

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.A	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 and confirm predictions.	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.1	[The student will] identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
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	blends sound components into words.	LA.2.1	Reading Process	LA.2.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.2.1.4.1	[The student will] use knowledge of spelling patterns (e.g., vowel diphthongs, difficult 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.1.1.2.1	blends sound components into words.	LA.2.1	Reading Process	LA.2.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.2.1.4.4	[The student will] identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);
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	blends sound components into words.	LA.2.1	Reading Process	LA.2.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.2.1.5.1	[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	applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi-syllable words as visual cues for decoding.	LA.2.1	Reading Process	LA.2.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.2.1.4.2	[The student will] apply knowledge of spelling patterns to identify syllables;
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	applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi-syllable words as visual cues for decoding.	LA.2.1	Reading Process	LA.2.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.2.1.4.3	[The student will] decode phonetically regular one-syllable and multi-syllable words 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.1.1.2.3	uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.	LA.2.1	Reading Process	LA.2.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.2.1.4.3	[The student will] decode phonetically regular one-syllable and multi-syllable words 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.1.1.2.3	uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.	LA.2.1	Reading Process	LA.2.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.2.1.4.7	[The student will] recognize and correctly use regular and irregular plurals; 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.1.1.2.3	uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.6	[The student will] identify base (root) words and common prefixes to determine the meanings of prefixed 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.1.1.2.4	uses a variety of context cues (for example, illustrations, diagrams, information in the story, titles and headings, sequence) to construct meaning (meaning cues).	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.1	[The student will] identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
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 a variety of context cues (for example, illustrations, diagrams, information in the story, titles and headings, sequence) to construct meaning (meaning cues).	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.5	[The student will] identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;
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 a variety of context cues (for example, illustrations, diagrams, information in the story, titles and headings, sequence) to construct meaning (meaning cues).	LA.2.2	Literary Analysis	LA.2.2.2	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.2.2.2.1	[The student will] recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);

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	cross-checks visual, structural, and meaning cues to figure out unknown words.	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.3	[The student will] use context clues to determine meanings of unfamiliar 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	cross-checks visual, structural, and meaning cues to figure out unknown words.	LA.2.1	Reading Process	LA.2.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.2.1.4.8	[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.1.1.2	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	uses context cues to define multiple meaning words.	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.8	[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.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.1	identifies simple, multiple-meaning words.	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.8	[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.1.1.3	The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	LA.A.1.1.3.2	uses knowledge of contractions, base words, and compound words to determine meanings of words.	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.6	[The student will] identify base (root) words and common prefixes to determine the meanings of prefixed 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 knowledge of prefixes (including un-, re-, pre-, mis-) and suffixes (including -er, -est, -ful) to determine meaning of words.	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.6	[The student will] identify base (root) words and common prefixes to determine the meanings of prefixed 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.1.1.3.4	knows homophones, synonyms, and antonyms for a variety of words.	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.7	[The student will] identify antonyms, synonyms, and homophones;
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 reading independently and listening to and discussing both familiar and conceptually challenging selections.	LA.2.1	Reading Process	LA.2.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.2.1.4.5	[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 reading independently and listening to and discussing both familiar and conceptually challenging selections.	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.1	[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 reading independently and listening to and discussing both familiar and conceptually challenging selections.	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.2	[The student will] listen to, read, and discuss 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 reading independently and listening to and discussing both familiar and conceptually challenging selections.	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.5	[The student will] relate new vocabulary to familiar 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.1.1.3.6	uses resources and references to build upon word meanings (for example, dictionaries, glossaries).	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.9	[The student will] determine meanings of unfamiliar words by using a dictionary 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.2.1	Reading Process	LA.2.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.2.1.4.6	[The student will] recognize common abbreviations
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.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.4	[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.1.1.4	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, self-monitoring, predicting, retelling, discussing, restating ideas).	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.2	[The student will] determines the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;
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, self-monitoring, predicting, retelling, discussing, restating ideas).	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.4	[The student will] identify cause-and-effect relationships in text;

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, self-monitoring, predicting, retelling, discussing, restating ideas).	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.8	[The student will] use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.
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, self-monitoring, predicting, retelling, discussing, restating ideas).	LA.2.2	Literary Analysis	LA.2.2.1	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.2.2.1.2	[The student will] identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;
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	uses a variety of strategies to comprehend text (for example, self-monitoring, predicting, retelling, discussing, restating ideas). summarizes information in texts (including but not limited to central idea, supporting details, connections between texts).	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.3	[The student will] summarize information in text, including but not limited to main idea, supporting details, and connections between texts;
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 ideas, details, and information from text to answer literal questions.	LA.2.2	Literary Analysis	LA.2.2.2	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.2.2.2.2	[The student will] use explicitly stated information to answer a question;
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 connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes).	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.3	[The student will] summarize information in text, including but not limited to main idea, supporting details, and connections between texts;
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	understands similarities and differences across texts (for example, topics, characters, problems).	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.6	[The student will] identify themes or topics across a variety of fiction and nonfiction 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	understands similarities and differences across texts (for example, topics, characters, problems).	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.7	[The student will] compare and contrast characters and settings in one text; 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.2.1.1.4	understands similarities and differences across texts (for example, topics, characters, problems).	LA.2.2	Literary Analysis	LA.2.2.1	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.2.2.1.5	[The student will] respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
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.2.2	Literary Analysis	LA.2.2.1	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.2.2.1.4	[The student will] identify an author's theme, and use details from the text to explain how the author developed that theme;
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, as a group or independently.	LA.2.2	Literary Analysis	LA.2.2.1	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.2.2.1.8	[The student will] select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation 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, as a group or independently.	LA.2.2	Literary Analysis	LA.2.2.2	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.2.2.4	[The student will] select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation 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.2.1.2.2	reads aloud with fluency and expression (including but not limited to reading phrases rather than word-by-word; attending to punctuation; interjecting a sense of feeling, anticipation, and characterization) from developmentally appropriate material.	LA.2.1	Reading Process	LA.2.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.2.1.5.1	[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 with fluency and expression (including but not limited to reading phrases rather than word-by-word; attending to punctuation; interjecting a sense of feeling, anticipation, and characterization) from developmentally appropriate material.	LA.2.1	Reading Process	LA.2.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.2.1.5.2	[The student will] identify high frequency phonetically irregular words 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 with fluency and expression (including but not limited to reading phrases rather than word-by-word; attending to punctuation; interjecting a sense of feeling, anticipation, and characterization) from developmentally appropriate material.	LA.2.1	Reading Process	LA.2.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.2.1.5.3	[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 informational texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question).	LA.2.6	Information and Media Literacy	LA.2.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.	LA.2.6.1.1	[The student will] The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.
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 strategies to clarify the accuracy of a text (for example, discussion, checking other sources).	LA.2.1	Reading Process	LA.2.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.2.1.7.8	[The student will] use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.
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 materials (for example, table of contents, dictionary, index, glossary)	LA.2.1	Reading Process	LA.2.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.2.1.6.9	[The student will] determine meanings of unfamiliar words by using a dictionary and digital tools.
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 materials (for example, table of contents, dictionary, index, glossary)	LA.2.6	Information and Media Literacy	LA.2.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.2.6.2.2	[The student will] select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;
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 initial and second letter.	LA.2.6	Information and Media Literacy	LA.2.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.2.6.2.2	[The student will] select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;

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 parts of a book to locate information, including chapter titles, guide words, and indices.	LA.2.2	Literary Analysis	LA.2.2.2	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.2.2.2.1	[The student will] recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);
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.2.1.5.4	generates questions about topics of personal interest.	LA.2.6	Information and Media Literacy	LA.2.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.2.6.2.1	[The student will] generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references);