

Old Strand	Old Standard #	Old Standard	Old Benchmark #	Old Benchmark	Old GLE #	Old GLE	New Strand #	New Strand	New Standard #	New Standard	New Benchmark #	New Benchmark
LA.C.	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.1	The student predicts what a passage is about based on its title and illustrations.	LA.A.1.1.1.1	uses prior knowledge, illustrations, and text to make predictions.	LA.1.1	Reading Process	LA.1.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.1.1.7.1	[The student will] identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;
LA.C.	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.1	The student predicts what a passage is about based on its title and illustrations.	LA.A.1.1.1.1	uses prior knowledge, illustrations, and text to make predictions.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.10	[The student will] determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools
LA.C.	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.1	The student predicts what a passage is about based on its title and illustrations.	LA.A.1.1.1.1	uses prior knowledge, illustrations, and text to make predictions.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.3	[The student will] use context clues
LA.C.	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.1	Uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).	LA.1.1	Reading Process	LA.1.1.3	The student demonstrates phonemic awareness.	LA.1.1.3.1	[The student will] identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.1	Uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).	LA.1.1	Reading Process	LA.1.1.3	The student demonstrates phonemic awareness.	LA.1.1.3.2	[The student will] blend three to five phonemes to form words;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.1	Uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).	LA.1.1	Reading Process	LA.1.1.3	The student demonstrates phonemic awareness.	LA.1.1.3.3	[The student will] segment single phonemes; and
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.1	Uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).	LA.1.1	Reading Process	LA.1.1.3	The student demonstrates phonemic awareness.	LA.1.1.3.4	[The student will] manipulate individual phonemes to create new words through addition, deletion, and substitution
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.2	Uses sound/symbol relationships as visual cues for decoding.	LA.1.1	Reading Process	LA.1.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.1.1.5.1	[The student will] apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.2	Uses sound/symbol relationships as visual cues for decoding.	LA.1.1	Reading Process	LA.1.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.1.1.4.1	[The student will] generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.2	Uses sound/symbol relationships as visual cues for decoding.	LA.1.1	Reading Process	LA.1.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.1.1.4.2	[The student will] identify the sounds of vowels and consonant digraphs in printed words;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.2	Uses sound/symbol relationships as visual cues for decoding.	LA.1.1	Reading Process	LA.1.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.1.1.4.3	[The student will] decode words with r-controlled letter-sound associations;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.3	Uses beginning letters (onsets) and patterns (rhymes) as visual cues for decoding.	LA.1.1	Reading Process	LA.1.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.1.1.4.4	[The student will] decode words from common word families;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.4	Uses structural cues to decode words (for example word order, sentence boundaries).	LA.1.1	Reading Process	LA.1.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.1.1.4.1	[The student will] generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.5	uses context clues to construct meaning (meaning cues) (for example, illustrations, knowledge of the story and topic).	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.3	[The student will] use context clues;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.6	cross checks visual, structural, and meaning cues to figure out unknown words.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.3	[The student will] use context clues;

LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.6	cross checks visual, structural, and meaning cues to figure out unknown words.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.8	[The student will] use meaning of individual words to predict meaning of unknown compound words;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.6	cross checks visual, structural, and meaning cues to figure out unknown words.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.9	[The student will] determine the correct meaning of words with multiple meanings (e.g., mine) in context; and
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.2	The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	LA.A.1.1.2.6	cross checks visual, structural, and meaning cues to figure out unknown words.	LA.1.1	Reading Process	LA.1.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.1.1.4.8	[The student will] use self-correction when subsequent reading indicates an earlier misreading.
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.1	identifies and classifies common words from within basic categories.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.4	[The student will] categorize key vocabulary and identify salient features;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.1	identifies and classifies common words from within basic categories.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.6	[The student will] identify and sort common words into conceptual categories;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.1	identifies and classifies common words from within basic categories.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.7	[The student will] identify common antonyms and synonyms;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.2	uses knowledge of individual words in unknown compound words to predict their meaning.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.8	[The student will] use meaning of individual words to predict meaning of unknown compound words;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.3	uses resources and references (for example, illustrations, knowledge of the story and topic) beginning dictionaries, available technology to build upon word meanings.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.10	[The student will] determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.4	uses knowledge of suffixes (including -er, -est, -ful) to determine meanings of words.	LA.1.1	Reading Process	LA.1.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.1.1.4.7	[The student will] decode base words and inflectional endings; and
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.5	develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.2	[The student will] listen to, read, and discuss both familiar and conceptually challenging text;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.5	develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	LA.1.1	Reading Process	LA.1.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.1.1.4.5	[The student will] recognize high frequency words;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.5	develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	LA.1.1	Reading Process	LA.1.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.1.1.4.6	[The student will] identify common, irregular words, compound words, and contractions;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.5	develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.1	[The student will] use new vocabulary that is introduced and taught directly;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.5	develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	LA.1.1	Reading Process	LA.1.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.1.1.6.5	[The student will] relate new vocabulary to prior knowledge;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.4	The student increases comprehension by rereading, retelling, and discussion.	LA.A.1.1.4.1	uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	LA.1.1	Reading Process	LA.1.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.1.1.7.9	[The student will] self monitor comprehension and reread when necessary.
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.4	The student increases comprehension by rereading, retelling, and discussion.	LA.A.1.1.4.1	uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	LA.1.1	Reading Process	LA.1.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.1.1.7.6	[The student will] arrange events in sequence;

LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.4	The student increases comprehension by rereading, retelling, and discussion.	LA.A.1.1.4.1	uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	LA.1.1	Reading Process	LA.1.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.1.1.7.8	[The student will] identify the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.4	The student increases comprehension by rereading, retelling, and discussion.	LA.A.1.1.4.1	uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	LA.1.2	Literary Analysis	LA.1.2.1	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	LA.1.2.1.2	[The student will] retell the main events (e.g., beginning, middle, end) in a story;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.4	The student increases comprehension by rereading, retelling, and discussion.	LA.A.1.1.4.1	uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	LA.1.2	Literary Analysis	LA.1.2.1	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	LA.1.2.1.3	[The student will] identify the characters and settings in a story
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.4	The student increases comprehension by rereading, retelling, and discussion.	LA.A.1.1.4.1	uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	LA.1.5	Communication	LA.1.5.2	The student effectively applies listening and speaking strategies.	LA.1.5.2.2	[The student will] retell specific details of information heard;
LA.A	LA.A.1.1	The student uses the reading process effectively.	LA.A.1.1.4	The student increases comprehension by rereading, retelling, and discussion.	LA.A.1.1.4.1	uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	LA.1.5	Communication	LA.1.5.2	The student effectively applies listening and speaking strategies.	LA.1.5.2.3	[The student will] listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.1	The student determines the main idea or essential message from text and identifies supporting information	LA.A.2.1.1.1	knows the main idea or theme and supporting details of a story or informational piece.	LA.1.1	Reading Process	LA.1.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.1.1.7.3	[The student will] retell the main idea or essential message;
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.1	The student determines the main idea or essential message from text and identifies supporting information	LA.A.2.1.1.1	knows the main idea or theme and supporting details of a story or informational piece.	LA.1.1	Reading Process	LA.1.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.1.1.7.4	[The student will] identify supporting details;
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.1	The student determines the main idea or essential message from text and identifies supporting information	LA.A.2.1.1.2	uses specific details and information from a text to answer literal questions.	LA.1.2	Literary Analysis	LA.1.2.1	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	LA.1.2.1.5	[The student will] respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.1	The student determines the main idea or essential message from text and identifies supporting information	LA.A.2.1.1.3	makes inferences based on text and prior knowledge (for example, regarding a character's traits, feelings, or actions).	LA.1.1	Reading Process	LA.1.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.1.1.7.2	[The student will] use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.1	The student determines the main idea or essential message from text and identifies supporting information	LA.A.2.1.1.4	identifies similarities and differences between two texts (for example, in topics, characters, and problems).	LA.1.1	Reading Process	LA.1.1.1	The student demonstrates knowledge of the concept of print and how it is organized and read.	LA.1.1.1.2	[The student will] distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.1	The student determines the main idea or essential message from text and identifies supporting information	LA.A.2.1.1.4	identifies similarities and differences between two texts (for example, in topics, characters, and problems).	LA.1.1	Reading Process	LA.1.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.1.1.7.7	[The student will] identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);

LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.1	The student determines the main idea or essential message from text and identifies supporting information	LA.A.2.1.1.4	identifies similarities and differences between two texts (for example, in topics, characters, and problems).	LA.1.2	Literary Analysis	LA.1.2.1	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	LA.1.2.1.5	[The student will] respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.2	The student selects material to read for pleasure.	LA.A.2.1.2.1	selects material to read for pleasure (for example, favorite books and stories).	LA.1.2	Literary Analysis	LA.1.2.1	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	LA.1.2.1.6	[The student will] select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.2	The student selects material to read for pleasure.	LA.A.2.1.2.1	selects material to read for pleasure (for example, favorite books and stories).	LA.1.2	Literary Analysis	LA.1.2.2	The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.	LA.1.2.2.2	[The student will] select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.2	The student selects material to read for pleasure.	LA.A.2.1.2.2	reads aloud familiar stories, poems, or passages with a beginning degree of fluency and expression.	LA.1.1	Reading Process	LA.1.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.1.1.5.1	[The student will] apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.2	The student selects material to read for pleasure.	LA.A.2.1.2.2	reads aloud familiar stories, poems, or passages with a beginning degree of fluency and expression.	LA.1.1	Reading Process	LA.1.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.1.1.5.2	[The student will] recognize high frequency and familiar words in isolation and in context; and
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.2	The student selects material to read for pleasure.	LA.A.2.1.2.2	reads aloud familiar stories, poems, or passages with a beginning degree of fluency and expression.	LA.1.1	Reading Process	LA.1.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.1.1.5.3	[The student will] adjust reading rate based on purpose, text difficulty, form, and style.
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.3	The student reads for information to use in performing a task and learning a new task.	LA.A.2.1.3.1	reads for information used in performing tasks (for example, directions, graphs, charts, signs, captions).	LA.1.2	Literary Analysis	LA.1.2.2	The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.	LA.1.2.2.1	[The student will] locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.4	The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.	LA.A.2.1.4.1	uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.	LA.1.1	Reading Process	LA.1.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.1.1.7.2	[The student will] use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.4	The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.	LA.A.2.1.4.1	uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.	LA.1.1	Reading Process	LA.1.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.1.1.7.5	[The student will] distinguish fact from fiction and cause from effect;
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.5	The student uses simple materials of the reference system to obtain information.	LA.A.2.1.5.1	uses simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audio visual software).	LA.1.1	Reading Process	LA.1.1.1	The student demonstrates knowledge of the concept of print and how it is organized and read.	LA.1.1.1.1	[The student will] Locate the title, table of contents, names of author and illustrator, glossary, and index; and
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.5	The student uses simple materials of the reference system to obtain information.	LA.A.2.1.5.1	uses simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audio visual software).	LA.1.6	Information and Media Literacy	LA.1.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.1.6.2.1	[The student will] formulate questions and gather information using simple reference materials (e.g., nonfiction books, picture dictionaries, software);

LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.5	The student uses simple materials of the reference system to obtain information.	LA.A.2.1.5.1	uses simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audio visual software).	LA.1.6	Information and Media Literacy	LA.1.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.1.6.2.2	[The student will] use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.5	The student uses simple materials of the reference system to obtain information.	LA.A.2.1.5.2	alphabetizes words according to the initial letter.	LA.1.6	Information and Media Literacy	LA.1.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.1.6.2.2	[The student will] use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;
LA.A	LA.A.2.1	The student constructs meaning from a wide range of texts.	LA.A.2.1.5	The student uses simple materials of the reference system to obtain information.	LA.A.2.1.5.3	uses alphabetical order to locate information.	LA.1.6	Information and Media Literacy	LA.1.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.1.6.2.2	[The student will] use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;