

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.1.2	The student uses the reading process effectively.	LA.A.1.2.1	The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection	LA.A.1.2.1.1	uses text features to predict content and monitor comprehension (for example, uses table of contents, indexes, captions, illustrations, key words, preview text).	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.1	[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.1.2	The student uses the reading process effectively.	LA.A.1.2.1	The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection	LA.A.1.2.1.1	uses text features to predict content and monitor comprehension (for example, uses table of contents, indexes, captions, illustrations, key words, preview text).	LA.3.2	Literary Analysis	LA.3.2.2	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.3.2.2.1	[The student will] identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.1	The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection	LA.A.1.2.1.2	uses knowledge of formats, ideas, plots, and elements from previous reading to generate questions and make predictions about content of text.	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.1	[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.1.2	The student uses the reading process effectively.	LA.A.1.2.2	The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.	LA.A.1.2.2.1	uses decoding strategies to clarify pronunciation (for example, lesson common vowel patterns, homophones).	LA.3.1	Reading Process	LA.3.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.3.1.5.1	[The student will] apply letter-sound knowledge to decode unknown words quickly and accurately in context; and
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.2	The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.	LA.A.1.2.2.1	uses decoding strategies to clarify pronunciation (for example, lesson common vowel patterns, homophones).	LA.3.1	Reading Process	LA.3.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.3.1.4.1	[The student will] use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.2	The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.	LA.A.1.2.2.1	uses decoding strategies to clarify pronunciation (for example, lesson common vowel patterns, homophones).	LA.3.1	Reading Process	LA.3.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.3.1.4.2	[The student will] use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.2	The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.	LA.A.1.2.2.1	uses decoding strategies to clarify pronunciation (for example, lesson common vowel patterns, homophones).	LA.3.1	Reading Process	LA.3.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.3.1.4.3	[The student will] decode multisyllabic words in isolation and in context; and
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.2	The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.	LA.A.1.2.2.2	uses context clues (for example, known words, phrases, structures) to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones.	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.3	[The student will] use context clues to determine meanings of unfamiliar words;
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.2	The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.	LA.A.1.2.2.3	makes, confirms, and revises predictions.	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.1	[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.1.2	The student uses the reading process effectively.	LA.A.1.2.2	The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.	LA.A.1.2.2.4	uses a variety of word structures and forms to construct meaning (for example, affixes, roots, homonyms, antonyms, synonyms, word analogies).	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.8	[The student will] use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.2	The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.	LA.A.1.2.2.4	uses a variety of word structures and forms to construct meaning (for example, affixes, roots, homonyms, antonyms, synonyms, word analogies).	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.7	[The student will] use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.2	The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.	LA.A.1.2.2.5	establishes a purpose for reading (for example, entertaining; skimming for facts; answering a specific question).	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.1	[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.1.2	The student uses the reading process effectively.	LA.A.1.2.3	The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	LA.A.1.2.3.1	uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.7	[The student will] use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.3	The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	LA.A.1.2.3.1	uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.4	[The student will] categorize key vocabulary and identify salient features;
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.3	The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	LA.A.1.2.3.1	uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.6	[The student will] identify "shades of meaning" in related words (e.g., blaring, loud);
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.3	The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	LA.A.1.2.3.1	uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.9	[The student will] determine the correct meaning of words with multiple meanings in context; and
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.3	The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	LA.A.1.2.3.2	discusses meanings of words and develops vocabulary through meaningful real-world experiences.	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.5	[The student will] relate new vocabulary to familiar words;
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.3	The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	LA.A.1.2.3.3	develops vocabulary by reading independently and using reference books.	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.1	[The student will] use new vocabulary that is introduced and taught directly;
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.3	The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	LA.A.1.2.3.3	develops vocabulary by reading independently and using reference books.	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.2	[The student will] listen to, read, and discuss familiar and conceptually challenging text;
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.3	The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	LA.A.1.2.3.3	develops vocabulary by reading independently and using reference books.	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.5	[The student will] relate new vocabulary to familiar words;

LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.3	The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	LA.A.1.2.3.3	develops vocabulary by reading independently and using reference books.	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.10	[The student will] determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.4	The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.	LA.A.1.2.4.1	uses a variety of strategies to monitor reading in third-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions).	LA.3.1	Reading Process	LA.3.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.3.1.4.4	[The student will] use self-correction when subsequent reading indicates an earlier misreading.
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.4	The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.	LA.A.1.2.4.1	uses a variety of strategies to monitor reading in third-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions).	LA.3.1	Reading Process	LA.3.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.3.1.5.2	[The student will] adjust reading rate based on purpose, text difficulty, form, and style.
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.4	The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.	LA.A.1.2.4.1	uses a variety of strategies to monitor reading in third-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions).	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.8	[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.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.1	The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	LA.A.2.2.1.1	understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.3	[The student will] determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.1	The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	LA.A.2.2.1.1	understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.4	[The student will] identify cause-and-effect relationships in text;
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.1	The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	LA.A.2.2.1.1	understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).	LA.3.2	Literary Analysis	LA.3.2.1	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.3.2.1.2	[The student will] identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.1	The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	LA.A.2.2.1.1	understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).	LA.3.2	Literary Analysis	LA.3.2.1	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.3.2.1.5	[The student will] respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.1	The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	LA.A.2.2.1.1	understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).	LA.3.2	Literary Analysis	LA.3.2.2	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.3.2.2.2	[The student will] use information from the text to answer questions related to explicitly stated main ideas or relevant details;

LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.1	The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.			LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.6	[The student will] identify themes or topics across a variety of fiction and nonfiction selections;
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.2	The student identifies the author's purpose in a simple text.	LA.A.2.2.2.1	identifies author's purpose in a simple text.	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.2	[The student will] identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.2	The student identifies the author's purpose in a simple text.	LA.A.2.2.2.1	identifies author's purpose in a simple text.	LA.3.2	Literary Analysis	LA.3.2.1	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.3.2.1.4	[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.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.3	The student recognizes when a text is primarily intended to persuade.	LA.A.2.2.3.1	recognizes when a text is intended primarily to persuade.	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.2	[The student will] identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.4	The student identifies specific personal preferences relative to fiction and nonfiction reading.	LA.A.2.2.4.1	knows personal preferences for literary texts (for example, novels, stories, poems).	LA.3.2	Literary Analysis	LA.3.2.1	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.3.2.1.8	[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.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.4	The student identifies specific personal preferences relative to fiction and nonfiction reading.	LA.A.2.2.4.2	knows personal preferences for nonfiction (for example, biographies, journals, magazines, interviews).	LA.3.2	Literary Analysis	LA.3.2.2	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.3.2.2.5	[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.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.5	The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	LA.A.2.2.5.1	reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).	LA.3.2	Literary Analysis	LA.3.2.2	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.3.2.2.3	[The student will] organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.5	The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	LA.A.2.2.5.1	reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).	LA.3.6	Information and Media Literacy	LA.3.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.	LA.3.6.1.1	[The student will] The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.6	The student recognizes the difference between fact and opinion presented in a text.	LA.A.2.2.6.1	knows the difference between a fact and an opinion.	LA.3.6	Information and Media Literacy	LA.3.6.3	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.3.6.3.1	[The student will] determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.7	The student recognizes the use of comparison and contrast in a text.	LA.A.2.2.7.1	understands the use of comparison and contrast within a selection.	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.5	[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.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.7	The student recognizes the use of comparison and contrast in a text.	LA.A.2.2.7.1	understands the use of comparison and contrast within a selection.	LA.3.1	Reading Process	LA.3.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.3.1.7.7	[The student will] compare and contrast elements, settings, characters, and problems in two texts; and
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.8	The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects.	LA.A.2.2.8.1	uses a variety of reference materials to gather information, including multiple representations of information (for example, maps, charts, photos).	LA.3.1	Reading Process	LA.3.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.3.1.6.10	[The student will] determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.