



STATE MATCH SUPPLEMENT

Louisiana Content Standards and Grade-Level Expectations

English Language Arts,
Mathematics, and Science
Grades 7–12

and

ACT[®]

EXPLORE, PLAN,
and ACT

December 2005

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Preface

This document is a supplement to the *State Match Louisiana Content Standards and Grade-Level Expectations English Language Arts, Mathematics, and Science Grades 7–12 and ACT’s EXPLORE, PLAN, and ACT (December 2005)*. This supplement identifies specific ACT College Readiness Standards that correspond to each Louisiana Content Standard in a side-by-side format. The left side of each page presents the Louisiana Content Standards and Grade-Level Expectations (highlighted if measured by ACT’s corresponding testing program). The right side of each page presents the specific ACT College Readiness Standard(s) that corresponds to each Louisiana Content Standard.



**SUPPLEMENT
TABLES 1A–1E:
LANGUAGE ARTS**

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<p>Standard 1 Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
1. Develop vocabulary using a variety of strategies, including:	
<ul style="list-style-type: none"> • use of connotative and denotative meanings 	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<ul style="list-style-type: none"> • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA-1-M1) 	
2. Explain story elements, including:	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> the revelation of character motivation through thoughts, words, and actions 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>
<ul style="list-style-type: none"> plot sequence (e.g., exposition, rising action, climax, falling action, resolution) 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p>
<ul style="list-style-type: none"> conflicts (e.g., man vs. man, nature, society, self) and their effect on plot 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>
<ul style="list-style-type: none"> effects of first- and third-person points of view 	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
<ul style="list-style-type: none"> theme development (ELA-1-M2) 	<p>Main Ideas and Author's Approach:</p> <p>Summarize basic events and ideas in more challenging passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<p>3. Interpret literary devices, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> • symbolism 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>
<ul style="list-style-type: none"> • puns 	
<ul style="list-style-type: none"> • analogies (ELA-1-M2) 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>
<p>4. Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Supporting Details: Make simple inferences about how details are used in passages Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships: Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words: Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions: Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> instructional materials 	
<ul style="list-style-type: none"> essays 	<p>Main Ideas and Author's Approach: Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details: Make simple inferences about how details are used in passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> dramas (ELA-1-M3) 	
<p>5. Interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4)</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<p>Standard 6 Students read, analyze, and respond to literature as a record of life experiences.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)	
7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2)	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>
8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:	
• fiction (e.g., science fiction/fantasy)	
• nonfiction (e.g., essays, letters)	
• poetry (e.g., lyric, narrative)	
• drama (e.g., short plays) (ELA-6-M3)	
<p>Standard 7 Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

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LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<p>9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> sequencing events and steps in a process 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p>
<ul style="list-style-type: none"> summarizing and paraphrasing information 	<p>Main Ideas and Author's Approach:</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> identifying stated or implied main ideas and explaining how details support ideas 	<p>Main Ideas and Author's Approach:</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p>
<ul style="list-style-type: none"> comparing and contrasting literary elements and ideas 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p>
<ul style="list-style-type: none"> making inferences and drawing conclusions 	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> • predicting the outcome of a story or situation 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
<ul style="list-style-type: none"> identifying literary devices (ELA-7-M1) 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)	
11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)	
12. Explain the effects of an author's stated purpose for writing (ELA-7-M3)	<p>Main Ideas and Author's Approach:</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
13. Identify an author's bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3)	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>
14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example:	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives
<ul style="list-style-type: none"> identifying cause-effect relationships 	Sequential, Comparative, and Cause-Effect Relationships: Recognize clear cause-effect relationships described within a single sentence in a passage Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Identify clear cause-effect relationships in uncomplicated passages Understand implied or subtly stated cause-effect relationships in uncomplicated passages
<ul style="list-style-type: none"> raising questions 	
<ul style="list-style-type: none"> reasoning inductively and deductively 	
<ul style="list-style-type: none"> generating a theory or hypothesis 	
<ul style="list-style-type: none"> skimming/scanning (ELA-7-M4) 	

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
<p>Standard 2 Students write competently for a variety of purposes and audiences.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>15. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<ul style="list-style-type: none"> established central idea 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
<ul style="list-style-type: none"> • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<ul style="list-style-type: none"> • elaboration (e.g., fact, examples, and/or specific details) 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<ul style="list-style-type: none"> • transitional words and phrases that unify ideas and points 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p>
<ul style="list-style-type: none"> • overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1) 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</p>	<p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
<ul style="list-style-type: none"> word choices (diction) appropriate to the identified audience and/or purpose 	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<ul style="list-style-type: none"> vocabulary selected to clarify meaning, create images, and set a tone 	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<ul style="list-style-type: none"> information/ideas selected to engage the interest of the reader 	
<ul style="list-style-type: none"> clear voice (individual personality) 	
<ul style="list-style-type: none"> variety in sentence structure (ELA-2-M2) 	
<p>18. Develop grade-appropriate compositions by identifying and applying writing processes, such as the following:</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<ul style="list-style-type: none"> • selecting topic and form 	
<ul style="list-style-type: none"> • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) 	
<ul style="list-style-type: none"> • drafting 	

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
<ul style="list-style-type: none"> • conferencing (e.g., peer and teacher) 	
<ul style="list-style-type: none"> • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled")</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<ul style="list-style-type: none"> • proofreading/editing 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<ul style="list-style-type: none"> publishing using technology (ELA-2-M3) 	
<p>19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)</p>	
<p>20. Use the various modes to write compositions, including:</p>	
<ul style="list-style-type: none"> essays based on a stated opinion 	
<ul style="list-style-type: none"> fictional narratives (ELA-2-M4) 	
<p>21. Develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5)</p>	
<p>22. Write for various purposes, including:</p>	
<ul style="list-style-type: none"> letters of complaint supported with complete and accurate information and reasons 	
<ul style="list-style-type: none"> evaluations of media, such as television, radio, and the arts 	

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
<ul style="list-style-type: none"> • text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels 	
<ul style="list-style-type: none"> • applications, such as memberships and library cards (ELA-2-M6) 	

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing/Proofreading	
<p>Standard 3 Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing/Proofreading	
	Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons
23. Use standard English punctuation, including:	Conventions of Punctuation: Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons
<ul style="list-style-type: none"> commas to set off direct quotations, nouns of direct address, and after introductory words or phrases 	
<ul style="list-style-type: none"> semicolons or colons to separate independent clauses (ELA-3-M2) 	Conventions of Punctuation: Recognize inappropriate uses of colons and semicolons
24. Write paragraphs and compositions following standard English structure and usage, including:	Sentence Structure and Formation: Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing/Proofreading	
	<p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<ul style="list-style-type: none"> varied sentence structures, including complex sentences 	
<ul style="list-style-type: none"> antecedents that agree with pronouns in number, person, and gender 	<p>Conventions of Usage:</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p>
<ul style="list-style-type: none"> sentences without double negatives (ELA-3-M3) 	
<p>25. Apply knowledge of parts of speech in writing, including:</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing/Proofreading	
	<p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<ul style="list-style-type: none"> • infinitives and participles 	<p>Sentence Structure and Formation:</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<ul style="list-style-type: none"> • superlative and comparative degrees of adjectives 	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>
<ul style="list-style-type: none"> • adverbs (ELA-3-M4) 	<p>Conventions of Usage:</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing/Proofreading	
26. Spell high-frequency, commonly confused , frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5)	Conventions of Usage: Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i> Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i>
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)	

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Speaking and Listening	
Standard 4 Students demonstrate competence in speaking and listening as tools for learning and communicating.	
28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)	
29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)	
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)	
31. State oral directions/procedures for tasks (ELA-4-M2)	
32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)	
33. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)	
34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA-4-M4)	
35. Deliver formal and informal persuasive presentations (ELA-4-M4)	
36. Deliver grade-appropriate research-based presentations (ELA-4-M4)	
37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA-4-M5)	
38. Participate in group and panel discussions, including:	
• explaining the effectiveness and dynamics of group process	
• applying agreed-upon rules for formal and informal discussions	
• assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)	

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Information Resources	
Standard 5 Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	
39. Locate and select information using organizational features of grade-appropriate resources, including:	
<ul style="list-style-type: none"> • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) 	
<ul style="list-style-type: none"> • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) 	
<ul style="list-style-type: none"> • frequently accessed and bookmarked Web addresses 	
<ul style="list-style-type: none"> • features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA-5-M1) 	
40. Locate and integrate information from a variety of grade-appropriate resources, including:	
<ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) 	
<ul style="list-style-type: none"> • electronic sources (e.g., Web sites, databases) 	
<ul style="list-style-type: none"> • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2) 	
41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)	
42. Gather and select information using data-gathering strategies/tools, including:	
<ul style="list-style-type: none"> • surveying 	
<ul style="list-style-type: none"> • interviewing 	
<ul style="list-style-type: none"> • paraphrasing (ELA-5-M3) 	
43. Generate grade-appropriate research reports that include information presented in a variety of forms, including:	
<ul style="list-style-type: none"> • visual representations of data/information 	
<ul style="list-style-type: none"> • graphic organizers (e.g., outlines, timelines, charts, webs) 	
<ul style="list-style-type: none"> • works cited lists and/or bibliographies (ELA-5-M3) 	
44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4)	
45. Give credit for borrowed information following acceptable use policy, including:	
<ul style="list-style-type: none"> • integrating quotations and citations 	
<ul style="list-style-type: none"> • using end notes 	

TABLE 1A

LOUISIANA Grade 7 English Language Arts Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Information Resources	
<ul style="list-style-type: none"> • creating bibliographies and/or works cited lists (ELA-5-M5) 	
46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)	

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<p>Standard 1 Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
1. Develop vocabulary using a variety of strategies, including:	
<ul style="list-style-type: none"> • use of connotative and denotative meanings 	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>
<ul style="list-style-type: none"> • use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1) 	
<p>2. Interpret story elements, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> • stated and implied themes 	Main Ideas and Author's Approach: Summarize basic events and ideas in more challenging passages
<ul style="list-style-type: none"> • development of character types (e.g., flat, round, dynamic, static) 	
<ul style="list-style-type: none"> • effectiveness of plot sequence and/or subplots 	Sequential, Comparative, and Cause-Effect Relationships: Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages Order simple sequences of events in uncomplicated literary narratives Order sequences of events in uncomplicated passages
<ul style="list-style-type: none"> • the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot 	Sequential, Comparative, and Cause-Effect Relationships: Recognize clear cause-effect relationships described within a single sentence in a passage Identify relationships between main characters in uncomplicated literary narratives Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Identify clear cause-effect relationships in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand implied or subtly stated cause-effect relationships in uncomplicated passages Identify clear cause-effect relationships in more challenging passages
<ul style="list-style-type: none"> • difference in third-person limited and omniscient points of view 	Main Ideas and Author's Approach: Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages
<ul style="list-style-type: none"> • how a theme is developed (ELA-1-M2) 	Main Ideas and Author's Approach: Summarize basic events and ideas in more challenging passages
3. Interpret literary devices, including:	Main Ideas and Author's Approach: Recognize a clear intent of an author or narrator in uncomplicated literary narratives Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<ul style="list-style-type: none"> allusions 	
<ul style="list-style-type: none"> understatement (meiosis) 	
<ul style="list-style-type: none"> how word choice and images appeal to the senses and suggest mood and tone 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>
<ul style="list-style-type: none"> the use of foreshadowing and flashback to direct plot development 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p>
<ul style="list-style-type: none"> the effects of hyperbole and symbolism (ELA-1-M2) 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p>
<p>4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
• epics	
• consumer materials	
• public documents (ELA-1-M3)	
5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4)	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<p>Standard 6 Students read, analyze, and respond to literature as a record of life experiences.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1)	

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2)	Sequential, Comparative, and Cause-Effect Relationships: Identify relationships between main characters in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives
8. Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including:	
• fiction (e.g., mystery, novel)	
• nonfiction (e.g., workplace documents, editorials)	
• poetry (e.g., lyric, narrative)	
• drama (e.g., plays) (ELA-6-M3)	

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<p>Standard 7 Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<ul style="list-style-type: none"> sequencing events to examine and evaluate information 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p>
<ul style="list-style-type: none"> summarizing and paraphrasing to examine and evaluate information 	<p>Main Ideas and Author's Approach:</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<ul style="list-style-type: none"> • interpreting stated or implied main ideas 	<p>Main Ideas and Author's Approach:</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p>
<ul style="list-style-type: none"> • comparing and contrasting literary elements and ideas within and across texts 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p>
<ul style="list-style-type: none"> • making inferences and drawing conclusions 	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> • predicting the outcome of a story or situation 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<ul style="list-style-type: none"> • identifying literary devices (ELA-7-M1) 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)	
11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)	
12. Evaluate the effectiveness of an author's purpose (ELA-7-M3)	
13. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3)	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>
14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
	<p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>
<ul style="list-style-type: none"> identifying cause-effect relationships 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p>
<ul style="list-style-type: none"> raising questions 	
<ul style="list-style-type: none"> reasoning inductively and deductively 	

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> generating a theory or hypothesis 	
<ul style="list-style-type: none"> skimming/scanning 	
<ul style="list-style-type: none"> distinguishing facts from opinions and probability (ELA-7-M4) 	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
<p>Standard 2 Students write competently for a variety of purposes and audiences.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <ul style="list-style-type: none"> Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement <p>Organization, Unity, and Coherence:</p> <ul style="list-style-type: none"> Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <ul style="list-style-type: none"> Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”) Use the word or phrase most consistent with the style and tone of a fairly straightforward essay

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>15. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following:</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<ul style="list-style-type: none"> • a clearly stated focus or central idea 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p>
<ul style="list-style-type: none"> • important ideas or events stated in a selected order 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<ul style="list-style-type: none"> • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<ul style="list-style-type: none"> • elaboration (anecdotes, relevant facts, examples, and/or specific details) 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>
<ul style="list-style-type: none"> • transitional words and phrases that unify ideas and points 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p>
<ul style="list-style-type: none"> • an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1) 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>
<p>17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<ul style="list-style-type: none"> word choices (diction) appropriate to the identified audience and/or purpose 	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<ul style="list-style-type: none"> vocabulary selected to clarify meaning, create images, and set a tone 	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<ul style="list-style-type: none"> information/ideas selected to engage the interest of the reader 	
<ul style="list-style-type: none"> clear voice (individual personality) 	
<ul style="list-style-type: none"> variety in sentence structure (ELA-2-M2) 	
<p>18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following:</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	Recognize inappropriate uses of colons and semicolons
<ul style="list-style-type: none"> • selecting topic and form 	
<ul style="list-style-type: none"> • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) 	
<ul style="list-style-type: none"> • drafting 	
<ul style="list-style-type: none"> • conferencing (e.g., peer and teacher) 	
<ul style="list-style-type: none"> • revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<ul style="list-style-type: none"> • proofreading/editing 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<ul style="list-style-type: none"> publishing using technology (ELA-2-M3) 	
19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)	
20. Use the various modes to write compositions, including:	
<ul style="list-style-type: none"> short stories developed with literary devices 	
<ul style="list-style-type: none"> problem/solution essays 	

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing	
<ul style="list-style-type: none"> essays defending a stated position (ELA-2-M4) 	
21. Develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5)	
22. Write for a wide variety of purposes, including:	
<ul style="list-style-type: none"> persuasive letters that include appropriate wording and tone and that state an opinion 	
<ul style="list-style-type: none"> evaluations of advertisements, political cartoons, and speeches 	
<ul style="list-style-type: none"> text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6) 	

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing/Proofreading	
<p>Standard 3 Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing/Proofreading	
	<p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>23. Use standard English capitalization and punctuation consistently (ELA-3-M2)</p>	<p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<p>24. Write paragraphs and compositions following standard English structure and usage, including:</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing/Proofreading	
	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<ul style="list-style-type: none"> varied sentence structures and patterns, including complex sentences 	
<ul style="list-style-type: none"> phrases and clauses used correctly as modifiers (ELA-3-M3) 	<p>Sentence Structure and Formation:</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p>
<p>25. Apply knowledge of parts of speech in writing, including:</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

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LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing/Proofreading	
	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<ul style="list-style-type: none"> • infinitives, participles, and gerunds 	<p>Sentence Structure and Formation:</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>
<ul style="list-style-type: none"> • superlative and comparative degrees of adjectives 	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p>

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE English College Readiness Standards
Writing/Proofreading	
	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts
<ul style="list-style-type: none"> • adverbs (ELA-3-M4) 	Conventions of Usage: Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts
26. Spell high-frequency, commonly confused , frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)	Conventions of Usage: Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i> Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i>
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)	

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Speaking and Listening	
Standard 4 Students demonstrate competence in speaking and listening as tools for learning and communicating.	
28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)	
29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)	
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)	
31. State oral directions/procedures for tasks (ELA-4-M2)	
32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)	
33. Organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion (ELA-4-M3)	
34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA-4-M4)	
35. Deliver grade-appropriate persuasive presentations (ELA-4-M4)	
36. Summarize a speaker's purpose and point of view (ELA-4-M4)	
37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA-4-M5)	
38. Participate in group and panel discussions, including:	
• explaining the effectiveness and dynamics of group process	
• applying agreed-upon rules for formal and informal discussions	
• assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)	

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Information Resources	
Standard 5 Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	
39. Locate and select information using organizational features of grade-appropriate resources, including:	
<ul style="list-style-type: none"> • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) 	
<ul style="list-style-type: none"> • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) 	
<ul style="list-style-type: none"> • frequently accessed and bookmarked Web addresses 	
<ul style="list-style-type: none"> • organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1) 	
40. Locate and integrate information from a variety of grade-appropriate resources, including:	
<ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) 	
<ul style="list-style-type: none"> • electronic sources (e.g., Web sites, databases) 	
<ul style="list-style-type: none"> • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2) 	
41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)	
42. Gather and select information using data-gathering strategies/tools, including:	
<ul style="list-style-type: none"> • surveying 	
<ul style="list-style-type: none"> • interviewing 	
<ul style="list-style-type: none"> • paraphrasing (ELA-5-M3) 	
43. Generate grade-appropriate research reports that include information presented in a variety of forms, including:	
<ul style="list-style-type: none"> • visual representations of data/information 	
<ul style="list-style-type: none"> • graphic organizers (e.g., outlines, timelines, charts, webs) 	
<ul style="list-style-type: none"> • works cited lists and/or bibliographies (ELA-5-M3) 	
44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4)	
45. Give credit for borrowed information following acceptable use policy, including:	
<ul style="list-style-type: none"> • integrating quotations and citations 	
<ul style="list-style-type: none"> • using endnotes 	

TABLE 1B

LOUISIANA Grade 8 English Language Arts Standards and Grade-Level Expectations	EXPLORE College Readiness Standards
Information Resources	
<ul style="list-style-type: none"> • creating bibliographies and/or works cited lists (ELA-5-M5) 	
46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)	

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
<p>Standard 1 Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
1. Extend basic and technical vocabulary using a variety of strategies, including:	
<ul style="list-style-type: none"> • use of context clues 	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<ul style="list-style-type: none"> • use of knowledge of Greek and Latin roots and affixes 	
<ul style="list-style-type: none"> • use of denotative and connotative meanings 	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<ul style="list-style-type: none"> • tracing etymology (ELA-1-H1) 	
2. Identify and explain story elements, including:	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> the author's use of direct and indirect characterization 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
<ul style="list-style-type: none"> the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2) 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>3. Identify and explain the significance of literary devices, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> • mixed metaphors 	
<ul style="list-style-type: none"> • imagery 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> • symbolism 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p>
<ul style="list-style-type: none"> • flashback 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
<ul style="list-style-type: none"> • foreshadowing 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	Order sequences of events in uncomplicated passages Order sequences of events in more challenging passages
<ul style="list-style-type: none"> • sarcasm/irony 	Supporting Details: Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Meanings of Words: Understand the implication of a familiar word or phrase and of simple descriptive language Use context to understand basic figurative language Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts
<ul style="list-style-type: none"> • implied metaphors 	Supporting Details: Recognize a clear function of a part of an uncomplicated passage Make simple inferences about how details are used in passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages Sequential, Comparative, and Cause-Effect Relationships: Identify clear relationships between people, ideas, and so on in uncomplicated passages Understand relationships between people, ideas, and so on in uncomplicated passages Identify clear relationships between characters, ideas, and so on in more challenging literary narratives Understand the dynamics between people, ideas, and so on in more challenging passages
<ul style="list-style-type: none"> • oxymoron (ELA-1-H2) 	
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:	Main Ideas and Author's Approach: Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> • nonfiction works 	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
<ul style="list-style-type: none"> • short stories/novels 	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
• five-act plays	
• poetry/epics	
• film/visual texts	
• consumer/instructional materials	
• public documents (ELA-1-H3)	
5. Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4)	
Standard 6 Students read, analyze, and respond to literature as a record of life experiences.	
6. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)	
7. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2)	
8. Identify and explain recurrent themes in world literature (ELA-6-H2)	

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:	
• essays by early and modern writers	
• epic poetry such as <i>The Odyssey</i>	
• forms of lyric and narrative poetry such as ballads and sonnets	
• drama, including ancient, Renaissance, and modern	
• short stories and novels	
• biographies and autobiographies (ELA-6-H3)	
10. Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example:	
• an essay expresses a point of view	
• a legend chronicles the life of a cultural hero	
• a short story or novel provides a vicarious life experience (ELA-6-H4)	
Standard 7 Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.	
11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:	
• summarizing and paraphrasing information and story elements	
• comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information	
• comparing and contrasting complex literary elements, devices, and ideas within and across texts	
• examining the sequence of information and procedures in order to critique the logic or development of ideas in texts	
• making inferences and drawing conclusions	
• making predictions and generalizations (ELA-7-H1)	
12. Solve problems using reasoning skills, including:	
• using supporting evidence to verify solutions	
• analyzing the relationships between prior knowledge and life experiences and information in texts	
• using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)	
13. Identify and explain the impact of an author's life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3)	
14. Analyze information within and across grade-appropriate texts using various reasoning skills,	

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
including:	
• identifying cause-effect relationships	
• raising questions	
• reasoning inductively and deductively	
• generating a theory or hypothesis	
• distinguishing facts from opinions and probability (ELA-7-H4)	

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
<p>Standard 2 Students write competently for a variety of purposes and audiences.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <ul style="list-style-type: none"> Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation <p>Organization, Unity, and Coherence:</p> <ul style="list-style-type: none"> Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>) Select the most logical place to add a sentence in a paragraph Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs Rearrange sentences to improve the logic and coherence of a complex paragraph Add a sentence to introduce or conclude a fairly complex paragraph

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<p>15. Develop organized, coherent paragraphs that include the following:</p>	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<ul style="list-style-type: none"> • topic sentences 	
<ul style="list-style-type: none"> • logical sequence 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<ul style="list-style-type: none"> transitional words and phrases 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p>
<ul style="list-style-type: none"> appropriate closing sentences 	<p>Organization, Unity, and Coherence:</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<ul style="list-style-type: none"> parallel construction where appropriate (ELA-2-H1) 	
<p>16. Develop multiparagraph compositions organized with the following:</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<ul style="list-style-type: none"> • a clearly stated central idea or thesis statement 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
<ul style="list-style-type: none"> a clear, overall structure that includes an introduction, a body, and an appropriate conclusion 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<ul style="list-style-type: none"> supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<ul style="list-style-type: none"> transitional words and phrases that unify throughout (ELA-2-H1) 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p>
<p>17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<ul style="list-style-type: none"> word choices appropriate to the identified audience and/or purpose 	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<ul style="list-style-type: none"> vocabulary selected to clarify meaning, create images, and set a tone 	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	Identify and correct ambiguous pronoun references Use the word or phrase most appropriate in terms of Correct vague and wordy or clumsy and confusing writing containing sophisticated language
<ul style="list-style-type: none"> information/ideas selected to engage the interest of the reader 	
<ul style="list-style-type: none"> clear voice (individual personality) (ELA-2-H2) 	
18. Develop complex compositions using writing processes , including:	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<ul style="list-style-type: none"> selecting topic and form (e.g., determining a purpose and audience) 	
<ul style="list-style-type: none"> prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) 	
<ul style="list-style-type: none"> drafting 	
<ul style="list-style-type: none"> conferencing (e.g., peer and teacher) 	
<ul style="list-style-type: none"> revising for content and structure based on feedback 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p>

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
<ul style="list-style-type: none"> proofreading/editing to improve conventions of language 	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<ul style="list-style-type: none"> publishing using technology (ELA-2-H3) 	
19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4)	
20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including:	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p>
<ul style="list-style-type: none"> literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony 	
<ul style="list-style-type: none"> vocabulary and phrasing that reflect an individual character (voice) 	
<ul style="list-style-type: none"> a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5) 	
21. Write for various purposes, including:	
<ul style="list-style-type: none"> formal and business letters, such as letters of complaint and requests for information 	
<ul style="list-style-type: none"> letters to the editor 	
<ul style="list-style-type: none"> job applications 	
<ul style="list-style-type: none"> text-supported interpretations that connect life experiences to works of literature (ELA-2-H6) 	

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
<p>Standard 3 Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<p>22. Apply standard rules of sentence formation, avoiding common errors, such as:</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>
<ul style="list-style-type: none"> • fragments 	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p>
<ul style="list-style-type: none"> • run-on sentences 	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p>
<ul style="list-style-type: none"> • syntax problems (ELA-3-H2) 	<p>Sentence Structure and Formation:</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>
23. Apply standard rules of usage, including:	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<ul style="list-style-type: none"> making subjects and verbs agree 	<p>Conventions of Usage:</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)
<ul style="list-style-type: none"> • using verbs in appropriate tenses 	Sentence Structure and Formation: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole
<ul style="list-style-type: none"> • making pronouns agree with antecedents 	Conventions of Usage: Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences
<ul style="list-style-type: none"> • using pronouns appropriately in nominative, objective, and possessive cases 	Conventions of Usage: Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i> Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i> , and the relative pronouns <i>who</i> and <i>whom</i>
<ul style="list-style-type: none"> • using adjectives in comparative and superlative degrees and adverbs correctly 	Conventions of Usage: Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts
<ul style="list-style-type: none"> • avoiding double negatives 	
<ul style="list-style-type: none"> • using all parts of speech appropriately (ELA-3-H2) 	Sentence Structure and Formation: Use conjunctions or punctuation to join simple clauses Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	<p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
24. Apply standard rules of mechanics, including:	<p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p>

TABLE 1C

LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	<p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<ul style="list-style-type: none"> • using commas to set off appositives or parenthetical phrases 	<p>Conventions of Punctuation:</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<ul style="list-style-type: none"> • using quotation marks to set off titles of short works 	<p>Conventions of Punctuation:</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<ul style="list-style-type: none"> • using colons preceding a list and after a salutation in a business letter 	
<ul style="list-style-type: none"> • using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2) 	
25. Use correct spelling conventions when writing and editing (ELA-3-H3)	
26. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN College Readiness Standards
Speaking and Listening	
Standard 4 Students demonstrate competence in speaking and listening as tools for learning and communicating.	
27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)	
28. Select language appropriate to specific purposes and audiences when speaking, including:	
• delivering informational/book reports in class	
• conducting interviews/surveys of classmates or the general public	
• participating in class discussions (ELA-4-H1)	
29. Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including:	
• taking accurate notes	
• writing summaries or responses	
• forming groups (ELA-4-H2)	
30. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)	
31. Deliver oral presentations that include the following:	
• phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response	
• language choices selected to suit the content and context	
• an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3)	
32. Use active listening strategies, including:	
• monitoring messages for clarity	
• selecting and organizing essential information	
• noting cues such as changes in pace	
• generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)	
33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)	
34. Analyze media information in oral and written responses, including:	
• summarizing the coverage of a media event	
• comparing messages from different media (ELA-4-H5)	
35. Participate in group and panel discussions, including:	
• identifying the strengths and talents of other participants	

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN College Readiness Standards
Speaking and Listening	
<ul style="list-style-type: none"> • acting as facilitator, recorder, leader, listener, or mediator 	
<ul style="list-style-type: none"> • evaluating the effectiveness of participant's performance (ELA-4-H6) 	

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN College Readiness Standards
Information Resources	
Standard 5 Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	
36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:	
<ul style="list-style-type: none"> print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references) 	
<ul style="list-style-type: none"> electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1) 	
37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:	
<ul style="list-style-type: none"> multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) 	
<ul style="list-style-type: none"> electronic sources (e.g., Web sites, databases) 	
<ul style="list-style-type: none"> other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2) 	
38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)	
39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:	
<ul style="list-style-type: none"> formulating clear research questions 	
<ul style="list-style-type: none"> gathering evidence from primary and secondary sources 	
<ul style="list-style-type: none"> using graphic organizers (e.g., outlining, charts, timelines, webs) 	
<ul style="list-style-type: none"> compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3) 	
40. Write a variety of research reports, which include the following:	
<ul style="list-style-type: none"> research supporting the main ideas 	
<ul style="list-style-type: none"> facts, details, examples, and explanations from sources 	
<ul style="list-style-type: none"> graphics when appropriate 	
<ul style="list-style-type: none"> complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies) (ELA-5-H3) 	
41. Use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)	

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LOUISIANA Grade 9 English Language Arts Standards and Grade-Level Expectations	PLAN College Readiness Standards
Information Resources	
42. Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:	
<ul style="list-style-type: none"> • using parenthetical documentation to integrate quotes and citations 	
<ul style="list-style-type: none"> • preparing bibliographies and/or works cited list (ELA-5-H5) 	
43. Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)	

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
<p>Standard 1 Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
1. Extend basic and technical vocabulary using a variety of strategies, including:	
<ul style="list-style-type: none"> • use of context clues 	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<ul style="list-style-type: none"> • use of knowledge of Greek and Latin roots and affixes 	
<ul style="list-style-type: none"> • use of denotative and connotative meanings 	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<ul style="list-style-type: none"> • tracing etymology (ELA-1-H1) 	
2. Analyze the development of story elements, including:	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> • characterization 	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> • plot and subplot(s) 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
<ul style="list-style-type: none"> • theme 	<p>Main Ideas and Author's Approach:</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p>
<ul style="list-style-type: none"> • mood/atmosphere (ELA-1-H2) 	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>3. Analyze the significance within a context of literary devices, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on
<ul style="list-style-type: none"> • imagery 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>
<ul style="list-style-type: none"> • symbolism 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p>
<ul style="list-style-type: none"> • flashback 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
<ul style="list-style-type: none"> foreshadowing 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
<ul style="list-style-type: none"> irony, ambiguity, contradiction 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> • allegory 	
<ul style="list-style-type: none"> • tone 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> • dead metaphor 	
<ul style="list-style-type: none"> • personification, including pathetic fallacy (ELA-1-H2) 	

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
<p>4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> • short stories/novels 	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

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Reading and Responding	
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> • nonfiction works 	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> • five-act plays 	
<ul style="list-style-type: none"> • poetry/epics 	
<ul style="list-style-type: none"> • film/visual texts 	
<ul style="list-style-type: none"> • consumer/instructional materials 	
<ul style="list-style-type: none"> • public documents (ELA-1-H3) 	
<p>5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)</p>	

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
<p>Standard 6 Students read, analyze, and respond to literature as a record of life experiences.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)	
7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)	
8. Analyze recurrent themes in world literature (ELA-6-H2)	
9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:	
<ul style="list-style-type: none"> essays by early and modern writers 	
<ul style="list-style-type: none"> lyric, narrative, and dramatic poetry 	
<ul style="list-style-type: none"> drama, including ancient, Renaissance, and modern 	
<ul style="list-style-type: none"> short stories, novellas, and novels 	
<ul style="list-style-type: none"> biographies and autobiographies 	
<ul style="list-style-type: none"> speeches (ELA-6-H3) 	
10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:	
<ul style="list-style-type: none"> an essay expresses a point of view 	
<ul style="list-style-type: none"> a legend chronicles the life of a cultural hero 	
<ul style="list-style-type: none"> a short story or novel provides a vicarious life experience (ELA-6-H4) 	

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
<p>Standard 7 Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> • summarizing and paraphrasing information and story elements 	<p>Main Ideas and Author's Approach:</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p>
<ul style="list-style-type: none"> comparing and contrasting complex literary elements, devices, and ideas within and across texts 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p>
<ul style="list-style-type: none"> examining the sequence of information and procedures in order to critique the logic or development of ideas in texts 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p>
<ul style="list-style-type: none"> making inferences and drawing conclusions 	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

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Reading and Responding	
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>

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	<p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> • making predictions and generalizations (ELA-7-H1) 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p>

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	<p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
12. Solve problems using reasoning skills, including:	
<ul style="list-style-type: none"> • using supporting evidence to verify solutions 	
<ul style="list-style-type: none"> • analyzing the relationships between prior knowledge and life experiences and information in texts 	
<ul style="list-style-type: none"> • using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2) 	
13. Use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3)	
14. Evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)	
15. Analyze information within and across grade-appropriate texts using various reasoning skills, including:	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
	<p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>
<ul style="list-style-type: none"> identifying cause-effect relationships 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p>
<ul style="list-style-type: none"> raising questions 	
<ul style="list-style-type: none"> reasoning inductively and deductively 	

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> generating a theory or hypothesis 	
<ul style="list-style-type: none"> distinguishing facts from opinions and probability (ELA-7-H4) 	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
<p>Standard 2 Students write competently for a variety of purposes and audiences.</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<p>16. Develop organized, coherent paragraphs that include the following:</p>	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<ul style="list-style-type: none"> • topic sentences 	
<ul style="list-style-type: none"> • logical sequence 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<ul style="list-style-type: none"> transitional words and phrases 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p>
<ul style="list-style-type: none"> appropriate closing sentences 	<p>Organization, Unity, and Coherence:</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<ul style="list-style-type: none"> parallel construction where appropriate (ELA-2-H1) 	
<p>17. Develop multiparagraph compositions organized with the following:</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time ships in simple narrative essays (e.g., <i>then, this time</i>)</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<ul style="list-style-type: none"> • a clearly stated central idea/thesis statement 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
<ul style="list-style-type: none"> a clear, overall structure that includes an introduction, a body, and an appropriate conclusion 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<ul style="list-style-type: none"> supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p>
<ul style="list-style-type: none"> transitional words and phrases that unify throughout (ELA-2-H1) 	<p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p>
<p>18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p>	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<ul style="list-style-type: none"> word choices appropriate to the identified audience and/or purpose 	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>
<ul style="list-style-type: none"> vocabulary selected to clarify meaning, create images, and set a tone 	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	Identify and correct ambiguous pronoun references Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay Correct vague and wordy or clumsy and confusing writing containing sophisticated language
<ul style="list-style-type: none"> information/ideas selected to engage the interest of the reader 	
<ul style="list-style-type: none"> clear voice (individual personality) (ELA-2-H2) 	
19. Develop complex compositions using writing processes, including:	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<ul style="list-style-type: none"> • selecting topic and form 	
<ul style="list-style-type: none"> • determining purpose and audience 	
<ul style="list-style-type: none"> • prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) 	
<ul style="list-style-type: none"> • drafting 	
<ul style="list-style-type: none"> • conferencing (e.g., with peers and teachers) 	
<ul style="list-style-type: none"> • revising for content and structure based on feedback 	<p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
<ul style="list-style-type: none"> proofreading/editing to improve conventions of language 	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<ul style="list-style-type: none"> publishing using technology (ELA-2-H3) 	
20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)	
21. Use all modes to write complex compositions, including:	
<ul style="list-style-type: none"> comparison/contrast of ideas and information in reading materials or current issues 	
<ul style="list-style-type: none"> literary analyses that compare and contrast multiple texts 	
<ul style="list-style-type: none"> editorials on current affairs (ELA-2-H4) 	
22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)	
23. Develop individual writing style that includes the following:	
<ul style="list-style-type: none"> a variety of sentence structures (e.g., parallel or repetitive) and lengths 	

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing	
<ul style="list-style-type: none"> • diction selected to create a tone and set a mood 	
<ul style="list-style-type: none"> • selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5) 	
24. Write for various purposes, including:	
<ul style="list-style-type: none"> • formal and business letters, such as letters of complaint and requests for information 	
<ul style="list-style-type: none"> • letters to the editor 	
<ul style="list-style-type: none"> • job applications 	
<ul style="list-style-type: none"> • text-supported interpretations that connect life experiences to works of literature (ELA-2-H6) 	

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
<p>Standard 3 Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<p>25. Apply standard rules of sentence formation, avoiding common errors, such as:</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p>
<ul style="list-style-type: none"> • fragments 	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p>
<ul style="list-style-type: none"> • run-on sentences 	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p>
<ul style="list-style-type: none"> • syntax problems (ELA-3-H2) 	<p>Sentence Structure and Formation:</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p>
26. Apply standard rules of usage, including:	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p>
<ul style="list-style-type: none"> making subjects and verbs agree 	<p>Conventions of Usage:</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p>

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)
<ul style="list-style-type: none"> • using verbs in appropriate tenses 	Sentence Structure and Formation: Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole
<ul style="list-style-type: none"> • making pronouns agree with antecedents 	Conventions of Usage: Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences
<ul style="list-style-type: none"> • using pronouns in appropriate cases (e.g., nominative and objective) 	Conventions of Usage: Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i> , and the relative pronouns <i>who</i> and <i>whom</i>
<ul style="list-style-type: none"> • using adjectives in comparative and superlative degrees 	Conventions of Usage: Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts
<ul style="list-style-type: none"> • using adverbs correctly 	Conventions of Usage: Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts
<ul style="list-style-type: none"> • avoiding double negatives (ELA-3-H2) 	
27. Apply standard rules of mechanics, including:	Conventions of Punctuation: Delete commas that create basic sense problems (e.g., between verb and direct object) Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element) Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) Use punctuation to set off complex parenthetical phrases

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN English College Readiness Standards
Writing/Proofreading	
	<p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p>
<ul style="list-style-type: none"> • using commas to set off appositives or parenthetical phrases 	<p>Conventions of Punctuation:</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p>
<ul style="list-style-type: none"> • using quotation marks to set off titles of short works 	
<ul style="list-style-type: none"> • using colons preceding a list and after a salutation in a business letter 	<p>Conventions of Punctuation:</p> <p>Recognize inappropriate uses of colons and semicolons</p>
<ul style="list-style-type: none"> • using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2) 	
28. Use correct spelling conventions when writing and editing (ELA-3-H3)	
29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3)	

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LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN College Readiness Standards
Speaking and Listening	
Standard 4 Students demonstrate competence in speaking and listening as tools for learning and communicating.	
30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	
31. Select language appropriate to specific purposes and audiences, including:	
• delivering informational/book reports in class	
• conducting interviews/surveys of classmates or the general public	
• participating in class discussions (ELA-4-H1)	
32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:	
• taking accurate notes	
• writing summaries or responses	
• forming groups (ELA-4-H2)	
33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)	
34. Deliver oral presentations that include the following:	
• volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response	
• language choices adjusted to suit the content and context	
• an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)	
35. Use active listening strategies, including:	
• monitoring message for clarity	
• selecting and organizing essential information	
• noting cues such as changes in pace	
• generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)	
36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)	
37. Analyze media information in oral and written responses, including:	
• comparing and contrasting the ways in which print and broadcast media cover the same event	
• evaluating media messages for clarity, quality, effectiveness, motive, and coherence	

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN College Readiness Standards
Speaking and Listening	
<ul style="list-style-type: none"> listening to and critiquing audio/video presentations (ELA-4-H5) 	
38. Participate in group and panel discussions, including:	
<ul style="list-style-type: none"> identifying the strengths and talents of other participants 	
<ul style="list-style-type: none"> acting as facilitator, recorder, leader, listener, or mediator 	
<ul style="list-style-type: none"> evaluating the effectiveness of participants' performances (ELA-4-H6) 	

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN College Readiness Standards
Information Resources	
Standard 5 Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	
39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:	
<ul style="list-style-type: none"> print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes 	
<ul style="list-style-type: none"> electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1) 	
40. Locate, analyze, and synthesize information from grade-appropriate resources, including:	
<ul style="list-style-type: none"> multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) 	
<ul style="list-style-type: none"> electronic sources (e.g., Web sites and databases) 	
<ul style="list-style-type: none"> other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2) 	
41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)	
42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:	
<ul style="list-style-type: none"> formulating clear research questions 	
<ul style="list-style-type: none"> using research methods to gather evidence from primary and secondary sources 	
<ul style="list-style-type: none"> using graphic organizers (e.g., outlining, charts, timelines, webs) 	
<ul style="list-style-type: none"> compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3) 	
43. Write a variety of research reports, which include the following:	
<ul style="list-style-type: none"> research that supports the main ideas 	
<ul style="list-style-type: none"> facts, details, examples, and explanations from multiple sources 	
<ul style="list-style-type: none"> graphics when appropriate 	
<ul style="list-style-type: none"> complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3) 	
44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)	

TABLE 1D

LOUISIANA Grade 10 English Language Arts Standards and Grade-Level Expectations	PLAN College Readiness Standards
Information Resources	
45. Follow acceptable use policy to document sources in research reports using various formats, including:	
<ul style="list-style-type: none"> • preparing extended bibliographies of reference materials 	
<ul style="list-style-type: none"> • integrating quotations and citations while maintaining flow of ideas 	
<ul style="list-style-type: none"> • using standard formatting for source acknowledgment according to a specified style guide 	
<ul style="list-style-type: none"> • using parenthetical documentation following <i>MLA Guide</i> within a literature-based research report (ELA-5-H5) 	
46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)	

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
<p>Standard 1 Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</p>	<p>Main Ideas and Author’s Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
1. Extend basic and technical vocabulary using a variety of strategies, including:	
<ul style="list-style-type: none"> analysis of an author's word choice 	<p>Supporting Details:</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Make simple inferences about how details are used in passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>
<ul style="list-style-type: none"> • use of related forms of words 	
<ul style="list-style-type: none"> • analysis of analogous statements (ELA-1-H1) 	<p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>
<p>2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<ul style="list-style-type: none"> • apostrophes 	
<ul style="list-style-type: none"> • rhetorical questions 	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Meanings of Words:</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>
<ul style="list-style-type: none"> • metaphysical conceits 	
<ul style="list-style-type: none"> • implicit metaphors (metonymy and synecdoche) (ELA-1-H2) 	
<p>3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including:</p>	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<ul style="list-style-type: none"> • fiction/nonfiction 	<p>Main Ideas and Author's Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<ul style="list-style-type: none"> • drama/poetry 	
<ul style="list-style-type: none"> • public documents 	
<ul style="list-style-type: none"> • film/visual texts 	
<ul style="list-style-type: none"> • debates/speeches (ELA-1-H3) 	
<p>4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
<p>Standard 6 Students read, analyze, and respond to literature as a record of life experiences.</p>	<p>Main Ideas and Author’s Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)	
6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)	
7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:	
• essays and memoirs by early and modern essay writers	
• epic poetry such as <i>Beowulf</i>	
• forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue	
• drama, including ancient, Renaissance, and modern comedies and tragedies	
• short stories, novellas, and novels	

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> biographies and autobiographies 	
<ul style="list-style-type: none"> speeches (ELA-6-H3) 	
<p>8. Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:</p>	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p>
<ul style="list-style-type: none"> an autobiography/diary gives insight into a particular time and place 	
<ul style="list-style-type: none"> the pastoral idealizes life in the country 	
<ul style="list-style-type: none"> the parody mocks people and institutions 	
<ul style="list-style-type: none"> an allegory uses fictional figures to express truths about human experiences (ELA-6-H4) 	

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
<p>Standard 7 Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.</p>	<p>Main Ideas and Author’s Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
<p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p>	<p>Main Ideas and Author’s Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<ul style="list-style-type: none"> interpreting and evaluating presentation of events and information 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<ul style="list-style-type: none"> evaluating the credibility of arguments in nonfiction works 	
<ul style="list-style-type: none"> making inferences and drawing conclusions 	<p>Main Ideas and Author’s Approach:</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Supporting Details:</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Order sequences of events in uncomplicated passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<ul style="list-style-type: none"> evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) 	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p> <p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<ul style="list-style-type: none"> • comparing and contrasting major periods, themes, styles, and trends within and across texts 	
<ul style="list-style-type: none"> • making predictions and generalizations about ideas and information 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> critiquing the strengths and weaknesses of ideas and information 	
<ul style="list-style-type: none"> synthesizing (ELA-7-H1) 	<p>Main Ideas and Author's Approach:</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Summarize events and ideas in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:	
<ul style="list-style-type: none"> school library catalogs 	
<ul style="list-style-type: none"> online databases 	
<ul style="list-style-type: none"> electronic resources 	
<ul style="list-style-type: none"> Internet-based resources (ELA-7-H2) 	
11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)	
12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)	
13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills , including:	<p>Main Ideas and Author's Approach:</p> <p>Recognize a clear intent of an author or narrator in uncomplicated literary narratives</p> <p>Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p> <p>Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages</p> <p>Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages</p> <p>Infer the main idea or purpose of straightforward paragraphs in more challenging passages</p> <p>Summarize basic events and ideas in more challenging passages</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages</p> <p>Infer the main idea or purpose of more challenging passages or their paragraphs</p> <p>Summarize events and ideas in virtually any passage</p> <p>Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage</p> <p>Identify clear main ideas or purposes of complex passages or their paragraphs</p> <p>Supporting Details:</p> <p>Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>Locate simple details at the sentence and paragraph level in uncomplicated passages</p> <p>Recognize a clear function of a part of an uncomplicated passage</p> <p>Locate important details in uncomplicated passages</p> <p>Make simple inferences about how details are used in passages</p> <p>Locate important details in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in uncomplicated passages</p> <p>Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages</p> <p>Locate and interpret minor or subtly stated details in more challenging passages</p> <p>Use details from different sections of some complex informational passages to support a specific point or argument</p> <p>Locate and interpret details in complex passages</p> <p>Understand the function of a part of a passage when the function is subtle or complex</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Identify relationships between main characters in uncomplicated literary narratives</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Order simple sequences of events in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear cause-effect relationships in uncomplicated passages</p> <p>Order sequences of events in uncomplicated passages</p> <p>Understand relationships between people, ideas, and so on in uncomplicated passages</p> <p>Identify clear relationships between characters, ideas, and so on in more challenging literary narratives</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Order sequences of events in more challenging passages</p> <p>Understand the dynamics between people, ideas, and so on in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Order sequences of events in complex passages</p> <p>Understand the subtleties in relationships between people, ideas, and so on in virtually any passage</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p> <p>Meanings of Words:</p> <p>Understand the implication of a familiar word or phrase and of simple descriptive language</p> <p>Use context to understand basic figurative language</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages</p> <p>Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages</p> <p>Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
	<p>Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage</p> <p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>
<ul style="list-style-type: none"> identifying cause-effect relationships 	<p>Sequential, Comparative, and Cause-Effect Relationships:</p> <p>Recognize clear cause-effect relationships described within a single sentence in a passage</p> <p>Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives</p> <p>Identify clear relationships between people, ideas, and so on in uncomplicated passages</p> <p>Understand implied or subtly stated cause-effect relationships in uncomplicated passages</p> <p>Identify clear cause-effect relationships in more challenging passages</p> <p>Understand implied or subtly stated cause-effect relationships in more challenging passages</p> <p>Understand implied, subtle, or complex cause-effect relationships in virtually any passage</p>
<ul style="list-style-type: none"> raising questions 	
<ul style="list-style-type: none"> reasoning inductively and deductively 	
<ul style="list-style-type: none"> generating a theory or hypothesis 	
<ul style="list-style-type: none"> skimming/scanning 	

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT Reading College Readiness Standards
Reading and Responding	
<ul style="list-style-type: none"> • distinguishing facts from opinions and probability (ELA-7-H4) 	<p>Generalizations and Conclusions:</p> <p>Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages</p> <p>Draw simple generalizations and conclusions using details that support the main points of more challenging passages</p> <p>Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives</p> <p>Draw generalizations and conclusions about people, ideas, and so on in more challenging passages</p> <p>Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on</p> <p>Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage</p> <p>Understand and generalize about portions of a complex literary narrative</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
<p>Standard 2 Students write competently for a variety of purposes and audiences.</p>	<p>English College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments,</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p>Use a colon to introduce an example or an elaboration</p>
<p>14. Develop complex compositions, essays, and reports that include the following:</p>	<p>English College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p>Use a colon to introduce an example or an elaboration</p>
<ul style="list-style-type: none"> • a clearly stated central idea/thesis statement 	<p>English College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Writing College Readiness Standards</p> <p>Expressing Judgments:</p> <p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p>Focusing on the Topic:</p> <p>Present a thesis that establishes a focus on the writer's position on the issue</p>
<ul style="list-style-type: none"> • a clear, overall structure (e.g., introduction, body, appropriate conclusion) 	<p>English College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p>Writing College Readiness Standards</p> <p>Organizing Ideas:</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Present a somewhat developed introduction and conclusion</p> <p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p> <p>Present a well-developed introduction and conclusion</p>
<ul style="list-style-type: none"> supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) 	<p>English College Readiness Standards</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p style="text-align: center;">Writing College Readiness Standards</p> <p>Organizing Ideas:</p> <p>Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas</p> <p>Provide unity and coherence throughout the essay, often with a logical progression of ideas</p>
<ul style="list-style-type: none"> transitional words, phrases, and devices that unify throughout (ELA-2-H1) 	<p style="text-align: center;">English College Readiness Standards</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first, afterward, in response</i>)</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Writing College Readiness Standards</p> <p>Organizing Ideas:</p> <p>Use some simple and obvious, but appropriate, transitional words and phrases</p> <p>Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas</p>
<p>15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p>	<p>English College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p>

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	<p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p>Use a colon to introduce an example or an elaboration</p>
<ul style="list-style-type: none"> word choices appropriate to the identified audience and/or purpose 	<p>English College Readiness Standards</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p style="text-align: center;">Writing College Readiness Standards</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • using some precise and varied vocabulary • using several kinds of sentence structures to vary pace and to support meaning
<ul style="list-style-type: none"> • vocabulary selected to clarify meaning, create images, and set a tone 	<p style="text-align: center;">English College Readiness Standards</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p style="text-align: center;">Writing College Readiness Standards</p> <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • using some precise and varied vocabulary • using several kinds of sentence structures to vary pace and to support meaning
<ul style="list-style-type: none"> • information/ideas selected to engage the interest of the reader 	<p>Writing College Readiness Standards</p> <p>Expressing Judgments:</p> <p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • partially evaluating implications and/or complications of the issue, and/or • posing and partially responding to counter-arguments to the writer's position <p>Using Language:</p> <p>Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> • correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding • using appropriate vocabulary • using some varied kinds of sentence structures to vary pace <p>Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> • correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding • using some precise and varied vocabulary • using several kinds of sentence structures to vary pace and to support meaning
<ul style="list-style-type: none"> • clear voice (individual personality) (ELA-2-H2) 	
<p>16. Develop complex compositions using writing processes such as the following:</p>	<p>English College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p> <p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p>Use a colon to introduce an example or an elaboration</p>
<ul style="list-style-type: none"> • selecting topic and form (e.g., determining a purpose and audience) 	
<ul style="list-style-type: none"> • prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) 	
<ul style="list-style-type: none"> • drafting 	
<ul style="list-style-type: none"> • conferencing with peers and teachers 	
<ul style="list-style-type: none"> • revising for content and structure based on feedback 	<p>English College Readiness Standards</p> <p>Topic Development in Terms of Purpose and Focus:</p> <p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p> <p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p> <p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p> <p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p> <p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p> <p>Organization, Unity, and Coherence:</p> <p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p> <p>Select the most logical place to add a sentence in a paragraph</p> <p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most logical place to add a sentence in an essay</p> <p>Add a sentence that introduces a simple paragraph</p> <p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p> <p>Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic</p> <p>Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward</p> <p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p> <p>Rearrange sentences to improve the logic and coherence of a complex paragraph</p> <p>Add a sentence to introduce or conclude a fairly complex paragraph</p> <p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay</p> <p>Word Choice in Terms of Style, Tone, Clarity, and Economy:</p> <p>Revise sentences to correct awkward and confusing arrangements of sentence elements</p> <p>Revise vague nouns and pronouns that create obvious logic problems</p> <p>Delete obviously synonymous and wordy material in a sentence</p> <p>Revise expressions that deviate from the style of an essay</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)</p> <p>Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>Determine the clearest and most logical conjunction to link clauses</p> <p>Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence</p> <p>Identify and correct ambiguous pronoun references</p> <p>Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay</p> <p>Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)</p> <p>Correct vague and wordy or clumsy and confusing writing containing sophisticated language</p> <p>Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole</p>
<ul style="list-style-type: none"> • proofreading/editing to improve conventions of language 	<p>English College Readiness Standards</p> <p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing	
	<p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p>Use a colon to introduce an example or an elaboration</p>
<ul style="list-style-type: none"> publishing using available technology (ELA-2-H3) 	
17. Use the various modes to write complex compositions, including:	
<ul style="list-style-type: none"> definition essay 	
<ul style="list-style-type: none"> problem/solution essay 	
<ul style="list-style-type: none"> a research project 	
<ul style="list-style-type: none"> literary analyses that incorporate research 	
<ul style="list-style-type: none"> cause-effect essay 	
<ul style="list-style-type: none"> process analyses 	
<ul style="list-style-type: none"> persuasive essays (ELA-2-H4) 	
18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)	
19. Extend development of individual style to include the following:	
<ul style="list-style-type: none"> avoidance of overused words, clichés, and jargon 	
<ul style="list-style-type: none"> a variety of sentence structures and patterns 	
<ul style="list-style-type: none"> diction that sets tone and mood 	
<ul style="list-style-type: none"> vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5) 	
20. Write for various purposes, including:	
<ul style="list-style-type: none"> interpretations/explanations that connect life experiences to works of American, British, and world literature 	
<ul style="list-style-type: none"> functional documents (e.g., resumes, memos, proposals) (ELA-2-H6) 	

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LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing/Proofreading	
<p>Standard 3 Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p> <p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing/Proofreading	
	<p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p> <p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p> <p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p>Use a colon to introduce an example or an elaboration</p>
<p>21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)</p>	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing/Proofreading	
	<p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>
22. Apply standard rules of usage, for example:	<p>Sentence Structure and Formation:</p> <p>Use conjunctions or punctuation to join simple clauses</p> <p>Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p> <p>Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences</p> <p>Decide the appropriate verb tense and voice by considering the meaning of the entire sentence</p> <p>Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</p> <p>Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems</p> <p>Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs</p> <p>Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole</p> <p>Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing/Proofreading	
	<p>Conventions of Usage:</p> <p>Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives</p> <p>Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts</p> <p>Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, and <i>led</i> and <i>lead</i></p> <p>Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i>, <i>appeal to</i>)</p> <p>Ensure that a verb agrees with its subject when there is some text between the two</p> <p>Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences</p> <p>Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i></p> <p>Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</p> <p>Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas</p> <p>Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb</p>
<ul style="list-style-type: none"> • avoid splitting infinitives 	
<ul style="list-style-type: none"> • use the subjunctive mood appropriately (ELA-3-H2) 	
<p>23. Apply standard rules of mechanics and punctuation, including:</p>	<p>Conventions of Punctuation:</p> <p>Delete commas that create basic sense problems (e.g., between verb and direct object)</p> <p>Provide appropriate punctuation in straightforward situations (e.g., items in a series)</p> <p>Delete commas that disturb the sentence flow (e.g., between modifier and modified element)</p> <p>Use commas to set off simple parenthetical phrases</p> <p>Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)</p> <p>Use punctuation to set off complex parenthetical phrases</p>

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT English and Writing College Readiness Standards
Writing/Proofreading	
	<p>Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</p> <p>Use apostrophes to indicate simple possessive nouns</p> <p>Recognize inappropriate uses of colons and semicolons</p> <p>Use commas to set off a nonessential/nonrestrictive appositive or clause</p> <p>Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical)</p> <p>Use an apostrophe to show possession, especially with irregular plural nouns</p> <p>Use a semicolon to indicate a relationship between closely related independent clauses</p> <p>Use a colon to introduce an example or an elaboration</p>
<ul style="list-style-type: none"> • parentheses 	
<ul style="list-style-type: none"> • brackets 	
<ul style="list-style-type: none"> • dashes 	
<ul style="list-style-type: none"> • commas after introductory adverb clauses and long introductory phrases 	
<ul style="list-style-type: none"> • quotation marks for secondary quotations 	
<ul style="list-style-type: none"> • internal capitalization 	
<ul style="list-style-type: none"> • manuscript form (ELA-3-H2) 	
<p>24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)</p>	

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT College Readiness Standards
Speaking and Listening	
Standard 4 Students demonstrate competence in speaking and listening as tools for learning and communicating.	
25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	
26. Select language appropriate to specific purposes and audiences for speaking, including:	
• delivering informational/book reports in class	
• conducting interviews/surveys of classmates or the general public	
• participating in class discussions (ELA-4-H1)	
27. Listen to detailed oral instructions and presentations and carry out complex procedures, including:	
• reading and questioning	
• writing responses	
• forming groups	
• taking accurate, detailed notes (ELA-4-H2)	
28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)	
29. Deliver presentations that include the following:	
• language, diction, and syntax selected to suit a purpose and impact an audience	
• delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience	
• an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)	
30. Use active listening strategies, including:	
• monitoring messages for clarity	
• selecting and organizing information	
• noting cues such as changes in pace (ELA-4-H4)	
31. Deliver oral presentations, including:	
• speeches that use appropriate rhetorical strategies	
• responses that analyze information in texts and media	
• persuasive arguments that clarify or defend positions (ELA-4-H4)	
32. Give oral and written analyses of media information, including:	
• identifying logical fallacies (e.g., attack <i>ad hominem</i> , false causality, overgeneralization, bandwagon effect) used in oral addresses	

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT College Readiness Standards
Speaking and Listening	
<ul style="list-style-type: none"> analyzing the techniques used in media messages for a particular audience 	
<ul style="list-style-type: none"> critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation 	
<ul style="list-style-type: none"> critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5) 	
33. Participate in group and panel discussions, including:	
<ul style="list-style-type: none"> identifying the strengths and talents of other participants 	
<ul style="list-style-type: none"> acting as facilitator, recorder, leader, listener, or mediator 	
<ul style="list-style-type: none"> evaluating the effectiveness of participants' performance (ELA-4-H6) 	

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT College Readiness Standards
Information Resources	
Standard 5 Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	
34. Select and critique relevant information for a research project using the organizational features of a variety of resources, including:	
<ul style="list-style-type: none"> • print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references) 	
<ul style="list-style-type: none"> • electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1) 	
35. Locate, analyze, and synthesize information from a variety of complex resources, including:	
<ul style="list-style-type: none"> • multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) 	
<ul style="list-style-type: none"> • electronic sources (e.g., Web sites or databases) 	
<ul style="list-style-type: none"> • other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2) 	
36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)	
37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:	
<ul style="list-style-type: none"> • formulating clear research questions 	
<ul style="list-style-type: none"> • evaluating the validity and/or reliability of primary and/or secondary sources 	
<ul style="list-style-type: none"> • using graphic organizers (e.g., outlining, charts, timelines, webs) 	
<ul style="list-style-type: none"> • compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation 	
<ul style="list-style-type: none"> • preparing annotated bibliographies and anecdotal scripts (ELA-5-H3) 	
38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:	
<ul style="list-style-type: none"> • researched information that supports main ideas 	
<ul style="list-style-type: none"> • facts, details, examples, and explanations from sources 	
<ul style="list-style-type: none"> • graphics when appropriate 	
<ul style="list-style-type: none"> • complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3) 	

TABLE 1E

LOUISIANA Grades 11–12 English Language Arts Standards and Grade-Level Expectations	ACT College Readiness Standards
Information Resources	
39. Use word processing and/or technology to draft, revise, and publish various works, including:	
<ul style="list-style-type: none"> functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly 	
<ul style="list-style-type: none"> analytical reports that include databases, graphics, and spreadsheets 	
<ul style="list-style-type: none"> research reports on high-interest and literary topics (ELA-5-H4) 	
40. Use selected style guides to produce complex reports that include the following:	
<ul style="list-style-type: none"> credit for sources (e.g., appropriate parenthetical documentation and notes) 	
<ul style="list-style-type: none"> standard formatting for source acknowledgment (ELA-5-H5) 	
41. Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)	

**SUPPLEMENT
TABLES 2A–2E:
MATHEMATICS**

TABLE 2A

LOUISIANA Grade 7 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Number and Number Relations	
Standard: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.	
1. Recognize and compute equivalent representations of fractions, decimals, and percents (i.e., halves, thirds, fourths, fifths, eighths, tenths, hundredths) (N-1-M)	Numbers: Concepts & Properties: Recognize equivalent fractions and fractions in lowest terms Identify a digit's place value
2. Compare positive fractions, decimals, percents, and integers using symbols (i.e., $<$, \leq , $=$, \geq , $>$) and position on a number line (N-2-M)	Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions
3. Solve order of operations problems involving grouping symbols and multiple operations (N-4-M)	Basic Operations & Applications: Solve some routine two-step arithmetic problems
4. Model and apply the distributive property in real-life applications (N-4-M)	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
5. Multiply and divide positive fractions and decimals (N-5-M)	Basic Operations & Applications: Perform one-operation computation with whole numbers and decimals Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent
6. Set up and solve simple percent problems using various strategies, including mental math (N-5-M) (N-6-M) (N-8-M)	Basic Operations & Applications: Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent
7. Select and discuss appropriate operations and solve single- and multi-step, real-life problems involving positive fractions, percents, mixed numbers, decimals, and positive and negative integers (N-5-M) (N-3-M) (N-4-M)	Basic Operations & Applications: Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems
8. Determine the reasonableness of answers involving positive fractions and decimals by comparing them to estimates (N-6-M) (N-7-M)	Basic Operations & Applications: Solve some routine two-step arithmetic problems
9. Determine when an estimate is sufficient and when an exact answer is needed in real-life problems using decimals and percents (N-7-M) (N-5-M)	
10. Determine and apply rates and ratios (N-8-M)	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average

TABLE 2A

LOUISIANA Grade 7 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Number and Number Relations	
11. Use proportions involving whole numbers to solve real-life problems (N-8-M)	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average

TABLE 2A

LOUISIANA Grade 7 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Algebra	
Standard: In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.	
1. Evaluate algebraic expressions containing exponents (especially 2 and 3) and square roots, using substitution (A-1-M)	Numbers: Concepts & Properties: Work with squares and square roots of numbers Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities
2. Determine the square root of perfect squares and mentally approximate other square roots by identifying the two whole numbers between which they fall (A-1-M)	Numbers: Concepts & Properties: Work with squares and square roots of numbers
3. Write a real-life meaning of a simple algebraic equation or inequality, and vice versa (A-1-M) (A-5-M)	Expressions, Equations, & Inequalities: Perform straightforward word-to-symbol translations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
4. Match algebraic inequalities with equivalent verbal statements and vice versa (A-1-M)	Expressions, Equations, & Inequalities: Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
5. Solve one- and two-step equations and inequalities (with one variable) in multiple ways (A-2-M)	Expressions, Equations, & Inequalities: Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals Solve one-step equations having integer or decimal answers Solve routine first-degree equations Solve real-world problems using first-degree equations
6. Graph solutions sets of one-step equations and inequalities as points, or open and closed rays on a number line (e.g., $x = 5$, $x < 5$, $x \leq 5$, $x > 5$, $x \geq 5$) (A-2-M)	Graphical Representations: Locate points on the number line and in the first quadrant
7. Describe linear, multiplicative, or changing growth relationships (e.g., 1, 3, 6, 10, 15, 21, ...) verbally and algebraically (A-3-M) (A-4-M) (P-1-M)	Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Expressions, Equations, & Inequalities: Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)

TABLE 2A

LOUISIANA Grade 7 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Algebra	
8. Use <i>function machines</i> to determine and describe the rule that generates outputs from given inputs (A-4-M) (P-3-M)	Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)

TABLE 2A

LOUISIANA Grade 7 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Measurement	
Standard: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.	
9. Determine the perimeter and area of composite plane figures by subdivision and area addition (M-1-M) (G-7-M)	Measurement: Compute the area of triangles and rectangles when one or more additional simple steps are required
10. Compare and order measurements within and between the U.S. and metric systems in terms of common reference points (e.g., weight/mass and area) (M-4-M) (G-1-M)	Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
11. Convert between units of area in U.S. and metric units within the same system (M-5-M)	Basic Operations & Applications: Perform common conversions (e.g., inches to feet or hours to minutes)
12. Demonstrate an intuitive sense of comparisons between degrees Fahrenheit and Celsius in real-life situations using common reference points (M-5-M)	Basic Operations & Applications: Perform common conversions (e.g., inches to feet or hours to minutes)

TABLE 2A

LOUISIANA Grade 7 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Geometry	
Standard: In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.	
13. Identify and draw angles (using protractors), circles, diameters, radii, altitudes, and 2-dimensional figures with given specifications (G-2-M)	
14. Draw the results of reflections and translations of geometric shapes on a coordinate grid (G-3-M)	
15. Recognize π as the ratio between the circumference and diameter of any circle (i.e., $\pi = C/d$ or $\pi = C/2r$) (G-5-M)	
16. Model and explain the relationship between perimeter and area (how scale change in a linear dimension affects perimeter and area) and between circumference and area of a circle (G-5-M)	
17. Determine the radius, diameter, circumference, and area of a circle and apply these measures in real-life problems (G-5-M) (G-7-M) (M-6-M)	Measurement: Compute the area and circumference of circles after identifying necessary information
18. Plot points on a coordinate grid in all 4 quadrants and locate the coordinates of a missing vertex in a parallelogram (G-6-M) (A-5-M)	Graphical Representations: Locate points in the coordinate plane
19. Apply the knowledge that the measures of the interior angles in a triangle add up to 180 degrees (G-7-M)	Properties of Plane Figures: Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90° , 180° , and 360°)

TABLE 2A

LOUISIANA Grade 7 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Data Analysis, Probability, and Discrete Math	
Standard: In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.	
20. Analyze and interpret circle graphs, and determine when a circle graph is the most appropriate type of graph to use (D-2-M)	Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs
21. Describe data in terms of patterns, clustered data, gaps, and outliers (D-2-M)	Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs
22. Analyze discrete and continuous data in real-life applications (D-2-M) (D-6-M)	Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs
23. Create and use Venn diagrams with three overlapping categories to solve counting logic problems (D-3-M)	Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
24. Use informal thinking procedures of elementary logic involving <i>if/then</i> statements (D-3-M)	
25. Apply the fundamental counting principle in real-life situations (D-4-M)	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
26. Determine probability from experiments and from data displayed in tables and graphs (D-5-M)	Probability, Statistics, & Data Analysis: Compute straightforward probabilities for common situations
27. Compare theoretical and experimental probability in real-life situations (D-5-M)	

TABLE 2A

LOUISIANA Grade 7 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Patterns, Relations, and Functions	
Standard: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.	
28. Analyze and describe simple exponential number patterns (e.g., 3, 9, 27 or 3^1 , 3^2 , 3^3) (P-1-M)	Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
29. Analyze and verbally describe real-life additive and multiplicative patterns involving fractions and integers (P-1-M) (P-4-M)	Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
30. Illustrate patterns of change in length(s) of sides and corresponding changes in areas of polygons (P-3-M)	

TABLE 2B

LOUISIANA Grade 8 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Number and Number Relations	
Standard: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.	
1. Compare rational numbers using symbols (i.e., $<$, \leq , $=$, \geq , $>$) and position on a number line (N-1-M) (N-2-M)	Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Order fractions Work with squares and square roots of numbers
2. Use whole number exponents (0–3) in problem-solving contexts (N-1-M) (N-5-M)	
3. Estimate the answer to an operation involving rational numbers based on the original numbers (N-2-M) (N-6-M)	
4. Read and write numbers in scientific notation with positive exponents (N-3-M)	Numbers: Concepts & Properties: Work with scientific notation
5. Simplify expressions involving operations on integers, grouping symbols, and whole number exponents using order of operations (N-4-M)	Numbers: Concepts & Properties: Recognize one-digit factors of a number Identify a digit's place value
6. Identify missing information or suggest a strategy for solving a real-life, rational-number problem (N-5-M)	
7. Use proportional reasoning to model and solve real-life problems (N-8-M)	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
8. Solve real-life problems involving percentages, including percentages less than 1 or greater than 100 (N-8-M) (N-5-M)	Basic Operations & Applications: Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
9. Find unit/cost rates and apply them in real-life problems (N-8-M) (N-5-M) (A-5-M)	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average

TABLE 2B

LOUISIANA Grade 8 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Algebra	
Standard: In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.	
10. Write real-life meanings of expressions and equations involving rational numbers and variables (A-1-M) (A-5-M)	Expressions, Equations, & Inequalities: Perform straightforward word-to-symbol translations
11. Translate real-life situations that can be modeled by linear or exponential relationships to algebraic expressions, equations, and inequalities (A-1-M) (A-4-M) (A-5-M)	Expressions, Equations, & Inequalities: Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
12. Solve and graph solutions of multi-step linear equations and inequalities (A-2-M)	Expressions, Equations, & Inequalities: Solve routine first-degree equations Graphical Representations: Locate points in the coordinate plane
13. Switch between functions represented as tables, equations, graphs, and verbal representations, with and without technology (A-3-M) (P-2-M) (A-4-M)	Probability, Statistics, & Data Analysis: Calculate the missing data value, given the average and all data values but one
14. Construct a table of x - and y -values satisfying a linear equation and construct a graph of the line on the coordinate plane (A-3-M) (A-2-M)	Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph)
15. Describe and compare situations with constant or varying rates of change (A-4-M)	
16. Explain and formulate generalizations about how a change in one variable results in a change in another variable (A-4-M)	

TABLE 2B

LOUISIANA Grade 8 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Measurement	
Standard: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.	
17. Determine the volume and surface area of prisms and cylinders (M-1-M) (G-7-M)	Measurement: Use geometric formulas when all necessary information is given
18. Apply rate of change in real-life problems, including density, velocity, and international monetary conversions (M-1-M) (N-8-M) (M-6-M)	Probability, Statistics, & Data Analysis: Perform computations on data from tables and graphs
19. Demonstrate an intuitive sense of the relative sizes of common units of volume in relation to real-life applications and use this sense when estimating (M-2-M) (G-1-M)	
20. Identify and select appropriate units for measuring volume (M-3-M)	
21. Compare and estimate measurements of volume and capacity within and between the U.S. and metric systems (M-4-M) (G-1-M)	Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
22. Convert units of volume/capacity within systems for U.S. and metric units (M-5-M)	Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)

TABLE 2B

LOUISIANA Grade 8 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Geometry	
Standard: In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.	
23. Define and apply the terms <i>measure</i> , <i>distance</i> , <i>midpoint</i> , <i>bisect</i> , <i>bisector</i> , and <i>perpendicular bisector</i> (G-2-M)	
24. Demonstrate conceptual and practical understanding of symmetry, similarity, and congruence and identify similar and congruent figures (G-2-M)	
25. Predict, draw, and discuss the resulting changes in lengths, orientation, angle measures, and coordinates when figures are translated, reflected across horizontal or vertical lines, and rotated on a grid (G-3-M) (G-6-M)	
26. Predict, draw, and discuss the resulting changes in lengths, orientation, and angle measures that occur in figures under a similarity transformation (dilation) (G-3-M) (G-6-M)	
27. Construct polyhedra using 2-dimensional patterns (nets) (G-4-M)	
28. Apply concepts, properties, and relationships of adjacent, corresponding, vertical, alternate interior, complementary, and supplementary angles (G-5-M)	Properties of Plane Figures: Find the measure of an angle using properties of parallel lines Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90° , 180° , and 360°) Use several angle properties to find an unknown angle measure
29. Solve problems involving lengths of sides of similar triangles (G-5-M) (A-5-M)	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
30. Construct, interpret, and use scale drawings in real-life situations (G-5-M) (M-6-M) (N-8-M)	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
31. Use area to justify the Pythagorean theorem and apply the Pythagorean theorem and its converse in real-life problems (G-5-M) (G-7-M)	
32. Model and explain the relationship between the dimensions of a rectangular prism and its volume (i.e., how scale change in linear dimension(s) affects volume) (G-5-M)	
33. Graph solutions to real-life problems on the coordinate plane (G-6-M)	Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph)

TABLE 2B

LOUISIANA Grade 8 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Data Analysis, Probability, and Discrete Math	
Standard: In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.	
34. Determine what kind of data display is appropriate for a given situation (D-1-M)	Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph)
35. Match a data set or graph to a described situation, and vice versa (D-1-M)	Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs
36. Organize and display data using circle graphs (D-1-M)	Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph)
37. Collect and organize data using box-and-whisker plots and use the plots to interpret quartiles and range (D-1-M) (D-2-M)	
38. Sketch and interpret a trend line (i.e., line of best fit) on a scatterplot (D-2-M) (A-4-M) (A-5-M)	Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs
39. Analyze and make predictions from discovered data patterns (D-2-M)	Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs
40. Explain factors in a data set that would affect measures of central tendency (e.g., impact of extreme values) and discuss which measure is most appropriate for a given situation (D-2-M)	
41. Select random samples that are representative of the population, including sampling with and without replacement, and explain the effect of sampling on bias (D-2-M) (D-4-M)	
42. Use lists, tree diagrams, and tables to apply the concept of permutations to represent an ordering with and without replacement (D-4-M)	
43. Use lists and tables to apply the concept of combinations to represent the number of possible ways a set of objects can be selected from a group (D-4-M)	
44. Use experimental data presented in tables and graphs to make outcome predictions of independent events (D-5-M)	Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs
45. Calculate, illustrate, and apply single- and multiple-event probabilities, including mutually exclusive, independent events and non-mutually exclusive, dependent events (D-5-M)	Probability, Statistics, & Data Analysis: Compute straightforward probabilities for common situations

TABLE 2B

LOUISIANA Grade 8 Mathematics Standards and Grade-Level Expectations	EXPLORE Mathematics College Readiness Standards
Patterns, Relations, and Functions	
Standard: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.	
46. Distinguish between and explain when real-life numerical patterns are linear/arithmetic (i.e., grows by addition) or exponential/geometric (i.e., grows by multiplication) (P-1-M) (P-4-M)	Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
47. Represent the n^{th} term in a pattern as a formula and test the representation (P-1-M) (P-2-M) (P-3-M) (A-5-M)	Expressions, Equations, & Inequalities: Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)
48. Illustrate patterns of change in dimension(s) and corresponding changes in volumes of rectangular solids (P-3-M)	

TABLE 2C

LOUISIANA Grade 9 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Number and Number Relations	
Standard: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.	
1. Identify and describe differences among natural numbers, whole numbers, integers, rational numbers, and irrational numbers (N-1-H) (N-2-H) (N-3-H)	
2. Evaluate and write numerical expressions involving integer exponents (N-2-H)	Numbers: Concepts & Properties: Work problems involving positive integer exponents Apply rules of exponents
3. Apply scientific notation to perform computations, solve problems, and write representations of numbers (N-2-H)	Numbers: Concepts & Properties: Work with scientific notation
4. Distinguish between an exact and an approximate answer, and recognize errors introduced by the use of approximate numbers with technology (N-3-H) (N-4-H) (N-7-H)	
5. Demonstrate computational fluency with all rational numbers (e.g., estimation, mental math, technology, paper/pencil) (N-5-H)	Basic Operations & Applications: Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems
6. Simplify and perform basic operations on numerical expressions involving radicals (e.g., $2\sqrt{3} + 5\sqrt{3} = 7\sqrt{3}$) (N-5-H)	Expressions, Equations, & Inequalities: Add and subtract simple algebraic expressions
7. Use proportional reasoning to model and solve real-life problems involving direct and inverse variation (N-6-H)	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Expressions, Equations, & Inequalities: Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)

TABLE 2C

LOUISIANA Grade 9 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Algebra	
Standard: In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.	
8. Use order of operations to simplify or rewrite variable expressions (A-1-H) (A-2-H)	Expressions, Equations, & Inequalities: Multiply two binomials Add, subtract, and multiply polynomials Manipulate expressions and equations
9. Model real-life situations using linear expressions, equations, and inequalities (A-1-H) (D-2-H) (P-5-H)	Expressions, Equations, & Inequalities: Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Write expressions, equations, and inequalities for common algebra settings
10. Identify independent and dependent variables in real-life relationships (A-1-H)	Graphical Representations: Interpret and use information from graphs in the coordinate plane
11. Use equivalent forms of equations and inequalities to solve real-life problems (A-1-H)	Expressions, Equations, & Inequalities: Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Solve first-degree inequalities that do not require reversing the inequality sign Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Solve linear inequalities that require reversing the inequality sign Solve absolute value equations Find solutions to systems of linear equations
12. Evaluate polynomial expressions for given values of the variable (A-2-H)	Expressions, Equations, & Inequalities: Evaluate algebraic expressions by substituting integers for unknown quantities
13. Translate between the characteristics defining a line (i.e., slope, intercepts, points) and both its equation and graph (A-2-H) (G-3-H)	Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph) Graphical Representations: Match linear graphs with their equations
14. Graph and interpret linear inequalities in one or two variables and systems of linear inequalities (A-2-H) (A-4-H)	Graphical Representations: Match number line graphs with solution sets of linear inequalities

TABLE 2C

LOUISIANA Grade 9 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Algebra	
15. Translate among tabular, graphical, and algebraic representations of functions and real-life situations (A-3-H) (P-1-H) (P-2-H)	Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs
16. Interpret and solve systems of linear equations using graphing, substitution, elimination, with and without technology, and matrices using technology (A-4-H)	Expressions, Equations, & Inequalities: Find solutions to systems of linear equations

TABLE 2C

LOUISIANA Grade 9 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Measurement	
Standard: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.	
17. Distinguish between precision and accuracy (M-1-H)	
18. Demonstrate and explain how the scale of a measuring instrument determines the precision of that instrument (M-1-H)	
19. Use significant digits in computational problems (M-1-H) (N-2-H)	
20. Demonstrate and explain how relative measurement error is compounded when determining absolute error (M-1-H) (M-2-H) (M-3-H)	
21. Determine appropriate units and scales to use when solving measurement problems (M-2-H) (M-3-H) (M-1-H)	Basic Operations & Applications: Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)
22. Solve problems using indirect measurement (M-4-H)	Properties of Plane Figures: Apply properties of 30° - 60° - 90° , 45° - 45° - 90° , similar, and congruent triangles Measurement: Use relationships involving area, perimeter, and volume of geometric figures to compute another measure

TABLE 2C

LOUISIANA Grade 9 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Geometry	
Standard: In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.	
23. Use coordinate methods to solve and interpret problems (e.g., slope as rate of change, intercept as initial value, intersection as common solution, midpoint as equidistant) (G-2-H) (G-3-H)	Graphical Representations: Determine the slope of a line from points or equations Find the midpoint of a line segment Interpret and use information from graphs in the coordinate plane Use the distance formula
24. Graph a line when the slope and a point or when two points are known (G-3-H)	
25. Explain slope as a representation of “rate of change” (G-3-H) (A-1-H)	
26. Perform translations and line reflections on the coordinate plane (G-3-H)	

TABLE 2C

LOUISIANA Grade 9 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Data Analysis, Probability, and Discrete Math	
Standard: In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.	
27. Determine the most appropriate measure of central tendency for a set of data based on its distribution (D-1-H)	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs
28. Identify trends in data and support conclusions by using distribution characteristics such as patterns, clusters, and outliers (D-1-H) (D-6-H) (D-7-H)	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs
29. Create a scatter plot from a set of data and determine if the relationship is linear or nonlinear (D-1-H) (D-6-H) (D-7-H)	Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph)
30. Use simulations to estimate probabilities (D-3-H) (D-5-H)	Probability, Statistics, & Data Analysis: Compute a probability when the event and/or sample space are not given or obvious
31. Define probability in terms of sample spaces, outcomes, and events (D-4-H)	
32. Compute probabilities using geometric models and basic counting techniques such as combinations and permutations (D-4-H)	Probability, Statistics, & Data Analysis: Apply counting techniques Compute a probability when the event and/or sample space are not given or obvious
33. Explain the relationship between the probability of an event occurring, and the odds of an event occurring and compute one given the other (D-4-H)	Probability, Statistics, & Data Analysis: Use the relationship between the probability of an event and the probability of its complement Compute a probability when the event and/or sample space are not given or obvious
34. Follow and interpret processes expressed in flow charts (D-8-H)	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs

TABLE 2C

LOUISIANA Grade 9 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Patterns, Relations, and Functions	
Standard: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.	
35. Determine if a relation is a function and use appropriate function notation (P-1-H)	
36. Identify the domain and range of functions (P-1-H)	
37. Analyze real-life relationships that can be modeled by linear functions (P-1-H) (P-5-H)	
38. Identify and describe the characteristics of families of linear functions, with and without technology (P-3-H)	Graphical Representations: Match linear graphs with their equations
39. Compare and contrast linear functions algebraically in terms of their rates of change and intercepts (P-4-H)	Graphical Representations: Match linear graphs with their equations
40. Explain how the graph of a linear function changes as the coefficients or constants are changed in the function's symbolic representation (P-4-H)	Graphical Representations: Match linear graphs with their equations

TABLE 2D

LOUISIANA Grade 10 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Number and Number Relations	
Standard: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.	
1. Simplify and determine the value of radical expressions (N-2-H) (N-7-H)	Numbers: Concepts & Properties: Work with squares and square roots of numbers Work with cubes and cube roots of numbers Expressions, Equations, & Inequalities: Manipulate expressions and equations
2. Predict the effect of operations on real numbers (e.g., the quotient of a positive number divided by a positive number less than 1 is greater than the original dividend) (N-3-H) (N-7-H)	Numbers: Concepts & Properties: Apply number properties involving even/odd numbers and factors/multiples Apply number properties involving positive/negative numbers
3. Define <i>sine</i> , <i>cosine</i> , and <i>tangent</i> in ratio form and calculate them using technology (N-6-H)	Basic Operations & Applications: Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average Solve word problems containing several rates, proportions, or percentages
4. Use ratios and proportional reasoning to solve a variety of real-life problems including similar figures and scale drawings (N-6-H) (M-4-H)	Properties of Plane Figures: Apply properties of 30° - 60° - 90° , 45° - 45° - 90° , similar, and congruent triangles

TABLE 2D

LOUISIANA Grade 10 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Algebra	
Standard: In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.	
5. Write the equation of a line of best fit for a set of 2-variable real-life data presented in table or scatter plot form, with or without technology (A-2-H) (D-2-H)	Probability, Statistics, & Data Analysis: Translate from one representation of data to another (e.g., a bar graph to a circle graph) Manipulate data from tables and graphs Graphical Representations: Match linear graphs with their equations Interpret and use information from graphs in the coordinate plane
6. Write the equation of a line parallel or perpendicular to a given line through a specific point (A-3-H) (G-3-H)	Graphical Representations: Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point

TABLE 2D

LOUISIANA Grade 10 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Measurement	
Standard: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.	
7. Find volume and surface area of pyramids, spheres, and cones (M-3-H) (M-4-H)	Measurement: Use geometric formulas when all necessary information is given
8. Model and use trigonometric ratios to solve problems involving right triangles (M-4-H) (N-6-H)	

TABLE 2D

LOUISIANA Grade 10 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Geometry	
Standard: In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.	
9. Construct 2- and 3-dimensional figures when given the name, description, or attributes, with and without technology (G-1-H)	
10. Form and test conjectures concerning geometric relationships including lines, angles, and polygons (i.e., triangles, quadrilaterals, and n-gons), with and without technology (G-1-H) (G-4-H) (G-6-H)	Properties of Plane Figures: Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90° , 180° , and 360°) Use several angle properties to find an unknown angle measure Use properties of isosceles triangles Apply properties of 30° - 60° - 90° , 45° - 45° - 90° , similar, and congruent triangles Use the Pythagorean theorem Measurement: Use geometric formulas when all necessary information is given
11. Determine angle measurements using the properties of parallel, perpendicular, and intersecting lines in a plane (G-2-H)	Properties of Plane Figures: Find the measure of an angle using properties of parallel lines Use several angle properties to find an unknown angle measure
12. Apply the Pythagorean theorem in both abstract and real-life settings (G-2-H)	Properties of Plane Figures: Recognize Pythagorean triples Use the Pythagorean theorem Graphical Representations: Use the distance formula
13. Solve problems and determine measurements involving chords, radii, arcs, angles, secants, and tangents of a circle (G-2-H)	
14. Develop and apply coordinate rules for translations and reflections of geometric figures (G-3-H)	
15. Draw or use other methods, including technology, to illustrate dilations of geometric figures (G-3-H)	
16. Represent and solve problems involving distance on a number line or in the plane (G-3-H)	Graphical Representations: Comprehend the concept of length on the number line Find the midpoint of a line segment Use the distance formula
17. Compare and contrast inductive and deductive reasoning approaches to justify conjectures and solve problems (G-4-H) (G-6-H)	

TABLE 2D

LOUISIANA Grade 10 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Geometry	
18. Determine angle measures and side lengths of right and similar triangles using trigonometric ratios and properties of similarity, including congruence (G-5-H) (M-4-H)	<p>Basic Operations & Applications:</p> <p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Solve word problems containing several rates, proportions, or percentages</p> <p>Properties of Plane Figures:</p> <p>Use properties of isosceles triangles</p> <p>Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles</p>
19. Develop formal and informal proofs (e.g., Pythagorean theorem, flow charts, paragraphs) (G-6-H)	

TABLE 2D

LOUISIANA Grade 10 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Data Analysis, Probability, and Discrete Math	
Standard: In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.	
20. Show or justify the correlation (match) between a linear or non-linear data set and a graph (D-2-H) (P-5-H)	Probability, Statistics, & Data Analysis: Manipulate data from tables and graphs
21. Determine the probability of conditional and multiple events, including mutually and nonmutually exclusive events (D-4-H) (D-5-H)	Probability, Statistics, & Data Analysis: Compute straightforward probabilities for common situations Compute a probability when the event and/or sample space are not given or obvious
22. Interpret and summarize a set of experimental data presented in a table, bar graph, line graph, scatter plot, matrix, or circle graph (D-7-H)	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs
23. Draw and justify conclusions based on the use of logic (e.g., conditional statements, converse, inverse, contrapositive) (D-8-H) (G-6-H) (N-7-H)	
24. Use counting procedures and techniques to solve real-life problems (D-9-H)	Probability, Statistics, & Data Analysis: Compute straightforward probabilities for common situations Apply counting techniques
25. Use discrete math to model real life situations (e.g., fair games, elections) (D-9-H)	Probability, Statistics, & Data Analysis: Use the relationship between the probability of an event and the probability of its complement Determine the probability of a simple event Exhibit knowledge of simple counting techniques Compute straightforward probabilities for common situations Use Venn diagrams in counting Apply counting techniques Compute a probability when the event and/or sample space are not given or obvious

TABLE 2D

LOUISIANA Grade 10 Mathematics Standards and Grade-Level Expectations	PLAN Mathematics College Readiness Standards
Patterns, Relations, and Functions	
Standard: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.	
26. Generalize and represent patterns symbolically, with and without technology (P-1-H)	Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Expressions, Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings
27. Translate among tabular, graphical, and symbolic representations of patterns in real-life situations, with and without technology (P-2-H) (P-3-H) (A-3-H)	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor Expressions, Equations, & Inequalities: Write expressions, equations, and inequalities for common algebra settings

TABLE 2E

LOUISIANA Grades 11–12 Mathematics Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Number and Number Relations	
Standard: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.	
1. Read, write, and perform basic operations on complex numbers (N-1-H) (N-5-H)	Numbers: Concepts & Properties: Exhibit some knowledge of the complex numbers Multiply two complex numbers Apply properties of complex numbers
2. Evaluate and perform basic operations on expressions containing rational exponents (N-2-H)	Numbers: Concepts & Properties: Apply rules of exponents
3. Describe the relationship between exponential and logarithmic equations (N-2-H)	

TABLE 2E

LOUISIANA Grades 11–12 Mathematics Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Algebra	
Standard: In problem-solving investigations students demonstrate an understanding of concepts and processes that allow them to analyze, represent, and describe relationships among variable quantities and to apply algebraic methods to real-world situations.	
4. Translate and show the relationships among non-linear graphs, related tables of values, and algebraic symbolic representations (A-1-H)	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs Graphical Representations: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Solve problems integrating multiple algebraic and/or geometric concepts
5. Factor simple quadratic expressions including general trinomials, perfect squares, difference of two squares, and polynomials with common factors (A-2-H)	Expressions, Equations, & Inequalities: Factor simple quadratics (e.g., the difference of squares and perfect square trinomials) Numbers: Concepts & Properties: Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor
6. Analyze functions based on zeros, asymptotes, and local and global characteristics of the function (A-3-H)	Graphical Representations: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Analyze and draw conclusions based on information from graphs in the coordinate plane Numbers: Concepts & Properties: Determine when an expression is undefined
7. Explain, using technology, how the graph of a function is affected by change of degree, coefficient, and constants in polynomial, rational, radical, exponential, and logarithmic functions (A-3-H)	Graphical Representations: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Analyze and draw conclusions based on information from graphs in the coordinate plane
8. Categorize non-linear graphs and their equations as quadratic, cubic, exponential, logarithmic, step function, rational, trigonometric, or absolute value (A-3-H) (P-5-H)	Graphical Representations: Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Functions: Match graphs of basic trigonometric functions with their equations
9. Solve quadratic equations by factoring, completing the square, using the quadratic formula, and graphing (A-4-H)	Expressions, Equations, & Inequalities: Identify solutions to simple quadratic equations Solve quadratic equations

TABLE 2E

LOUISIANA Grades 11–12 Mathematics Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Algebra	
10. Model and solve problems involving quadratic, polynomial, exponential, logarithmic, step function, rational, and absolute value equations using technology (A-4-H)	Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving

TABLE 2E

LOUISIANA Grades 11–12 Mathematics Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Measurement	
Standard: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.	
11. Calculate angle measures in degrees, minutes, and seconds (M-1-H)	
12. Explain the unit circle basis for radian measure and show its relationship to degree measure of angles (M-1-H)	Functions: Exhibit knowledge of unit circle trigonometry
13. Identify and apply the unit circle definition to trigonometric functions and use this definition to solve real-life problems (M-4-H)	Functions: Use trigonometric concepts and basic identities to solve problems Exhibit knowledge of unit circle trigonometry
14. Use the Law of Sines and the Law of Cosines to solve problems involving triangle measurements (M-4-H)	Functions: Use trigonometric concepts and basic identities to solve problems

TABLE 2E

LOUISIANA Grades 11–12 Mathematics Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Geometry	
Standard: In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.	
15. Identify conic sections, including the degenerate conics, and describe the relationship of the plane and double-napped cone that forms each conic (G-1-H)	Graphical Representations: Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)
16. Represent translations, reflections, rotations, and dilations of plane figures using sketches, coordinates, vectors, and matrices (G-3-H)	Graphical Representations: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$

TABLE 2E

LOUISIANA Grades 11–12 Mathematics Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Data Analysis, Probability, and Discrete Math	
Standard: In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.	
17. Discuss the differences between samples and populations (D-1-H)	
18. Devise and conduct well-designed experiments/surveys involving randomization and considering the effects of sample size and bias (D-1-H)	
19. Correlate/match data sets or graphs and their representations and classify them as exponential, logarithmic, or polynomial functions (D-2-H)	Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs Graphical Representations: Analyze and draw conclusions based on information from graphs in the coordinate plane
20. Interpret and explain, with the use of technology, the regression coefficient and the correlation coefficient for a set of data (D-2-H)	
21. Describe and interpret displays of normal and non-normal distributions (D-6-H)	
22. Explain the limitations of predictions based on organized sample sets of data (D-7-H)	Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs
23. Represent data and solve problems involving Euler and Hamiltonian paths (D-9-H)	

TABLE 2E

LOUISIANA Grades 11–12 Mathematics Standards and Grade-Level Expectations	ACT Mathematics College Readiness Standards
Patterns, Relations, and Functions	
Standard: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.	
24. Model a given set of real-life data with a non-linear function (P-1-H) (P-5-H)	Probability, Statistics, & Data Analysis: Interpret and use information from figures, tables, and graphs Expressions, Equations, & Inequalities: Write expressions that require planning and/or manipulating to accurately model a situation
25. Apply the concept of a function and function notation to represent and evaluate functions (P-1-H) (P-5-H)	Functions: Evaluate quadratic functions, expressed in function notation, at integer values Evaluate polynomial functions, expressed in function notation, at integer values Evaluate composite functions at integer values
26. Represent and solve problems involving n^{th} terms and sums for arithmetic and geometric series (P-2-H)	Numbers: Concepts & Properties: Exhibit knowledge of logarithms and geometric sequences
27. Compare and contrast the properties of families of polynomial, rational, exponential, and logarithmic functions, with and without technology (P-3-H)	Graphical Representations: Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle) Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$ Numbers: Concepts & Properties: Exhibit knowledge of logarithms and geometric sequences
28. Represent and solve problems involving the translation of functions in the coordinate plane (P-4-H)	Graphical Representations: Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$
29. Determine the family or families of functions that can be used to represent a given set of real-life data, with and without technology (P-5-H)	Probability, Statistics, & Data Analysis: Analyze and draw conclusions based on information from figures, tables, and graphs Graphical Representations: Analyze and draw conclusions based on information from graphs in the coordinate plane

**SUPPLEMENT
TABLES 3 A–3G
SCIENCE**

TABLE 3A

LOUISIANA Grades 7–8 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Science As Inquiry	
Standard: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.	
The Abilities Necessary to Do Scientific Inquiry	
1. Generate testable questions about objects, organisms, and events that can be answered through scientific investigation (SI-M-A1)	Scientific Investigation: Understand a simple experimental design
2. Identify problems, factors, and questions that must be considered in a scientific investigation (SI-M-A1)	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
3. Use a variety of sources to answer questions (SI-M-A1)	Interpretation of Data: Understand basic scientific terminology Find basic information in a brief body of text
4. Design, predict outcomes, and conduct experiments to answer guiding questions (SI-M-A2)	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Interpolate between data points in a table or graph Determine how the value of one variable changes as the value of another variable changes in a complex data presentation
5. Identify independent variables, dependent variables, and variables that should be controlled in designing an experiment (SI-M-A2)	Scientific Investigation: Understand a simple experimental design Identify a control in an experiment
6. Select and use appropriate equipment, technology, tools, and metric system units of measurement to make observations (SI-M-A3)	Scientific Investigation: Understand the methods and tools used in a simple experiment
7. Record observations using methods that complement investigations (e.g., journals, tables, charts) (SI-M-A3)	Interpretation of Data: Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Understand basic scientific terminology Translate information into a table, graph, or diagram
8. Use consistency and precision in data collection, analysis, and reporting (SI-M-A3)	Scientific Investigation: Understand the methods and tools used in a simple experiment
9. Use computers and/or calculators to analyze and interpret quantitative data (SI-M-A3)	
10. Identify the difference between description and explanation (SI-M-A4)	

TABLE 3A

LOUISIANA Grades 7–8 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Science As Inquiry	
<p>11. Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols) (SI-M-A4)</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p>
<p>12. Use data and information gathered to develop an explanation of experimental results (SI-M-A4)</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p> <p>Understand a simple experimental design</p> <p>Identify a control in an experiment</p> <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>

TABLE 3A

LOUISIANA Grades 7–8 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Science As Inquiry	
<p>13. Identify patterns in data to explain natural events (SI-M-A4)</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p>
<p>14. Develop models to illustrate or explain conclusions reached through investigation (SI-M-A5)</p>	<p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>
<p>15. Identify and explain the limitations of models used to represent the natural world (SIM-A5)</p>	<p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Identify key issues or assumptions in a model</p> <p>Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p> <p>Identify strengths and weaknesses in one or more models</p> <p>Identify similarities and differences between models</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
<p>16. Use evidence to make inferences and predict trends (SI-M-A5)</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p>

TABLE 3A

LOUISIANA Grades 7–8 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Science As Inquiry	
	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
17. Recognize that there may be more than one way to interpret a given set of data, which can result in alternative scientific explanations and predictions (SI-M-A6)	Evaluation of Models, Inferences, and Experimental Results: Identify strengths and weaknesses in one or more models
18. Identify faulty reasoning and statements that misinterpret or are not supported by the evidence (SI-M-A6)	Evaluation of Models, Inferences, and Experimental Results: Identify key issues or assumptions in a model Identify strengths and weaknesses in one or more models
19. Communicate ideas in a variety of ways (e.g., symbols, illustrations, graphs, charts, spreadsheets, concept maps, oral and written reports, equations) (SI-M-A7)	Interpretation of Data: Translate information into a table, graph, or diagram
20. Write clear, step-by-step instructions that others can follow to carry out procedures or conduct investigations (SI-M-A7)	Interpretation of Data: Translate information into a table, graph, or diagram Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
21. Distinguish between <i>observations</i> and <i>inferences</i> (SI-M-A7)	
22. Use evidence and observations to explain and communicate the results of investigations (SI-M-A7)	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
23. Use relevant safety procedures and equipment to conduct scientific investigations (SI-M-A8)	
24. Provide appropriate care and utilize safe practices and ethical treatment when animals are involved in scientific field and laboratory research (SI-M-A8)	
Understanding Scientific Inquiry	
25. Compare and critique scientific investigations (SI-M-B1)	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Identify similarities and differences between experiments
26. Use and describe alternate methods for investigating different types of testable questions (SI-M-B1)	Scientific Investigation: Predict the results of an additional trial or measurement in an experiment Determine the experimental conditions that would produce specified results

TABLE 3A

LOUISIANA Grades 7–8 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Science As Inquiry	
27. Recognize that science uses processes that involve a logical and empirical, but flexible, approach to problem solving (SI-M-B1)	
28. Recognize that investigations generally begin with a review of the work of others (SI-M-B2)	
29. Explain how technology can expand the senses and contribute to the increase and/or modification of scientific knowledge (SI-M-B3)	
30. Describe why all questions cannot be answered with present technologies (SI-M-B3)	
31. Recognize that there is an acceptable range of variation in collected data (SI-M-B3)	
32. Explain the use of statistical methods to confirm the significance of data (e.g., mean, median, mode, range) (SI-M-B3)	
33. Evaluate models, identify problems in design, and make recommendations for improvement (SI-M-B4)	
34. Recognize the importance of communication among scientists about investigations in progress and the work of others (SI-M-B5)	
35. Explain how skepticism about accepted scientific explanations (i.e., hypotheses and theories) leads to new understanding (SI-M-B5)	
36. Explain why an experiment must be verified through multiple investigations and yield consistent results before the findings are accepted (SI-M-B5)	
37. Critique and analyze their own inquiries and the inquiries of others (SI-M-B5)	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment Identify similarities and differences between experiments
38. Explain that, through the use of scientific processes and knowledge, people can solve problems, make decisions, and form new ideas (SI-M-B6)	
39. Identify areas in which technology has changed human lives (e.g., transportation, communication, geographic information systems, DNA fingerprinting) (SI-M-B7)	
40. Evaluate the impact of research on scientific thought, society, and the environment (SI-M-B7)	

TABLE 3B

LOUISIANA Grade 7 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Physical Science	
Standard: <u>Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.</u>	
Properties and Changes of Properties in Matter	
1. Identify the elements most often found in living organisms (e.g., C, N, H, O, P, S, Ca, Fe) (PS-M-A9)	

TABLE 3B

LOUISIANA Grade 7 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Life Science	
Standard: <u>The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</u>	
Structure and Function in Living Systems	
2. <u>Compare the basic structures and functions of different types of cells</u> (LS-M-A1)	
3. <u>Illustrate and demonstrate osmosis and diffusion in cells</u> (LS-M-A1)	
4. <u>Compare functions of plant and animal cell structures (i.e., organelles)</u> (LS-M-A2)	
5. <u>Compare complete and incomplete metamorphosis in insects (e.g., butterflies, mealworms, grasshoppers)</u> (LS-M-A3)	
6. <u>Compare the life cycles of a variety of organisms, including non-flowering and flowering plants, reptiles, birds, amphibians, and mammals</u> (LS-M-A3)	
7. <u>Construct a word equation that illustrates the processes of photosynthesis and respiration</u> (LS-M-A4)	
8. <u>Distinguish between aerobic respiration and anaerobic respiration</u> (LS-M-A4)	
9. <u>Relate structural features of organs to their functions in major systems</u> (LS-M-A5)	
10. <u>Describe the way major organ systems in the human body interact to sustain life</u> (LSM-A5)	
11. <u>Describe the growth and development of humans from infancy to old age</u> (LS-M-A6)	
12. <u>Explain how external factors and genetics can influence the quality and length of human life (e.g., nutrition, smoking, drug use, exercise)</u> (LS-M-A6)	
13. <u>Identify and describe common communicable and noncommunicable diseases and the methods by which they are transmitted, treated, and prevented</u> (LS-M-A7)	
Reproduction and Heredity	
14. <u>Differentiate between sexual and asexual reproduction</u> (LS-M-B1)	
15. <u>Contrast the processes of mitosis and meiosis in relation to growth, repair, reproduction, and heredity</u> (LS-M-B1)	
16. <u>Explain why chromosomes in body cells exist in pairs</u> (LS-M-B2)	
17. <u>Explain the relationship of genes to chromosomes and genotypes to phenotypes</u> (LS-M-B2)	
18. <u>Recognize genetic errors caused by changes in chromosomes</u> (LS-M-B2)	
19. <u>Apply the basic laws of Mendelian genetics to solve simple monohybrid crosses, using a Punnett square</u> (LS-M-B3)	

TABLE 3B

LOUISIANA Grade 7 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Life Science	
20. <u>Explain the differences among the inheritance of dominant, recessive, and incomplete dominant traits</u> (LS-M-B3)	
21. <u>Use a Punnett square to demonstrate how sex-linked traits are inherited</u> (LS-M-B3)	
22. <u>Give examples of the importance of selective breeding (e.g., domestic animals, livestock, horticulture)</u> (LS-M-B3)	
Populations and Ecosystems	
23. <u>Classify organisms based on structural characteristics, using a dichotomous key</u> (LSM-C1)	
24. <u>Analyze food webs to determine energy transfer among organisms</u> (LS-M-C2)	
25. <u>Locate and describe the major biomes of the world</u> (LS-M-C3)	
26. <u>Describe and compare the levels of organization of living things within an ecosystem</u> (LS-M-C3)	
27. <u>Identify the various relationships among plants and animals (e.g., mutualistic, parasitic, producer/consumer)</u> (LS-M-C4)	
28. <u>Differentiate between ecosystem components of habitat and niche</u> (LS-M-C4)	
29. <u>Predict the impact changes in a species' population have on an ecosystem</u> (LS-M-C4)	
Adaptations of Organisms	
30. <u>Differentiate between structural and behavioral adaptations in a variety of organisms</u> (LS-M-D1)	
31. <u>Describe and evaluate the impact of introducing nonnative species into an ecosystem</u> (LS-M-D1)	
32. <u>Describe changes that can occur in various ecosystems and relate the changes to the ability of an organism to survive</u> (LS-M-D2)	
33. <u>Illustrate how variations in individual organisms within a population determine the success of the population</u> (LS-M-D2)	
34. <u>Explain how environmental factors impact survival of a population</u> (LS-M-D2)	

TABLE 3B

LOUISIANA Grade 7 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Science and the Environment	
Standard: <u>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.</u>	
35. <u>Identify resources humans derive from ecosystems</u> (SE-M-A1)	
36. <u>Distinguish the essential roles played by biotic and abiotic components in various ecosystems</u> (SE-M-A1)	
37. <u>Identify and describe the effects of limiting factors on a given population</u> (SE-M-A2)	
38. <u>Evaluate the carrying capacity of an ecosystem</u> (SE-M-A2)	
39. <u>Analyze the consequences of human activities on ecosystems</u> (SE-M-A4)	
40. <u>Construct or draw food webs for various ecosystems</u> (SE-M-A5)	
41. <u>Describe the nitrogen cycle and explain why it is important for the survival of organisms</u> (SE-M-A7)	
42. <u>Describe how photosynthesis and respiration relate to the carbon cycle</u> (SE-M-A7)	
43. <u>Identify and analyze the environmental impact of humans' use of technology (e.g., energy production, agriculture, transportation, human habitation)</u> (SE-M-A8)	

TABLE 3C

LOUISIANA Grade 8 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Physical Science	
Standard: <u>Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.</u>	
Properties and Changes of Properties in Matter	
1. Determine that all atoms of the same element are similar to but different from atoms of other elements (PS-M-A2)	
2. <u>Recognize that elements with the same number of protons may or may not have the same charge</u> (PS-M-A2)	
3. <u>Define ions and describe them in terms of the number of protons, electrons, and their charges</u> (PS-M-A2)	
4. <u>Demonstrate that Earth has a magnetic field by using magnets and compasses</u> (PSM-B2)	
5. <u>Define gravity and describe the relationship among the force of gravity, the mass of objects, and the distance between objects</u> (PS-M-B2)	
6. <u>Predict how the gravitational attraction between two masses will increase or decrease when changes are made in the masses or in the distance between the objects</u> (PS-M-B2)	
7. <u>Explain the relationships among force, mass, and acceleration</u> (PS-M-B5)	

TABLE 3C

LOUISIANA Grade 8 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Earth and Space Science	
Standard: <u>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.</u>	
Structure of Earth	
8. <u>Identify and describe the four density layers of Earth</u> (ESS-M-A1)	
9. <u>Explain the historical development of the theories of plate tectonics, including continental drift and sea-floor spreading</u> (ESS-M-A2)	
10. <u>Illustrate the movement of convection currents</u> (ESS-M-A2)	
11. <u>Illustrate the movements of lithospheric plates as stated in the plate tectonics theory</u> (ESS-M-A2)	
12. <u>Identify the edges of plate boundaries as likely areas of earthquakes and volcanic action</u> (ESS-M-A3)	
13. <u>Describe the processes responsible for earthquakes and volcanoes and identify the effects of these processes (e.g., faulting, folding)</u> (ESS-M-A3)	
14. <u>Distinguish between chemical and mechanical (physical) weathering and identify the role of weathering agents (e.g., wind, water, ice, gravity)</u> (ESS-M-A4)	
15. <u>Illustrate the role of organic processes in soil formation</u> (ESS-M-A4)	
16. <u>Compare the physical characteristics of rock and mineral specimens to observe that a rock is a mixture of minerals</u> (ESS-M-A5)	
17. <u>Describe the properties of minerals (e.g., color, luster, hardness, streak)</u> (ESS-M-A5)	
18. <u>Describe how sedimentary, igneous, and metamorphic rocks form and change in the rock cycle</u> (ESS-M-A6)	
19. <u>Determine the results of constructive and destructive forces upon landform development with the aid of geologic maps of Louisiana</u> (ESS-M-A7)	
20. <u>Describe how humans' actions and natural processes have modified coastal regions in Louisiana and other locations</u> (ESS-M-A8)	
21. <u>Read and interpret topographic maps</u> (ESS-M-A9)	
22. <u>Compare ocean floor topography to continental topography by using topographic maps</u> (ESS-M-A9)	
23. <u>Explain the processes of evaporation, condensation, precipitation, infiltration, transpiration, and sublimation as they relate to the water cycle</u> (ESS-M-A10)	
24. <u>Investigate and explain how given factors affect the rate of water movement in the water cycle (e.g., climate, type of rock, ground cover)</u> (ESS-M-A10)	

TABLE 3C

LOUISIANA Grade 8 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Earth and Space Science	
25. <u>Explain and give examples of how climatic conditions on Earth are affected by the proximity of water</u> (ESS-M-A11)	
26. <u>Describe and illustrate the layers of Earth's atmosphere</u> (ESS-M-A11)	
27. <u>Identify different air masses, jet streams, global wind patterns, and other atmospheric phenomena and describe how they relate to weather events, such as El Niño and La Niña</u> (ESS-M-A12)	
28. <u>Use historical data to plot the movement of hurricanes and explain events or conditions that affected their paths</u> (ESS-M-A12)	
29. <u>Make predictions about future weather conditions based on collected weather data</u> (ESS-M-A12)	
Earth History	
30. <u>Interpret a geologic timeline</u> (ESS-M-B1)	
31. <u>Compare fossils from different geologic eras and areas of Earth to show that life changes over time</u> (ESS-M-B1)	
32. <u>Interpret a timeline starting with the birth of the solar system to the present day</u> (ESS-M-B2)	
33. <u>Use historical data to draw conclusions about the age of Earth (e.g., half-life, rock strata)</u> (ESS-M-B2)	
34. <u>Apply geological principles to determine the relative ages of rock layers (e.g., original horizontality, superposition, cross-cutting relationships)</u> (ESS-M-B3)	
35. <u>Describe how processes seen today are similar to those in the past (e.g., weathering, erosion, lithospheric plate movement)</u> (ESS-M-B3)	
Earth in the Solar System	
36. <u>Describe the life cycle of a star and predict the next likely stage of the Sun</u> (ESS-M-C1)	
37. <u>Use a Hertzsprung-Russell diagram and other data to compare the approximate mass, size, luminosity, temperature, structure, and composition of the Sun to other stars</u> (ESS-M-C1)	
38. <u>Use data to compare the planets in terms of orbit, size, composition, density, rotation, revolution, and atmosphere</u> (ESS-M-C2)	
39. <u>Relate Newton's laws of gravity to the motions of celestial bodies and objects on Earth</u> (ESS-M-C3)	
40. <u>Identify and illustrate the relative positions of Earth, the Moon, and the Sun during eclipses and phases of the Moon</u> (ESS-M-C4)	
41. <u>Describe the effects of the Moon on tides</u> (ESS-M-C4)	
42. <u>Interpret a scale model of the solar system</u> (ESS-M-C5)	
43. <u>Identify the processes involved in the creation of land and sea breezes</u> (ESS-M-C6)	

TABLE 3C

LOUISIANA Grade 8 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Earth and Space Science	
44. <u>Describe how unequal heating of Earth's surface affects movement of air masses and water in the atmosphere and hydrosphere</u> (ESS-M-C6)	
45. <u>Explain how seasonal changes are caused by the tilt of Earth as it rotates on its axis and revolves around the Sun</u> (ESS-M-C7)	
46. <u>Illustrate and explain how the angle at which sunlight strikes Earth produces changes in the seasons and length of daylight</u> (ESS-M-C7)	
47. <u>Compare the relative distances from Earth to the Sun on the first day of summer and the first day of winter</u> (ESS-M-C7)	
48. <u>Communicate ways that information from space exploration and technological research have advanced understanding about Earth, the solar system, and the universe</u> (ESS-M-C8)	
49. Identify practical applications of technological advances resulting from space exploration and scientific and technological research (ESS-M-C8)	

TABLE 3C

LOUISIANA Grade 8 Science Standards and Grade-Level Expectations	EXPLORE Science College Readiness Standards
Science and the Environment	
Standard: <u>In learning environmental science</u> , students <u>will</u> develop an appreciation of the natural environment, <u>learn the importance of environmental quality</u> , 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.	
50. <u>Illustrate possible point and non-point source contributions to pollution and natural or human-induced pathways of a pollutant in an ecosystem</u> (SE-M-A3)	
51. <u>Analyze the consequences of human activities on global Earth systems</u> (SE-M-A4)	
52. <u>Describe the relationship between plant type and soil compatibility</u> (SE-M-A9)	
53. <u>Distinguish among several examples of erosion (e.g., stream bank, topsoil, coastal) and describe common preventive measures</u> (SE-M-A10)	

TABLE 3D

LOUISIANA Grades 9–12 Science Standards and Grade-Level Expectations	PLAN/ACT Science College Readiness Standards
Science As Inquiry	
Standard: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.	
The Abilities Necessary to Do Scientific Inquiry	
1. Write a testable question or hypothesis when given a topic (SI-H-A1)	Scientific Investigation: Understand a simple experimental design Determine the hypothesis for an experiment
2. Describe how investigations can be observation, description, literature survey, classification, or experimentation (SI-H-A2)	
3. Plan and record step-by-step procedures for a valid investigation, select equipment and materials, and identify variables and controls (SI-H-A2)	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
4. Conduct an investigation that includes multiple trials and record, organize, and display data appropriately (SI-H-A2)	Interpretation of Data: Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels) Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment

TABLE 3D

LOUISIANA Grades 9–12 Science Standards and Grade-Level Expectations	PLAN/ACT Science College Readiness Standards
Science As Inquiry	
<p>5. Utilize mathematics, organizational tools, and graphing skills to solve problems (SI-H-A3)</p>	<p>Interpretation of Data:</p> <p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p> <p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p> <p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p>
<p>6. Use technology when appropriate to enhance laboratory investigations and presentations of findings (SI-H-A3)</p>	<p>Interpretation of Data:</p> <p>Translate information into a table, graph, or</p> <p>Scientific Investigation:</p> <p>Understand the methods and tools used in a simple experiment</p>
<p>7. Choose appropriate models to explain scientific knowledge or experimental results (e.g., objects, mathematical relationships, plans, schemes, examples, role-playing, computer simulations) (SI-H-A4)</p>	<p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model</p> <p>Identify key issues or assumptions in a model</p> <p>Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why</p> <p>Identify strengths and weaknesses in one or more models</p> <p>Determine which model(s) is(are) supported or weakened by new information</p> <p>Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion</p>
<p>8. Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)</p>	<p>Evaluation of Models, Inferences, and Experimental Results:</p> <p>Determine which model(s) is(are) supported or weakened by new information</p> <p>Determine whether new information supports or weakens a model, and why</p>

TABLE 3D

LOUISIANA Grades 9–12 Science Standards and Grade-Level Expectations	PLAN/ACT Science College Readiness Standards
Science As Inquiry	
9. Write and defend a conclusion based on logical analysis of experimental data (SI-HA-6) (SI-H-A2)	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model
10. Given a description of an experiment, identify appropriate safety measures (SI-H-A7)	
Understanding Scientific Inquiry	
11. Evaluate selected theories based on supporting scientific evidence (SI-H-B1)	Evaluation of Models, Inferences, and Experimental Results: Identify key issues or assumptions in a model Identify strengths and weaknesses in one or more models Identify similarities and differences between models
12. Cite evidence that scientific investigations are conducted for many different reasons (SI-H-B2)	
13. Identify scientific evidence that has caused modifications in previously accepted theories (SI-H-B2)	Evaluation of Models, Inferences, and Experimental Results: Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Determine whether new information supports or weakens a model, and why
14. Cite examples of scientific advances and emerging technologies and how they affect society (e.g., MRI, DNA in forensics) (SI-H-B3)	
15. Analyze the conclusion from an investigation by using data to determine its validity (SI-H-B4)	Evaluation of Models, Inferences, and Experimental Results: Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
16. Use the following rules of evidence to examine experimental results:	
a. Can an expert's technique or theory be tested, has it been tested, or is it simply a subjective, conclusive approach that cannot be reasonably assessed for reliability?	
b. Has the technique or theory been subjected to peer review and publication?	
c. What is the known or potential rate of error of the technique or theory when applied?	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment

TABLE 3D

LOUISIANA Grades 9–12 Science Standards and Grade-Level Expectations	PLAN/ACT Science College Readiness Standards
Science As Inquiry	
d. Were standards and controls applied and maintained?	Scientific Investigation: Understand the methods and tools used in a simple experiment Understand a simple experimental design Identify a control in an experiment
e. Has the technique or theory been generally accepted in the scientific community? (SI-H-B5) (SI-H-B1) (SI-H-B4)	

TABLE 3E

LOUISIANA Grade 9 Science Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Physical Science	
Standard: <u>Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.</u>	
Measurement and Symbolic Representation	
1. Measure the physical properties of different forms of matter in metric system units (e.g., length, mass, volume, temperature) (PS-H-A1)	
2. Gather and organize data in charts, tables, and graphs (PS-H-A1)	Interpretation of Data: Translate information into a table, graph, or diagram
3. <u>Distinguish among symbols for atoms, ions, molecules, and equations for chemical reactions</u> (PS-H-A2)	
4. <u>Name and write chemical formulas using symbols and subscripts</u> (PS-H-A2)	
Atomic Structure	
5. <u>Identify the three subatomic particles of an atom by location, charge, and relative mass</u> (PS-H-B1)	
6. <u>Determine the number of protons, neutrons, and electrons of elements by using the atomic number and atomic mass from the periodic table</u> (PS-H-B1)	
7. <u>Describe the results of loss/gain of electrons on charges of atoms</u> (PS-H-B1) (PS-H-C5)	
8. <u>Evaluate the uses and effects of radioactivity in people's daily lives</u> (PS-H-B2)	
9. <u>Compare nuclear fission to nuclear fusion</u> (PS-H-B2)	
10. <u>Identify the number of valence electrons of the first 20 elements based on their positions in the periodic table</u> (PS-H-B3)	
The Structure and Properties of Matter	
11. <u>Investigate and classify common materials as elements, compounds, or mixtures (heterogeneous or homogeneous) based on their physical and chemical properties</u> (PS-H-C1)	
12. <u>Classify elements as metals or nonmetals based on their positions in the periodic table</u> (PS-H-C2)	
13. <u>Predict how factors such as particle size and temperature influence the rate of dissolving</u> (PS-H-C3)	
14. <u>Investigate and compare methods for separating mixtures by using the physical properties of the components</u> (PS-H-C4) (PS-H-C1)	
15. <u>Using selected elements from atomic numbers 1 to 20, draw Bohr models</u> (PS-H-C5) (PS-H-B3)	
16. <u>Name and write the formulas for simple ionic and covalent compounds</u> (PS-H-C5)	
17. <u>Name and predict the bond type formed between selected elements based on their locations in the periodic table</u> (PS-H-C5)	

TABLE 3E

LOUISIANA Grade 9 Science Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Physical Science	
18. <u>Diagram or construct models of simple hydrocarbons (four or fewer carbons) with single, double, or triple bonds</u> (PS-H-C6)	
19. <u>Analyze and interpret a graph that relates temperature and heat energy absorbed during phase changes of water</u> (PS-H-C7)	
20. <u>Predict the particle motion as a substance changes phases</u> (PS-H-C7) (PS-H-C3)	
Chemical Reactions	
21. <u>Classify changes in matter as physical or chemical</u> (PS-H-D1)	
22. <u>Identify evidence of chemical changes</u> (PS-H-D1)	
23. <u>Classify unknowns as acidic, basic, or neutral using indicators</u> (PS-H-D2)	
24. <u>Identify balanced equations as neutralization, combination, and decomposition reactions</u> (PS-H-D3)	
25. <u>Determine the effect of various factors on reaction rate (e.g., temperature, surface area, concentration, agitation)</u> (PS-H-D4)	
26. <u>Illustrate the laws of conservation of matter and energy through balancing simple chemical reactions</u> (PS-H-D5) (PS-H-D3) (PS-H-D7)	
27. <u>Distinguish between endothermic and exothermic reactions</u> (PS-H-D6)	
28. <u>Identify chemical reactions that commonly occur in the home and nature</u> (PS-H-D7)	
Forces and Motion	
29. <u>Differentiate between mass and weight</u> (PS-H-E1)	
30. <u>Compare the characteristics and strengths of forces in nature (e.g., gravitational, electrical, magnetic, nuclear)</u> (PS-H-E1)	
31. <u>Differentiate between speed and velocity</u> (PS-H-E2)	
32. <u>Plot and compare line graphs of acceleration and velocity</u> (PS-H-E2)	
33. <u>Calculate velocity and acceleration using equations</u> (PS-H-E2)	
34. <u>Demonstrate Newton's three laws of motion (e.g., inertia, net force using $F = ma$, equal and opposite forces)</u> (PS-H-E3)	
35. <u>Describe and demonstrate the motion of common objects in terms of the position of the observer</u> (PS-H-E4)	
Energy	
36. <u>Measure and calculate the relationships among energy, work, and power</u> (PS-H-F1)	
37. <u>Model and explain how momentum is conserved during collisions</u> (PS-H-F2)	
38. <u>Analyze diagrams to identify changes in kinetic and potential energy</u> (PS-H-F2)	

TABLE 3E

LOUISIANA Grade 9 Science Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Physical Science	
39. <u>Distinguish among thermal, chemical, electromagnetic, mechanical, and nuclear energy</u> (PS-H-F2)	
40. <u>Demonstrate energy transformation and conservation in everyday actions</u> (PS-H-F2)	
Interactions of Energy and Matter	
41. <u>Identify the parts and investigate the properties of transverse and compression waves</u> (PS-H-G1)	
42. <u>Describe the relationship between wavelength and frequency</u> (PS-H-G1)	
43. <u>Investigate and construct diagrams to illustrate the laws of reflection and refraction</u> (PS-H-G1)	
44. <u>Illustrate the production of static electricity</u> (PS-H-G2)	
45. <u>Evaluate diagrams of series and parallel circuits to determine the flow of electricity</u> (PS-H-G2)	
46. <u>Diagram a magnetic field</u> (PS-H-G2)	
47. <u>Explain how electricity and magnetism are related</u> (PS-H-G2)	
48. <u>Compare properties of waves in the electromagnetic spectrum</u> (PS-H-G3)	
49. <u>Describe the Doppler effect on sound</u> (PS-H-G3)	

TABLE 3F

LOUISIANA Grade 10 Biology Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Life Science	
Standard: <u>The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</u>	
The Cell	
1. <u>Compare prokaryotic and eukaryotic cells</u> (LS-H-A1)	
2. <u>Identify and describe structural and functional differences among organelles</u> (LS-H-A1)	
3. <u>Investigate and describe the role of enzymes in the function of a cell</u> (LS-H-A1)	
4. <u>Compare active and passive cellular transport</u> (LS-H-A2)	
5. <u>Analyze the movement of water across a cell membrane in hypotonic, isotonic, and hypertonic solutions</u> (LS-H-A2)	
6. <u>Analyze a diagram of a developing zygote to determine when cell differentiation occurs</u> (LS-H-A3)	
The Molecular Basis of Heredity	
7. <u>Identify the basic structure and function of nucleic acids (e.g., DNA, RNA)</u> (LS-H-B1)	
8. <u>Describe the relationships among DNA, genes, chromosomes, and proteins</u> (LS-H-B1)	
9. <u>Compare mitosis and meiosis</u> (LS-H-B2)	
10. <u>Analyze pedigrees to identify patterns of inheritance for common genetic disorders</u> (LS-H-B3)	
11. <u>Calculate the probability of genotypes and phenotypes of offspring given the parental genotypes</u> (LS-H-B3)	
12. <u>Describe the processes used in modern biotechnology related to genetic engineering</u> (LS-H-B4) (LS-H-B1)	
13. <u>Identify possible positive and negative effects of advances in biotechnology</u> (LS-H-B4) (LS-H-B1)	
Biological Evolution	
14. <u>Analyze evidence on biological evolution, utilizing descriptions of existing investigations, computer models, and fossil records</u> (LS-H-C1)	
15. <u>Compare the embryological development of animals in different phyla</u> (LS-H-C1) (LSH-A3)	
16. <u>Explain how DNA evidence and fossil records support Darwin's theory of evolution</u> (LS-H-C2)	
17. <u>Explain how factors affect gene frequency in a population over time</u> (LS-H-C3)	
18. <u>Classify organisms from different kingdoms at several taxonomic levels, using a dichotomous key</u> (LS-H-C4)	
19. <u>Compare characteristics of the major kingdoms</u> (LS-H-C5)	
20. <u>Analyze differences in life cycles of selected organisms in each of the kingdoms</u> (LSH-C6)	
21. <u>Compare the structures, functions, and cycles of viruses to those of cells</u> (LS-H-C7)	

TABLE 3F

LOUISIANA Grade 10 Biology Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Life Science	
22. <u>Describe the role of viruses in causing diseases and conditions (e.g., AIDS, common colds, smallpox, influenza, warts)</u> (LS-H-C7) (LS-H-G2)	
Interdependence of Organisms	
23. <u>Illustrate the flow of carbon, nitrogen, and water through an ecosystem</u> (LS-H-D1) (SE-H-A6)	
24. <u>Analyze food webs by predicting the impact of the loss or gain of an organism</u> (LS-H-D2)	
25. <u>Evaluate the efficiency of the flow of energy and matter through a food chain/pyramid</u> (LS-H-D2)	
26. <u>Analyze the dynamics of a population with and without limiting factors</u> (LS-H-D3)	
27. <u>Analyze positive and negative effects of human actions on ecosystems</u> (LS-H-D4) (SE-H-A7)	
Matter, Energy, and Organization of Living Systems	
28. <u>Explain why ecosystems require a continuous input of energy from the Sun</u> (LS-H-E1)	
29. <u>Use balanced equations to analyze the relationship between photosynthesis and cellular respiration</u> (LS-H-E1)	
30. <u>Explain the role of adenosine triphosphate (ATP) in a cell</u> (LS-H-E2)	
31. <u>Compare the levels of organization in the biosphere</u> (LS-H-E3)	
Systems and the Behavior of Organisms	
32. <u>Analyze the interrelationships of organs in major systems</u> (LS-H-F1) (LS-H-E3)	
33. <u>Compare structure to function of organs in a variety of organisms</u> (LS-H-F1)	
34. <u>Explain how body systems maintain homeostasis</u> (LS-H-F2)	
35. <u>Explain how selected organisms respond to a variety of stimuli</u> (LS-H-F3)	
36. <u>Explain how behavior affects the survival of species</u> (LS-H-F4)	
Personal and Community Health	
37. <u>Explain how fitness and health maintenance can result in a longer human life span</u> (LS-H-G1)	
38. <u>Discuss mechanisms of disease transmission and processes of infection</u> (LS-H-G2) (LS-H-G4)	
39. <u>Compare the functions of the basic components of the human immune system</u> (LSH-G3)	
40. <u>Determine the relationship between vaccination and immunity</u> (LS-H-G3)	
41. <u>Describe causes, symptoms, treatments, and preventions of major communicable and noncommunicable diseases</u> (LS-H-G4)	

TABLE 3F

LOUISIANA Grade 10 Biology Standards and Grade-Level Expectations	PLAN Science College Readiness Standards
Life Science	
42. <u>Summarize the uses of selected technological developments related to the prevention, diagnosis, and treatment of diseases or disorders</u> (LS-H-G5)	

TABLE 3G

LOUISIANA Grades 11–12 Earth Science Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Earth and Space Science	
Standard: <u>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.</u>	
Energy in Earth's System	
1. Describe what happens to the solar energy received by Earth every day (ESS-H-A1)	
2. <u>Trace the flow of heat energy through the processes in the water cycle</u> (ESS-H-A1)	
3. <u>Describe the effect of natural insulation on energy transfer in a closed system</u> (ESS-H-A1)	
4. <u>Describe the relationship between seasonal changes in the angle of incoming solar radiation and its consequences to Earth's temperature (e.g., direct vs. slanted rays)</u> (ESS-H-A2)	
5. <u>Explain how the process of fusion inside the Sun provides the external heat source for Earth</u> (ESS-H-A3)	
6. <u>Discuss how heat energy is generated at the inner core-outer core boundary</u> (ESS-H-A4)	
7. <u>Analyze how radiant heat from the Sun is absorbed and transmitted by several different earth materials</u> (ESS-H-A5)	
8. <u>Explain why weather only occurs in the tropospheric layer of Earth's atmosphere</u> (ESS-H-A5)	
9. <u>Compare the structure, composition, and function of the layers of Earth's atmosphere</u> (ESS-H-A6)	
10. <u>Analyze the mechanisms that drive weather and climate patterns and relate them to the three methods of heat transfer</u> (ESS-H-A6)	
11. <u>Describe the processes that drive lithospheric plate movements (i.e., radioactive decay, friction, convection)</u> (ESS-H-A7) (ESS-H-A3) (ESS-H-A4)	
12. <u>Relate lithospheric plate movements to the occurrences of earthquakes, volcanoes, mid-ocean ridge systems, and off-shore trenches found on Earth</u> (ESS-H-A7)	
Geochemical Cycles	
13. <u>Explain how stable elements and atoms are recycled during natural geologic processes</u> (ESS-H-B1)	
14. <u>Compare the conditions of mineral formation with weathering resistance at Earth's surface</u> (ESS-H-B1)	
15. <u>Identify the sun-driven processes that move substances at or near Earth's surface</u> (ESS-H-B2)	
The Origin and Evolution of the Earth System	
16. <u>Use the nebular hypothesis to explain the formation of a solar system</u> (ESS-H-C1)	
17. <u>Determine the relative ages of rock layers in a geologic profile or cross section</u> (ESS-H-C2)	

TABLE 3G

LOUISIANA Grades 11–12 Earth Science Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Earth and Space Science	
18. <u>Use data from radioactive dating techniques to estimate the age of earth materials</u> (ESS-H-C2)	
19. <u>Interpret geological maps of Louisiana to describe the state's geologic history</u> (ESS-H-C3)	
20. <u>Determine the chronological order of the five most recent major lobes of the Mississippi River delta in Louisiana</u> (ESS-H-C3)	
21. <u>Use fossil records to explain changes in the concentration of atmospheric oxygen over time</u> (ESS-H-C4)	
22. <u>Analyze data related to a variety of natural processes to determine the time frame of the changes involved (e.g., formation of sedimentary rock layers, deposition of ash layers, fossilization of plant or animal species)</u> (ESS-H-C5)	
The Origin and Evolution of the Universe	
23. <u>Identify the evidence that supports the big bang theory</u> (ESS-H-D1)	
24. <u>Describe the organization of the known universe</u> (ESS-H-D2)	
25. <u>Using the surface temperature and absolute magnitude data of a selected star, locate its placement on the Hertzsprung-Russell diagram and infer its color, size, and life stage</u> (ESS-H-D3)	
26. <u>Identify the elements present in selected stars, given spectrograms of known elements and those of the selected stars</u> (ESS-H-D4)	
27. <u>Trace the movement and behavior of hydrogen atoms during the process of fusion as it occurs in stars like the Sun</u> (ESS-H-D5)	
28. <u>Identify the relationship between orbital velocity and orbital diameter</u> (ESS-H-D6) (PS-H-E2)	
29. <u>Demonstrate the elliptical shape of Earth's orbit and describe how the point of orbital focus changes during the year</u> (ESS-H-D6)	
30. <u>Summarize how current technology has directly affected our knowledge of the universe</u> (ESS-H-D7)	

TABLE 3G

LOUISIANA Grades 11–12 Environmental Science Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Science and the Environment	
Standard: <u>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.</u>	
Ecological Systems and Interactions	
1. <u>Describe the abiotic and biotic factors that distinguish Earth's major ecological systems</u> (SE-H-A1)	
2. <u>Describe the characteristics of major biomes on Earth</u> (SE-H-A1)	
3. <u>Use the 10% rule and data analysis to measure the flow of energy as represented by biomass in a system</u> (SE-H-A2)	
4. <u>Determine the effects of limiting factors on a population and describe the concept of carrying capacity</u> (SE-H-A3)	
5. <u>Examine and discuss the major stages of succession, describing the generalized sequential order of the types of plant species</u> (SE-H-A4)	
6. <u>Analyze the consequences of changes in selected divisions of the biosphere (e.g., ozone depletion, global warming, acid rain)</u> (SE-H-A5) (SE-H-A7)	
7. <u>Illustrate the flow of carbon, water, oxygen, nitrogen, and phosphorus through an ecosystem</u> (SE-H-A6) (LS-H-D1)	
8. <u>Explain how species in an ecosystem interact and link in a complex web</u> (SE-H-A7) (SE-H-A10)	
9. <u>Cite and explain examples of organisms' adaptations to environmental pressures over time</u> (SE-H-A8)	
10. <u>Analyze the effect of an invasive species on the biodiversity within ecosystems</u> (SEH-A9)	
11. <u>Explain why biodiversity is essential to the survival of organisms</u> (SE-H-A9)	
12. <u>Give examples and describe the effect of pollutants on selected populations</u> (SE-HA11)	
Resources and Resource Management	
13. <u>Evaluate whether a resource is renewable by analyzing its relative regeneration time</u> (SE-H-B1)	
14. <u>Analyze data to determine the effect of preservation practices compared to conservation practices for a sample species</u> (SE-H-B2)	
15. <u>Identify the factors that cause the inequitable distribution of Earth's resources (e.g., politics, economics, climate)</u> (SE-H-B3)	
16. <u>Evaluate the effectiveness of natural resource management in Louisiana</u> (SE-H-B4) (SE-H-B5)	
17. <u>Analyze data to determine when reuse, recycling, and recovery are applicable</u> (SEH-B5)	

TABLE 3G

LOUISIANA Grades 11–12 Environmental Science Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Science and the Environment	
18. Identify the factors that affect sustainable development (SE-H-B6)	
Environmental Awareness and Protection	
19. <u>Determine the interrelationships of clean water, land, and air to the success of organisms in a given population</u> (SE-H-C1)	
20. Relate environmental quality to quality of life (SE-H-C2)	
21. Analyze the effect of common social, economic, technological, and political considerations on environmental policy (SE-H-C3)	
22. Analyze the risk-benefit ratio for selected environmental situations (SE-H-C4)	
23. Describe the relationship between public support and the enforcement of environmental policies (SE-H-C5)	
24. Identify the advantages and disadvantages of using disposable items versus reusable items (SE-H-D1)	
25. Discuss how education and collaboration can affect the prevention and control of a selected pollutant (SE-H-D2) (SE-H-D3)	
26. Determine local actions that can affect the global environment (SE-H-D4)	
27. Describe how accountability toward the environment affects sustainability (SE-H-D5)	
28. <u>Discuss the reduction of combustible engines needed to significantly decrease CO₂ in the troposphere</u> (SE-H-D6)	

TABLE 3G

LOUISIANA Grades 11–12 Chemistry Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Physical Science	
Standard: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.	
Measurement and Symbolic Representation	
1. Convert metric system units involving length, mass, volume, and time using dimensional analysis (i.e., factor-label method) (PS-H-A1)	Interpretation of Data: Identify and/or use a simple (e.g., linear) mathematical relationship between data
2. Differentiate between accuracy and precision and evaluate percent error (PS-H-A1)	
3. Determine the significant figures based on precision of measurement for stated quantities (PS-H-A1)	
4. <u>Use scientific notation to express large and small numbers</u> (PS-H-A1)	
5. <u>Write and name formulas for ionic and covalent compounds</u> (PS-H-A2)	
6. <u>Write and name the chemical formula for the products that form from the reaction of selected reactants</u> (PS-H-A2)	
7. <u>Write a balanced symbolic equation from a word equation</u> (PS-H-A2)	
Atomic Structure	
8. <u>Analyze the development of the modern atomic theory from a historical perspective</u> (PS-H-B1)	
9. <u>Draw accurate valence electron configurations and Lewis dot structures for selected molecules, ionic and covalent compounds, and chemical equations</u> (PS-H-B1)	
10. <u>Differentiate among alpha, beta, and gamma emissions</u> (PS-H-B2)	
11. <u>Calculate the amount of radioactive substance remaining after a given number of half-lives has passed</u> (PS-H-B2)	
12. <u>Describe the uses of radioactive isotopes and radiation in such areas as plant and animal research, health care, and food preservation</u> (PS-H-B2)	
13. <u>Identify the number of bonds an atom can form given the number of valence electrons</u> (PS-H-B3)	
The Structure and Properties of Matter	
14. <u>Identify unknowns as elements, compounds, or mixtures based on physical properties (e.g., density, melting point, boiling point, solubility)</u> (PS-H-C1)	
15. <u>Predict the physical and chemical properties of an element based only on its location in the periodic table</u> (PS-H-C2)	
16. <u>Predict the stable ion(s) an element is likely to form when it reacts with other specified elements</u> (PS-H-C2)	
17. <u>Use the periodic table to compare electronegativities and ionization energies of elements to explain periodic properties, such as atomic size</u> (PS-H-C2)	

TABLE 3G

LOUISIANA Grades 11–12 Chemistry Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Physical Science	
18. <u>Given the concentration of a solution, calculate the predicted change in its boiling and freezing points</u> (PS-H-C3)	
19. Predict the conductivity of a solution (PS-H-C3)	
20. <u>Express concentration in terms of molarity, molality, and normality</u> (PS-H-C3)	
21. <u>Design and conduct a laboratory investigation in which physical properties are used to separate the substances in a mixture</u> (PS-H-C4)	
22. <u>Predict the kind of bond that will form between two elements based on electronic structure and electronegativity of the elements (e.g., ionic, polar, nonpolar)</u> (PS-H-C5)	
23. <u>Model chemical bond formation by using Lewis dot diagrams for ionic, polar, and nonpolar compounds</u> (PS-H-C5)	
24. <u>Describe the influence of intermolecular forces on the physical and chemical properties of covalent compounds</u> (PS-H-C5)	
25. <u>Name selected structural formulas of organic compounds</u> (PS-H-C6)	
26. <u>Differentiate common biological molecules, such as carbohydrates, lipids, proteins, and nucleic acids by using structural formulas</u> (PS-H-C6)	
27. <u>Investigate and model hybridization in carbon compounds</u> (PS-H-C6)	
28. <u>Name, classify, and diagram alkanes, alkenes, and alkynes</u> (PS-H-C6)	
29. <u>Predict the properties of a gas based on gas laws (e.g., temperature, pressure, volume)</u> (PS-H-C7)	
30. <u>Solve problems involving heat flow and temperature changes by using known values of specific heat and latent heat of phase change</u> (PS-H-C7)	
Chemical Reactions	
31. <u>Describe chemical changes and reactions using diagrams and descriptions of the reactants, products, and energy changes</u> (PS-H-D1)	
32. <u>Determine the concentration of an unknown acid or base by using data from a titration with a standard solution and an indicator</u> (PS-H-D2)	
33. <u>Calculate pH of acids, bases, and salt solutions based on the concentration of hydronium and hydroxide ions</u> (PS-H-D2)	
34. <u>Describe chemical changes by developing word equations, balanced formula equations, and net ionic equations</u> (PS-H-D3)	
35. <u>Predict products (with phase notations) of simple reactions, including acid/base, oxidation/reduction, and formation of precipitates</u> (PS-H-D3)	

TABLE 3G

LOUISIANA Grades 11–12 Chemistry Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Physical Science	
36. <u>Identify the substances gaining and losing electrons in simple oxidation-reduction reactions</u> (PS-H-D3)	
37. <u>Predict the direction of a shift in equilibrium in a system as a result of stress by using LeChatalier's principle</u> (PS-H-D4)	
38. <u>Relate the law of conservation of matter to the rearrangement of atoms in a balanced chemical equation</u> (PS-H-D5)	
39. <u>Conduct an investigation in which the masses of the reactants and products from a chemical reaction are calculated</u> (PS-H-D5)	
40. <u>Compute percent composition, empirical formulas, and molecular formulas of selected compounds in chemical reactions</u> (PS-H-D5)	
41. <u>Apply knowledge of stoichiometry to solve mass/mass, mass/volume, volume/volume, and mole/mole problems</u> (PS-H-D5)	
42. <u>Differentiate between activation energy in endothermic reactions and exothermic reactions</u> (PS-H-D6)	
43. <u>Graph and compute the energy changes that occur when a substance, such as water, goes from a solid to a liquid state, and then to a gaseous state</u> (PS-H-D6)	
44. <u>Measure and graph energy changes during chemical reactions observed in the laboratory</u> (PS-H-D6)	
45. <u>Give examples of common chemical reactions, including those found in biological systems</u> (PS-H-D7)	
Forces and Motion	
46. <u>Identify and compare intermolecular forces and their effects on physical and chemical properties</u> (PS-H-E1)	
Interactions of Energy and Matter	
47. <u>Assess environmental issues related to the storage, containment, and disposal of wastes associated with energy production and use</u> (PS-H-G4)	

TABLE 3G

LOUISIANA Grades 11–12 Physics Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Physical Science	
Standard: <u>Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.</u>	
Measurement and Symbolic Representation	
1. <u>Measure and determine the physical quantities of an object or unknown sample using correct prefixes and metric system units (e.g., mass, charge, pressure, volume, temperature, density) (PS-H-A1)</u>	
2. <u>Determine and record measurements correctly using significant digits and scientific notation (PS-H-A1)</u>	
3. <u>Determine accuracy and precision of measured data (PS-H-A1)</u>	
4. <u>Perform dimensional analysis to verify problem set-up (PS-H-A1)</u>	
5. <u>Use trigonometric functions to make indirect measurements (PS-H-A1)</u>	
Forces and Motion	
6. <u>Explain the role of strong nuclear forces and why they are the strongest of all forces (PS-H-E1)</u>	
7. <u>Relate gravitational force to mass and distance (PS-H-E1)</u>	
8. <u>Compare and calculate electrostatic forces acting within and between atoms to the gravitational forces acting between atoms (PS-H-E1)</u>	
9. <u>Describe and measure motion in terms of position, displacement time, and the derived quantities of velocity and acceleration (PS-H-E2)</u>	
10. <u>Determine constant velocity and uniform acceleration mathematically and graphically (PS-H-E2)</u>	
11. <u>Plot and interpret displacement-time and velocity-time graphs and explain how these two types of graphs are interrelated (PS-H-E2)</u>	
12. <u>Model scalar and vector quantities (PS-H-E2)</u>	
13. <u>Solve for missing variables in kinematic equations relating to actual situations (PS-H-E2)</u>	
14. <u>Add and resolve vectors graphically and mathematically to determine resultant/equilibrant of concurrent force vectors (PS-H-E3)</u>	
15. <u>Calculate centripetal force and acceleration in circular motion (PS-H-E3)</u>	
16. <u>Analyze circular motion to solve problems relating to angular velocity, acceleration, momentum, and torque (PS-H-E3)</u>	
17. <u>Analyze simple harmonic motion (PS-H-E3)</u>	
18. <u>Demonstrate the independence of perpendicular components in projectile motion and predict the optimum angles and velocities of projectiles (PS-H-E3)</u>	

TABLE 3G

LOUISIANA Grades 11–12 Physics Standards and Grade-Level Expectations	ACT Science College Readiness Standards
Physical Science	
Energy	
19. <u>Explain quantitatively the conversion between kinetic and potential energy for objects in motion (e.g., roller coaster, pendulum)</u> (PS-H-F1)	
20. <u>Calculate the mechanical advantage and efficiency of simple machines and explain the loss of efficiency using the dynamics of the machines</u> (PS-H-F1)	
21. <u>Explain and calculate the conversion of one form of energy to another (e.g., chemical to thermal, thermal to mechanical, magnetic to electrical)</u> (PS-H-F1)	
22. <u>Analyze energy transformations using the law of conservation of energy</u> (PS-H-F2)	
23. <u>Apply the law of conservation of momentum to collisions in one and two dimensions, including angular momentum</u> (PS-H-F2)	
24. <u>Apply the concept of Interactions of Energy and Matter</u>	
25. <u>Determine the relationships among amplitude, wavelength, frequency, period, and velocity in different media</u> (PS-H-G1)	
26. <u>Evaluate how different media affect the properties of reflection, refraction, diffraction, polarization, and interference</u> (PS-H-G1)	
27. <u>Investigate and construct diagrams to illustrate the laws of reflection and refraction</u> (PS-H-G1)	
28. <u>Draw constructive and destructive interference patterns and explain how the principle of superposition applies to wave propagation</u> (PS-H-G1)	
29. <u>Describe observed electrostatic phenomena, calculate Coulomb's law, and test charge pole, electric field, and magnetic field</u> (PS-H-G2)	
30. <u>Construct basic electric circuits and solve problems involving voltage, current, resistance, power, and energy</u> (PS-H-G2)	
31. <u>Describe the relationship of electricity, magnetism, and inductance as aspects of a single electromagnetic force</u> (PS-H-G2)	
32. <u>Compare properties of electromagnetic and mechanical waves</u> (PS-H-G3)	
33. <u>Solve problems related to sound and light in different media</u> (PS-H-G3)	
34. <u>Compare the properties of the electromagnetic spectrum as a wave and as a particle</u> (PS-H-G3)	
35. <u>Analyze the Doppler effect of a moving wave source</u> (PS-H-G3)	