<table>
<thead>
<tr>
<th>Old Strand</th>
<th>Old Standard</th>
<th>Old Standard</th>
<th>Old Benchmark</th>
<th>Old GLE #</th>
<th>Old GLE</th>
<th>New Strand</th>
<th>New Strand</th>
<th>New Standard</th>
<th>New Standard</th>
<th>New Benchmark</th>
<th>New Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.A.1.1</td>
<td>LA.A.1.1.1</td>
<td>The student predicts what a passage is about based on its title and illustrations.</td>
<td>LA.A.1.1.1.1</td>
<td>uses prior knowledge, illustrations, and text to make and confirm predictions.</td>
<td>LA.A.2.1</td>
<td>Reading Process</td>
<td>LA.A.2.1.7</td>
<td>The student uses a variety of strategies to comprehend grade level text.</td>
<td>LA.A.2.1.7.1</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>LA.A.1.1</td>
<td>LA.A.1.1.2</td>
<td>The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</td>
<td>LA.A.1.1.2.1</td>
<td>blends sound components into words.</td>
<td>LA.A.2.1</td>
<td>Reading Process</td>
<td>LA.A.2.1.4</td>
<td>The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</td>
<td>LA.A.2.1.4.1</td>
<td>The student will use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);</td>
<td></td>
</tr>
<tr>
<td>LA.A.1.1</td>
<td>LA.A.1.1.2</td>
<td>The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</td>
<td>LA.A.1.1.2.1</td>
<td>blends sound components into words.</td>
<td>LA.A.2.1</td>
<td>Reading Process</td>
<td>LA.A.2.1.4</td>
<td>The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</td>
<td>LA.A.2.1.4.4</td>
<td>The student will identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);</td>
<td></td>
</tr>
<tr>
<td>LA.A.1.1</td>
<td>LA.A.1.1.2</td>
<td>The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</td>
<td>LA.A.1.1.2.1</td>
<td>blends sound components into words.</td>
<td>LA.A.2.1</td>
<td>Reading Process</td>
<td>LA.A.2.1.5</td>
<td>The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.</td>
<td>LA.2.1.5.1</td>
<td>The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;</td>
<td></td>
</tr>
<tr>
<td>LA.A.1.1</td>
<td>LA.A.1.1.2</td>
<td>The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</td>
<td>LA.A.1.1.2.2</td>
<td>applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in simple and multi-syllable words as visual cues for decoding.</td>
<td>LA.A.2.1</td>
<td>Reading Process</td>
<td>LA.A.2.1.4</td>
<td>The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</td>
<td>LA.A.2.1.4.2</td>
<td>The student will apply knowledge of spelling patterns to identify syllables;</td>
<td></td>
</tr>
<tr>
<td>LA.A.1.1</td>
<td>LA.A.1.1.2</td>
<td>The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</td>
<td>LA.A.1.1.2.3</td>
<td>applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in simple and multi-syllable words as visual cues for decoding.</td>
<td>LA.A.2.1</td>
<td>Reading Process</td>
<td>LA.A.2.1.4</td>
<td>The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</td>
<td>LA.A.2.1.4.3</td>
<td>The student will decode phonetically regular one-syllable and multi-syllable words in isolation and in context;</td>
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<td>LA.A.1.1</td>
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<td>LA.A.2.1</td>
<td>Reading Process</td>
<td>LA.A.2.1.4</td>
<td>The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</td>
<td>LA.A.2.1.4.4</td>
<td>The student will decode phonetically regular one-syllable and multi-syllable words in isolation and in context;</td>
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<td>The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</td>
<td>LA.A.1.1.2.3</td>
<td>applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in simple and multi-syllable words as visual cues for decoding.</td>
<td>LA.A.2.1</td>
<td>Reading Process</td>
<td>LA.A.2.1.4</td>
<td>The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</td>
<td>LA.A.2.1.4.5</td>
<td>The student will recognize and correctly use regular and irregular plurals; and</td>
<td></td>
</tr>
<tr>
<td>LA.A.1.1</td>
<td>LA.A.1.1.2</td>
<td>The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</td>
<td>LA.A.1.1.2.3</td>
<td>applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in simple and multi-syllable words as visual cues for decoding.</td>
<td>LA.A.2.1</td>
<td>Reading Process</td>
<td>LA.A.2.1.4</td>
<td>The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</td>
<td>LA.2.1.4.7</td>
<td>The student will recognize and correctly use regular and irregular plural words;</td>
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<td>LA.A.1.1</td>
<td>LA.A.1.1.2</td>
<td>The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</td>
<td>LA.A.1.1.2.3</td>
<td>applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in simple and multi-syllable words as visual cues for decoding.</td>
<td>LA.2.1.6</td>
<td>Reading Process</td>
<td>LA.2.1.6</td>
<td>The student uses multiple strategies to develop grade appropriate vocabulary.</td>
<td>LA.2.1.6.6</td>
<td>The student will identify base (root) words and common prefixes to determine the meanings of unfamiliar words;</td>
<td></td>
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<td>LA.A.1.1</td>
<td>LA.A.1.1.2</td>
<td>The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</td>
<td>LA.A.1.1.2.4</td>
<td>applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in simple and multi-syllable words as visual cues for decoding.</td>
<td>LA.2.1.7</td>
<td>Reading Process</td>
<td>LA.2.1.7</td>
<td>The student uses a variety of strategies to comprehend grade level text.</td>
<td>LA.2.1.7.1</td>
<td>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;</td>
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<td>LA.2.1.7</td>
<td>Reading Process</td>
<td>LA.2.1.7</td>
<td>The student uses a variety of strategies to comprehend grade level text.</td>
<td>LA.2.1.7.5</td>
<td>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;</td>
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<tr>
<td>LA.A.1.1</td>
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<td>The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</td>
<td>LA.A.1.1.2.4</td>
<td>applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in simple and multi-syllable words as visual cues for decoding.</td>
<td>LA.2.2</td>
<td>Literary Analysis</td>
<td>LA.2.2.2</td>
<td>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.</td>
<td>LA.2.2.2.1</td>
<td>The student will recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);</td>
<td></td>
</tr>
</tbody>
</table>
process uses the reading effectively.

The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

process uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

process uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

The student uses knowledge of contractions, base words, and compound words to determine meanings of words.

The student uses knowledge of prefixes (including un-, re-, pre-, mis-) and suffixes (including -er, -est, -ful) to determine meanings of words.

The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

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The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.
The student selects material to read for pleasure. Students are encouraged to choose texts that interest them, allowing them to engage with material that they find enjoyable or engaging. This choice promotes independent reading habits and can lead to a deeper understanding and appreciation of literature.
<p>| 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; interpreting 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; 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; interpreting 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; interpreting 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 | Informatio n 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 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 | Informatio n and Media Literacy | LA.2.6.2 | The student uses a systematic process for the collection, processing, and presentation of information. |
| 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 | Informatio n 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; |</p>
<table>
<thead>
<tr>
<th>LA.A.2.1</th>
<th>The student constructs meaning from a wide range of texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA.A.2.1.5</td>
<td>The student uses simple materials of the reference system to obtain information.</td>
</tr>
<tr>
<td>LA.A.2.1.5.3</td>
<td>uses parts of a book to locate information, including chapter titles, guide words, and indices.</td>
</tr>
<tr>
<td>LA.2.2</td>
<td>Literary Analysis</td>
</tr>
<tr>
<td>LA.2.2.2</td>
<td>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.</td>
</tr>
<tr>
<td>LA.A.2.1.6.4</td>
<td>generates questions about topics of personal interest.</td>
</tr>
<tr>
<td>LA.2.6</td>
<td>Information and Media Literacy</td>
</tr>
<tr>
<td>LA.2.6.2</td>
<td>The student uses a systematic process for the collection, processing, and presentation of information.</td>
</tr>
<tr>
<td>LA.2.6.2.1</td>
<td>(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).</td>
</tr>
</tbody>
</table>