* is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.
2. Problem Solving: The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.
3. Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.
4. Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. *Transfer* refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. *Elaboration* refers to monitoring, adjusting, and expanding strategies into other contexts.
5. Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

Note: These foundation skills are listed numerically in parentheses after each benchmark.

## INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy -- the ability to recognize an information need and then locate, evaluate, and effectively use the needed information -- is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing: The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.
2. Selecting Tools and Resources: After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.
3. Extracting and Recording: Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, chunking reading, finding main ideas, and taking notes.
4. Processing Information: After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.
5. Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.
6. Presenting Findings: Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyper stack).

7. Evaluating Efforts: Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

# LOUISIANA ENGLISH LANGUAGE ARTS CONTENT STANDARDS

The Louisiana English Language Arts Content Standards listed below should be considered as a whole and not as isolated components of instruction. Further, it should be noted that the content standards are numbered for reference purposes and are not arranged by hierarchy or progression.

1. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
2. Students write competently for a variety of purposes and audiences.
3. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.
4. Students demonstrate competence in speaking and listening as tools for learning and communicating.
5. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
6. Students read, analyze, and respond to literature as a record of life experiences.
7. Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.

*The following is the codified version of the English language arts standards approved by BESE and published in the Louisiana Register in March 2003.*

## **Bulletin 1965 English Language Arts Content Standards**

### Chapter 1. Standard One

#### §101. General Provisions

- A. Standard One. Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
- B. Focus. As students move through the stages of reading development from emergent literacy to fluent, strategic reading, they learn to draw upon their prior experiences, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., semantic, syntactic, graphophonic). Students need to learn how to vary their approaches according to the type of text (e.g., written, spoken, or visual, including formal, informal, literary, and practical), their purpose in reading, and their own knowledge and experiences. Therefore, students should read for a variety of purposes and within a variety of contexts in order to become proficient and knowledgeable readers. Discovering various purposes and exploring and studying different kinds of texts will enable students to become lifelong readers and productive members of society and the workplace.

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003).

#### §103. Benchmarks K-4

- A. In Grades K-4, what students know and are able to do includes the following.
  - 1. ELA-1-E1: Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using phonemic awareness, phonics, sentence structure, meaning (1, 4)
  - 2. ELA-1-E2: Using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching, sentence framing) (1, 4)
  - 3. ELA-1-E3: Adjusting speed of reading (e.g., appropriate pacing, intonation, expression) to suit the difficulty of materials and the purpose for reading (e.g., enjoying, learning, problem solving) (1, 4)
  - 4. ELA-1-E4: Recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection (1,4)
  - 5. ELA-1-E5: Reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., range for fiction passages-450-1,000 words; range for nonfiction-450-850 words) (1, 3, 4)

6. ELA-1-E6: Interpreting (e.g., retelling, summarizing) texts to generate connections to real-life situations (1, 2, 4)
7. ELA-1-E7: Reading with fluency (natural sequencing of words) for various purposes (e.g., enjoying, learning, problem solving) (1, 2, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003).

#### §105. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following.

1. ELA-1-M1: Using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words) (1, 4)
2. ELA-1-M2: Interpreting story elements (e.g., mood, tone, style)\* and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism)\* within a selection (1, 4)
3. ELA-1-M3: Reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words) (1, 3, 4)
4. ELA-1-M4: Interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific) (1, 2, 4, 5)
5. ELA-1-M5: Adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)\* (1, 2, 4, 5)

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:307 (March 2003).

#### §107. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following.

1. ELA-1-H1: Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., contexts, connotations and denotations, word derivations, relationships, inferences) (1, 4)
2. ELA-1-H2: Analyzing and evaluating the effects of complex elements and complex literary devices (e.g., irony, sarcasm, ambiguity)\*\* on the meaning and purpose of a selection (1, 2, 4)
3. ELA-1-H3: Reading, comprehending, and responding to extended, complex, written, spoken, and visual texts (e.g., ranging from 600-1,500 words) (1, 2, 3, 4)
4. ELA-1-H4: Analyzing and evaluating complex texts with supportive explanations to generate connections to real-life situations and other texts (e.g., consumer materials, public documents) (1, 2, 4, 5)
5. ELA-1-H5: Adjusting reading rate according to texts and purposes for reading (e.g., analyzing, synthesizing, evaluating)\*\* (1, 2, 4)

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:307 (March 2003).

## Chapter 2. Standard Two

### §201. General Provisions

- A. Standard Two. Students write competently for a variety of purposes and audiences.
- B. Focus. Writing is a flexible, recursive process that requires an awareness of purpose and audience, an ability to draw on prior experience, and a knowledge of various approaches. To attain the necessary skills to create written text, students should engage in frequent, meaningful writing activities. As students use different strategies and modify their writing for various purposes and audiences, they become competent in communicating in real-life situations.

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:307 (March 2003).

### §203. Benchmarks K-4

- A. In Grades K-4, what students know and are able to do includes the following.
  1. ELA-2-E1: Drawing, dictating and writing compositions that clearly state or imply a central idea with supporting details in a logical, sequential order (beginning, middle, end) (1, 4)
  2. ELA-2-E2: Focusing on language (vocabulary), concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions (1, 2, 4)
  3. ELA-2-E3: Creating written texts using the writing process (1, 4)
  4. ELA-2-E4: Using narration, description, exposition, and persuasion to develop compositions (e.g., stories, letters, poems, logs) (1, 4)
  5. ELA-2-E5: Recognizing and applying literary devices (e.g., figurative language) (1, 4)
  6. ELA-2-E6: Writing as a response to texts and life experiences (e.g., journals, letters, lists) (1, 2, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:307 (March 2003).

### §205. Benchmarks 5-8

- A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following.
  1. ELA-2-M1: Writing multiparagraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order (1, 4)
  2. ELA-2-M2: Using language, concepts, and ideas that show an awareness of intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions (1, 2, 4)

3. ELA-2-M3: Identifying and applying the steps of the writing process (1, 4)
4. ELA-2-M4: Using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)\* (1, 4)
5. ELA-2-M5: Identifying and applying literary devices (e.g., symbolism, dialogue)\* (1, 4)
6. ELA-2-M6: Writing as a response to texts and life experiences (e.g., personal and business letters)\* (1, 2, 4)

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:307 (March 2003).

### §207. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following.

1. ELA-2-H1: Writing compositions (250-300 words) that employ specific organizational elements (e.g., spatial order, order of importance, ascending/descending order, chronological order) and clearly imply a central idea with supporting details in a logical, sequential order (1, 4)
2. ELA-2-H2: Using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions (1, 2, 4)
3. ELA-2-H3: Applying the steps of the writing process, emphasizing revising and editing in final drafts (1, 4)
4. ELA-2-H4: Using narration, description, exposition, and persuasion to develop various modes of writing (e.g., editorials, critical analyses)\*\* (1, 4)
5. ELA-2-H5: Applying literary devices And various stylistic elements (e.g., diction, sentence structure, voice, tone)\*\* (1, 4)
6. ELA-2-H6: Writing as a response to texts and life experiences (e.g., technical writing, resumes)\*\* (1, 2, 4, 5)

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003).

## Chapter 3. Standard Three

### §301. General Provisions

- A. Standard Three. Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.
- B. Focus. Communication is dependent on the practical application of standard English to real-life situations. Students need to be able to apply the knowledge of the systems and structures of standard English in order to develop, discuss, and critique various texts. When students

connect the study of grammar and language patterns to written, spoken, and visual compositions, they begin to incorporate these skills into their own working knowledge and ensure that the texts that they create are well received and understood.

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003).

### §303. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following.

1. ELA-3-E1: Writing legibly, allowing margins and correct spacing between letters in a word and words in a sentence (1, 4)
2. ELA-3-E2: Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments (1, 4)
3. ELA-3-E3: Demonstrating standard English structure and usage by writing clear, coherent sentences (1, 4)
4. ELA-3-E4: Using knowledge of the parts of speech to make choices for writing (1, 4)
5. ELA-3-E5: Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary (1, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003).

### §305. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following.

1. ELA-3-M1: Writing fluidly and legibly in cursive or printed form (1, 4)
2. ELA-3-M2: Demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations (1, 4)
3. ELA-3-M3: Demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles (1, 4, 5)
4. ELA-3-M4: Demonstrating understanding of the parts of speech to make choices for writing (1, 4)
5. ELA-3-M5: Spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary (1, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003).

§307. Benchmarks 9-12

- A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following.
1. ELA-3-H1: writing fluidly and legibly in cursive or printed form (1, 4)
  2. ELA-3-H2: Using the grammatical and mechanical conventions of standard English (1, 4, 5)
  3. ELA-3-H3: Spelling accurately using strategies and resources (e.g., technical glossary, specialized dictionary) when necessary (1, 3, 4)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003).

Chapter 4. Standard Four

§401. General Provisions

- A. Standard Four. Students demonstrate competence in speaking and listening as tools for learning and communicating.
- B. Focus. Communication is dependent on the interpersonal skills of speaking and listening and on the ability to work collaboratively with different people. Since information can be conveyed in various ways (e.g., between persons or groups, between persons and technological mechanisms, or between mechanisms), students need to understand the communication process: the concepts of sender and receiver, the ability to track communication breakdowns, recognition of verbal and nonverbal cues, and the art of follow-through. Understanding the communication process and applying this understanding to different audiences, purposes, and contexts will enable students to achieve effective communication in real-life situations.

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:308 (March 2003).

§403. Benchmarks K-4

- A. In Grades K-4, what students know and are able to do includes the following.
1. ELA-4-E1: Speaking intelligibly, using standard English pronunciation (1, 4)
  2. ELA-4-E2: Giving and following directions/procedures (1, 4)
  3. ELA-4-E3: Telling or retelling stories in sequence (1, 4)
  4. ELA-4-E4: Giving rehearsed and unrehearsed presentations (1, 4)
  5. ELA-4-E5: Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving) (1, 2, 4, 5)
  6. ELA-4-E6: Listening and responding to a wide variety of media (e.g., music, TV, film, speech) (1, 3, 4, 5)
  7. ELA-4-E7: Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader) (1, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003).

§405. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following.

1. ELA-4-M1: Speaking intelligibly, using standard English pronunciation and diction (1, 4)
2. ELA-4-M2: Giving and following directions/procedures (1, 4)
3. ELA-4-M3: Using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations (1, 2, 4)
4. ELA-5-M4: Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving) (1, 2, 4, 5)
5. ELA-4-M5: Listening and responding to a wide variety of media\* (1, 3, 4, 5)
6. ELA-4-M6: Participating in a variety of roles in group discussions (e.g., facilitator, recorder)\* (1, 4, 5)

\* Inclusive of K-4 examples

\*\* inclusive of K-8 examples

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003).

§407. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following.

1. ELA-4-H1: Speaking intelligibly, using standard English pronunciation and diction (1, 4)
2. ELA-4-H2: Giving and following directions/procedures (1, 4)
3. ELA-4-H3: Using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations (1, 2, 4)
4. ELA-4-H4: Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving) (1, 2, 4, 5)
5. ELA-4-H5: Listening and responding to a wide variety of media (e.g., CD-ROM)\*\* (1, 3, 4)
6. ELA-4-H6: Participating in a variety of roles in group discussion (e.g., mediator)\*\* (1, 4, 5)

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003).

## Chapter 5. Standard Five

### §501. General Provisions

- A. Standard Five. Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
- B. Focus. The information and technology age demands multifaceted approaches to accessing facts, images, and text from an array of information sources (e.g., libraries, electronic data, audio and video materials). The vast amount of available sources includes the reading and retrieval of information through the use of technology. The ability to identify topics, to gather information, and to evaluate, assemble, and interpret findings from an assortment of sources is one of the most essential real-life skills that students need in order to acquire and communicate knowledge in a rapidly changing world.

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003).

### §503. Benchmarks K-4

- A. In Grades K-4, what students know and are able to do includes the following.
  - 1. ELA-5-E1: Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features) (1, 3, 4)
  - 2. ELA-5-E2: Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials) (1, 3, 4, 5)
  - 3. ELA-5-E3: Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics (1, 3, 4)
  - 4. ELA-5-E4: Using available technology to produce, revise, and publish a variety of works (e.g., book reviews, summaries, short research reports) (1, 3, 4)
  - 5. ELA-5-E5: Giving credit for borrowed information by telling or listing sources (1, 4)
  - 6. ELA-5-E6: Recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps) (1, 2, 3, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:309 (March 2003).

### §505. Benchmarks 5-8

- A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following.
  - 1. ELA-5-M1: Identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)\* (1, 3, 4)
  - 2. ELA-5-M2: Integrating information sources\* (1, 3, 4, 5)

3. ELA-5-M3: Locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics\* (1, 3, 4)
4. ELA-5-M4: Using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)\* (1, 3, 4)
5. ELA-5-M: Citing references using various formats (e.g., endnotes, bibliography)\* (1, 4)
6. ELA-5-M6: Identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)\* (1, 2, 3, 4, 5)

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003).

#### §507. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following.

1. ELA-5-H1: Evaluating and using organizational features of printed text, other media, and electronic information (e.g., citations, endnotes, bibliographic references)\*\* (1, 3, 4)
2. ELA-5-H2: Synthesizing information sources\*\* (1, 3, 4, 5)
3. ELA-5-H3: Accessing information and conducting research using a variety of primary and secondary sources to produce formal papers\*\* (1, 2, 3, 4)
4. ELA-5-H4: Using available technology to produce, revise, and publish a variety of works (e.g., abstracts, analytical reports, summative research)\*\* (1, 3, 4,)
5. ELA-5-H5: Citing references using various formats (e.g., parenthetical citations, annotated bibliographies)\*\* (1, 4)
6. ELA-5-H6: Analyzing and synthesizing graphic organizers (e.g., organizational charts, concept maps, comparative tables)\*\* (1, 2, 3, 4, 5)

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003).

### Chapter 6. Standard Six

#### §601. General Provisions

- A. Standard Six. Students read, analyze, and respond to literature as a record of life experiences.
- B. Focus. Literature is a record of life experiences as set forth in various writings (e.g., history, novels, poetry, science fiction, essays, news articles, logs). The study of literary texts recognizes characteristics of enduring literature, discovers and reviews the elements of various genres, identifies diverse perspectives, and distinguishes cultural traditions. The study of literature and writers of the United States and throughout the world gives students an appreciation of other cultures in a global society. Through a comprehensive literature program,

students learn to make connections between literary texts and their own lives, to develop their own perspectives, and to analyze different viewpoints toward events, circumstances, and issues in our complex society.

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:610 (March 2003).

#### §603. Benchmarks K-4

A. In Grades K-4, what students know and are able to do includes the following.

1. ELA-6-E1: Recognizing and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups (1, 4, 5)
2. ELA-6-E2: Recognizing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, short stories) (1, 4)
3. ELA-6-E3: Identifying and distinguishing key differences of various genres (1, 2, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003).

#### §605. Benchmarks 5-8

A. As students in Grades 5-8 extend their knowledge, what they know and are able to do includes the following.

1. ELA-6-M1: Comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups (1, 4, 5)
2. ELA-6-M2: Identifying, comparing, and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., novels, drama)\* (1, 2, 4, 5)
3. ELA-6-M3: Classifying and interpreting various genres according to their unique characteristics (1, 2, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003).

#### §607. Benchmarks 9-12

A. As students in grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following.

1. ELA-6-H1: Analyzing, evaluating, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups (1, 2, 4, 5)
2. ELA-6-H2: Analyzing and evaluating distinctive elements (e.g., recurrent themes, historical significance, literary techniques) of ancient, American, British, and world literature (1, 2, 4, 5)
3. ELA-6-H3: Analyzing, and synthesizing a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., epics)\*\* (1, 2, 4, 5)
4. ELA-6-H4: Analyzing and responding to various genres as records of life experiences (1, 2, 4, 5)

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:310 (March 2003).

## Chapter 7. Standard Seven

### §701. General Provisions

- A. Standard Seven. Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.
- B. Focus. Students use language daily to solve problems and deal with issues surrounding them. In order to respond effectively to these situations, students need to use the English Language Arts clearly, fluently, strategically, critically, technologically, and creatively. Students should use reasoning skills as they pose questions, plan, predict, investigate, hypothesize, speculate, and communicate about issues they encounter in academic subjects as well as in everyday life.

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:311 (March 2003).

### §703. Benchmarks K-4

- A. In Grades K-4, what students know and are able to do includes the following.
  - 1. ELA-7-E1: Using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts (1, 2, 4)
  - 2. ELA-7-E2: Using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts (1, 2, 4)
  - 3. ELA-7-E3: Recognizing an author's purpose (reason for writing), and viewpoint (perspective) (1, 2, 4)
  - 4. ELA-7-E4: Using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations (1, 2, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:311 (March 2003).

### §705. Benchmarks 5-8

- A. As students in Grades 5-8 extend their knowledge, what students know and are able to do includes the following.
  - 1. ELA-7-M1: Using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing)\* to analyze oral, written, and visual texts (1, 2, 4)
  - 2. ELA-7-M2: Using reasoning skills (e.g., categorizing, prioritizing),\* life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts (1, 2, 4)

3. ELA-7-M3: Interpreting the effects of an author’s purpose (reason for writing) and viewpoint (perspective) (1, 2, 4)
4. ELA-7-M4: Using inductive and deductive reasoning skills across oral, written, and visual texts\* (1, 2, 4, 5)

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:311 (March 2003).

#### §707. Benchmarks 9-12

A. As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes the following.

1. ELA-7-H1: Using comprehension strategies (e.g., synthesizing, critiquing)\*\* to evaluate oral, written, and visual texts (1, 2, 4)
2. ELA-7-H2: Using reasoning skills (e.g., analyzing evaluating),\*\* incorporating life experiences, and using available information resources to solve problems in complex oral, written, and visual texts (1, 2, 4, 5)
3. ELA-7-H3: Analyzing and evaluating the effects of an author’s life, culture, and philosophical assumptions as reflected in the author's viewpoint (perspective) (1, 2, 4, 5)
4. ELA-7-H4: Using analytical reasoning skills in a variety of complex oral, written, and visual texts\*\* ( 1, 2, 4, 5)

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

AUTHORITY NOTE: Promulgated in accordance with R.S.17:6.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:311 (March 2003).

# **LOUISIANA ENGLISH LANGUAGE ARTS CONTENT STANDARDS CHARTS**

**REVISED 2003**

**Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

**Focus: Reading as a Process • Responding to Text • Word Meaning • Word Identification • Understanding Textual Features  
• Connecting Reading to Prior Knowledge and Experiences**

K-4	5-8	9-12
<p><b>ELA-1-E1</b> Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning</p> <p><b>ELA-1-E2</b> Using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching, sentence framing)</p> <p><b>ELA-1-E3</b> Adjusting speed of reading (e.g., appropriate pacing, intonation, expression) to suit the difficulty of materials and the purpose for reading (e.g., enjoying, learning, problem solving)</p>	<p><b>ELA-1-M1</b> Using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)</p> <p><b>Conventions of print are enhanced through application across grade levels.</b></p> <p><b>Speed of reading is enhanced through application across grade levels.</b></p>	<p><b>ELA-1-H1</b> Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., contexts, connotations and denotations, word derivations, relationships, inferences)</p> <p><b>Conventions of print are enhanced through application across grade levels</b></p> <p><b>Speed of reading is enhanced through application across grade levels.</b></p>

### Standard One (continued)

K-4	5-8	9-12
<p><b>ELA-1-E4</b> Recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection</p>	<p><b>ELA-1-M2</b> Interpreting story elements (e.g., mood, tone, style)* and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism)* within a selection</p>	<p><b>ELA-1-H2</b> Analyzing and evaluating the effects of complex elements and complex literary devices (e.g., irony, sarcasm, ambiguity)** on the meaning and purpose of a selection</p>
<p><b>ELA-1-E5</b> Reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., range for fiction passages-450-1,000 words; range for nonfiction-450-850 words)</p>	<p><b>ELA-1-M3</b> Reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words)</p>	<p><b>ELA-1-H3</b> Reading, comprehending, and responding to extended, complex written, spoken, and visual texts (e.g., ranging from 600-1,500 words)</p>
<p><b>ELA-1-E6</b> Interpreting (e.g., retelling, summarizing) texts to generate connections to real-life situations</p>	<p><b>ELA-1-M4</b> Interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific)</p>	<p><b>ELA-1-H4</b> Analyzing and evaluating complex texts with supportive explanations to generate connections to real-life situations and other texts (e.g., consumer materials, public documents)</p>
<p><b>ELA-1-E7</b> Reading with fluency (natural sequencing of words) for various purposes (e.g., enjoying, learning, problem solving)</p>	<p><b>ELA-1-M5</b> Adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)*</p>	<p><b>ELA-1-H5</b> Adjusting reading rate according to texts and purposes for reading (e.g., analyzing, synthesizing, evaluating)**</p>

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

**Standard Two: Students write competently for a variety of purposes and audiences.**

**Focus: Writing as a Flexible, Recursive Process • Awareness of Purpose and Audience • Variety of Approaches to Writing  
Frequent, Meaningful Practice • Connecting Writing to Prior Experiences**

K-4	5-8	9-12
<p><b>ELA-2-E1</b> Drawing, dictating and writing compositions that clearly state or imply a central idea with supporting details in a logical, sequential order (beginning, middle, end)</p>	<p><b>ELA-2-M1</b> Writing multi-paragraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order</p>	<p><b>ELA-2-H1</b> Writing compositions (250-300 words) that employ specific organizational elements (e.g., spatial order, order of importance, ascending/descending order, chronological order) and clearly imply a central idea with supporting details in a logical, sequential order</p>
<p><b>ELA-2-E2</b> Focusing on language (vocabulary), concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</p>	<p><b>ELA-2-M2</b> Using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions</p>	<p><b>ELA-2-H2</b> Using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing extended complex compositions</p>
<p><b>ELA-2-E3</b> Creating written texts using the writing process</p>	<p><b>ELA-2-M3</b> Identifying and applying the steps of the writing process</p>	<p><b>ELA-2-H3</b> Applying the steps of the writing process, emphasizing revising and editing in final drafts</p>
<p><b>ELA-2-E4</b> Using narration, description, exposition, and persuasion to develop compositions (e.g., stories, letters, poems, logs)</p>	<p><b>ELA-2-M4</b> Using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)*</p>	<p><b>ELA-2-H4</b> Using narration, description, exposition, and persuasion to develop various modes of writing (e.g., editorials, critical analyses)**</p>

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

**Standard Two (continued)**

K-4	5-8	9-12
<p><b>ELA-2-E5</b> Recognizing and applying literary devices (e.g., figurative language)</p>	<p><b>ELA-2-M5</b> Identifying and applying literary devices (e.g., symbolism, dialogue)*</p>	<p><b>ELA-2-H5</b> Applying literary devices and various stylistic elements (e.g., diction, sentence structure, voice, tone)**</p>
<p><b>ELA-2-E6</b> Writing as a response to texts and life experiences (e.g., journals, letters, lists)</p>	<p><b>ELA-2-M6</b> Writing as a response to texts and life experiences (e.g., personal and business letters)*</p>	<p><b>ELA-2-H6</b> Writing as a response to texts and life experiences (e.g., technical writing, resumes) **</p>

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

**Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

**Focus: Conventions of Language • Language Patterns • Revising Written Text • Editing/Proofreading • Applying Standard English in Real-World Contexts**

K-4	5-8	9-12
<p><b>ELA-3-E1</b> Writing legibly, allowing margins and correct spacing between letters in a word and words in a sentence</p>	<p><b>ELA-3-M1</b> Writing fluidly and legibly in cursive or printed form</p>	<p><b>ELA-3-H1</b> Writing fluidly and legibly in cursive or printed form</p>
<p><b>ELA-3-E2</b> Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments</p>	<p><b>ELA-3-M2</b> Demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses)*, capitalization, and abbreviations</p>	<p><b>ELA-3-H2</b> Using the grammatical and mechanical conventions of standard English**</p>
<p><b>ELA-3-E3</b> Demonstrating standard English structure and usage by writing clear, coherent sentences</p>	<p><b>ELA-3-M3</b> Demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles</p>	<p><b>Standard English structure and usage are demonstrated across grade levels.</b></p>
<p><b>ELA-3-E4</b> Using knowledge of the parts of speech to make choices for writing</p>	<p><b>ELA-3-M4</b> Demonstrating understanding of the parts of speech to make choices for writing</p>	<p><b>Standard English structure and usage are demonstrated across grade levels.</b></p>
<p><b>ELA-3-E5</b> Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary</p>	<p><b>ELA-3-M5</b> Spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary</p>	<p><b>ELA-3-H3</b> Spelling accurately using strategies and resources (e.g., technical glossary, specialized dictionary) when necessary</p>

**Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.**

**Focus: Communication Process • Interpersonal Skills**

K-4	5-8	9-12
<p><b>ELA-4-E1</b> Speaking intelligibly, using standard English pronunciation</p>	<p><b>ELA-4-M1</b> Speaking intelligibly, using standard English pronunciation and diction</p>	<p><b>ELA-4-H1</b> Demonstrating control of grammar, standard English pronunciation, and diction in the delivery of focused and coherent oral communication</p>
<p><b>ELA-4-E2</b> Giving and following directions/procedures</p>	<p><b>ELA-4-M2</b> Giving and following directions/procedures</p>	<p><b>ELA-4-H2</b> Giving and following directions/procedures</p>
<p><b>ELA-4-E3</b> Telling or retelling stories in sequence</p>	<p><b>This benchmark is not emphasized at these grade levels.</b></p>	<p><b>This benchmark is not emphasized at these grade levels.</b></p>
<p><b>ELA-4-E4</b> Giving rehearsed and unrehearsed presentations</p>	<p><b>ELA-4-M3</b> Using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations</p>	<p><b>ELA-4-H3</b> Using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations</p>

## Standard Four (continued)

K-4	5-8	9-12
<p><b>ELA-4-E5</b> Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</p>	<p><b>ELA-4-M4</b> Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</p>	<p><b>ELA-4-H4</b> Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)</p>
<p><b>ELA-4-E6</b> Listening and responding to a wide variety of media (e.g., music, TV, film, speech)</p>	<p><b>ELA-4-M5</b> Listening and responding to a wide variety of media*</p>	<p><b>ELA-4-H5</b> Listening and responding to a wide variety of media (e.g., CD-ROM)**</p>
<p><b>ELA-4-E7</b> Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)</p>	<p><b>ELA-4-M6</b> Participating in a variety of roles in group discussions (e.g., facilitator, recorder)*</p>	<p><b>ELA-4-H6</b> Participating in a variety of roles in group discussion (e.g., mediator)**</p>

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

**Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological source acquire and communicate knowledge.**

**Focus: Topic Identification • Gathering Information • Evaluation of Multiple Reference Sources • Application of Technology  
Interpreting Findings**

K-4	5-8	9-12
<p><b>ELA-5-E1</b> Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)</p>	<p><b>ELA-5-M1</b> Identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)*</p>	<p><b>ELA-5-H1</b> Evaluating and using organizational features of printed text, other media, and electronic information (e.g., citations, endnotes, bibliographic references,)**</p>
<p><b>ELA-5-E2</b> Locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)</p>	<p><b>ELA-5-M2</b> Integrating information sources*</p>	<p><b>ELA-5-H2</b> Synthesizing information sources*</p>
<p><b>ELA-5-E3</b> Locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics</p>	<p><b>ELA-5-M3</b> Locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics*</p>	<p><b>ELA-5-H3</b> Accessing information and conducting research using a variety of primary and secondary sources to produce formal papers**</p>

\* Inclusive of K-4 examples

## Standard Five (continued)

K-4	5-8	9-12
<p><b>ELA-5-E4</b> Using available technology to produce, revise, and publish a variety of works (e.g., book reviews, summaries, short research reports)</p>	<p><b>ELA-5-M4</b> Using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)*</p>	<p><b>ELA-5-H4</b> Using available technology to produce, revise, and publish a variety of works (e.g., abstracts, analytical reports, summative research)**</p>
<p><b>ELA-5-E5</b> Giving credit for borrowed information by telling or listing sources</p>	<p><b>ELA-5-M5</b> Citing references using various formats (e.g., endnotes, annotated bibliographies)*</p>	<p><b>ELA-5-H5</b> Citing references using various formats (e.g., parenthetical citations)**</p>
<p><b>ELA-5-E6</b> Recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps)</p>	<p><b>ELA-5-M6</b> Identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)*</p>	<p><b>ELA-5-H6</b> Analyzing and synthesizing graphic organizers (e.g., organizational charts, concept maps, comparative tables)**</p>

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

**Standard Six: Students read, analyze, and respond to literature as a record of life experiences.**

**Focus: Qualities of Enduring Literature • Literary Genre • Cultural Traditions • Uniqueness of National Experience  
Literary Viewpoints/Points of View • Connecting Literary Text to Real-Life Experiences**

K-4	5-8	9-12
<p><b>ELA-6-E1</b> Recognizing and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups</p> <p><b>This benchmark is not emphasized at these grade levels.</b></p>	<p><b>ELA-6-M1</b> Comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups*</p> <p><b>This benchmark is not emphasized at these grade levels</b></p>	<p><b>ELA-6-H1</b> Analyzing, evaluating, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups**</p>
<p><b>ELA-6-E2</b> Recognizing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, short stories)</p>	<p><b>ELA-6-M2</b> Identifying, comparing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., novels, drama)*</p>	<p><b>ELA-6-H2</b> Analyzing and evaluating distinctive elements (e.g., recurrent themes, historical significance, literary techniques) of ancient, American, British, and world literature</p> <p><b>ELA-6-H3</b> Analyzing, and synthesizing a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., epics)* *</p>
<p><b>ELA-6-E3</b> Identifying and distinguishing key differences of various genres</p>	<p><b>ELA-6-M3</b> Classifying and interpreting various genres according to their unique characteristics</p>	<p><b>ELA-6-H4</b> Analyzing and responding to various genres as records of life experiences</p>

\* Inclusive of K-4 examples

\*\* Inclusive of K-8 examples

**Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

**Focus: Critical Thinking • Questioning • Prediction • Investigation • Comprehension • Analysis • Synthesis • Communication Understanding**

K-4	5-8	9-12
<p><b>ELA-7-E1</b> Using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts</p>	<p><b>ELA-7-M1</b> Using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing)* to analyze oral, written, and visual texts</p>	<p><b>ELA-7-H1</b> Using comprehension strategies (e.g., synthesizing, critiquing)** to evaluate oral, written, and visual texts</p>
<p><b>ELA-7-E2</b> Using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts</p>	<p><b>ELA-7-M2</b> Using reasoning skills (e.g., categorizing, prioritizing), * life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts</p>	<p><b>ELA-7-H2</b> Using reasoning skills (e.g., analyzing, evaluating),** incorporating life experiences, and using available information resources to solve problems in complex oral, written, and visual texts</p>
<p><b>ELA-7-E3</b> Recognizing an author’s purpose (reason for writing), and viewpoint (perspective)</p>	<p><b>ELA-7-M3</b> Interpreting the effects of an author’s purpose (reason for writing) and viewpoint (perspective)</p>	<p><b>ELA-7-H3</b> Analyzing and evaluating the effects of an author’s life, culture, and philosophical assumptions as reflected in the author’s viewpoint (perspective)</p>
<p><b>ELA-7-E4</b> Using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations</p>	<p><b>ELA-7-M4</b> Using inductive and deductive reasoning skills across oral, written, and visual texts*</p>	<p><b>ELA-7-H4</b> Using analytical reasoning skills in a variety of complex oral, written, and visual texts**</p>

\* Inclusive of K-4 examples    \*\* Inclusive of K-8 examples

## GLOSSARY

<u>benchmark</u>	A broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress.
<u>communication</u>	The meaningful exchange of ideas or information between a speaker and a listener (or a reader and a writer, etc.). Throughout these standards, communication is understood as an interactive process, in which both speaker and listener participate in the construction of meaning.
<u>content standard</u>	A description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.
<u>convention</u>	An accepted practice in a spoken or written language.
<u>e.g.</u>	Examples of, but not limited to.
<u>emergent literacy</u>	Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing.
<u>figurative language</u>	Any language, whether in a literary or a nonliterary text, using figures of speech, such as simile and metaphor, to create multiple or intensified meaning.
<u>fluency</u>	The clear, easy, written or spoken expression of ideas.
<u>foundation skills</u>	Processes that are common to all areas and levels of education and are intended to suggest methods and objectives of instructional strategies.
<u>graphic organizer</u>	A means of arranging ideas/information in a visual pattern (e.g., charts, graphs, maps, Venn diagrams).
<u>graphophonics</u>	The relationship between oral and written language.
<u>hypertext</u>	In computer use, a sophisticated branching that allows the user to move among or relate text, graphics, and sound data in new patterns in any desired order.
<u>intelligible</u>	Capable of being understood.
<u>log</u>	An ongoing student-kept record of books read during a specified period, of learning activities that help students evaluate their progress, and of student responses to various topics.

<u>media</u>	The various physical and electronic means through which information may be communicated.
<u>reading process</u>	An act of reading taken as a whole; what happens when a person processes text to obtain meaning.
<u>recursive</u>	Characterized by moving back and forth among the planning, drafting, and revising phases of writing.
<u>response</u>	A written or spoken answer to a question.
<u>self-monitoring</u>	The conscious awareness of the progress of text.
<u>semantics</u>	The study of meaning in language.
<u>standard English</u>	That variety of English in which most educational texts and government and media publications are written in the United States.
<u>strategy</u>	A practiced but flexible way of responding to recognizable contexts, situations, or demands.
<u>syntax</u>	The study of how sentences are formed and of the grammatical rules that govern their formation.
<u>text</u>	Printed communications in their varied forms: oral communication, including conversations, speeches, etc., and visual communications such as film, video, and computer displays.
<u>viewing</u>	Attending to communication conveyed by visually representing. Students with visual impairments might view tactile drawings, charts, or diagrams.
<u>visually representing</u>	Conveying information or expressing oneself using nonverbal visual means, such as drawing, computer graphics (maps, charts, artwork), photography, or physical performance. For students with visual impairments, this language art might also include communicating by means of tactile drawings or diagrams, as well as by gesture and performance.
<u>writing process</u>	The many aspects of the complex act of producing a written communication: specifically, planning, drafting, revising, editing, and publishing.

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## ACKNOWLEDGMENTS

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