

How to Interpret Edits Shown

Current Standard Wording	New Louisiana Student Standard	Comments
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	With guidance and support from adults, P participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Text added to standard.
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	With prompting and support, identify basic similarities in and differences between two texts on the same topic. (e.g., in illustrations, descriptions, or procedures).	Text deleted from standard.
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	With prompting and support, make connections describe the relationship between the illustrations in and the story in which they appear (e.g., what moment in a story an illustration depicts). and the text.	Text deleted from standard, followed by replacement text.
Blend and segment onsets and rimes of single-syllable spoken words.	No change	No change in the standard.

**Kindergarten English Language Arts
Crosswalk Document**

Standard Code	Current Standard Wording	New Louisiana Student Standard
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	No change
RL.K.2	With prompting and support, retell familiar stories including key details.	No change
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	No change
RL.K.4	Ask and answer questions about unknown words in a text.	No change
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	No change
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	With prompting and support, define the role of name the author and the illustrator of a story and define the role of each in telling the story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	With prompting and support, make connections describe the relationship between the illustrations in and the story in which they appear (e.g., what moment in a story an illustration depicts)- and the text.
RL.K.8	(Not applicable to literature) ¹	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	No change
RL.K.10	Actively engage in group reading activities with purpose and understanding.	No change
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	No change

¹ Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.

**Kindergarten English Language Arts
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Standard Code	Current Standard Wording	New Louisiana Student Standard
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	No change
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	No change
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	No change
RI.K.5	Identify the front cover, back cover, and title page of a book.	No change
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	With prompting and support, define the role of Name the author and the illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	With prompting and support, describe the relationship make connections between the illustrations and the text. in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	With prompting and support, identify the reason(s) an author gives to support point(s) in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	With prompting and support, identify basic similarities in and differences between two texts on the same topic. (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.	No change
RF.K.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	No change

**Kindergarten English Language Arts
Crosswalk Document**

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	<ul style="list-style-type: none"> b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper-and lowercase letters of the alphabet. 	
RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	No change
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Kindergarten English Language Arts
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Standard Code	Current Standard Wording	New Louisiana Student Standard
RF.K.4	Read emergent-reader texts with purpose and understanding.	No change
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	No change
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	No change
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	No change
W.K.4	Begins in grade 3.	No change
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults , orally, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults and peers , explore a variety of digital tools by participating in the production of a to produce and published writing, including in collaboration with peers.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	No change

**Kindergarten English Language Arts
Crosswalk Document**

Standard Code	Current Standard Wording	New Louisiana Student Standard
W.K.9	Begins in grade 4.	No change
W.K.10	Begins in grade 3.	No change
SL.K.1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 	No change
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	No change
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	No change
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	No change
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	No change
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	No change

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L.K.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. 	No change
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	No change
L.K.3	Begins in grade 2.	No change
L.K.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. With guidance and support, identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**Kindergarten English Language Arts
Crosswalk Document**

Standard Code	Current Standard Wording	New Louisiana Student Standard
	<p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>b. With guidance and support,U use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
L.K.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>No change</p>
L.K.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>No change</p>