

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, glossary, headings, side-headings, sub-headings; paragraphs; print variations such as italics, bold face, underlines).	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.1	[The student will] identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);
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, glossary, headings, side-headings, sub-headings; paragraphs; print variations such as italics, bold face, underlines).	LA.4.2	Literary Analysis	LA.4.2.1	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.4.2.1.1	[The student will] read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;
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 prior knowledge integrated with text features to generate questions and make predictions about content of text.	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.1	[The student will] identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);
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	extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).	LA.4.1	Reading Process	LA.4.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.4.1.4.1	[The student will] recognize knowledge of spelling patterns;
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	extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).	LA.4.1	Reading Process	LA.4.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.4.1.4.2	[The student will] use structural analysis; 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	extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).	LA.4.1	Reading Process	LA.4.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.4.1.4.3	[The student will] use language structure to read multi-syllabic words in text.
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	extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.3	[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.1.2.2.1	extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.5	[The student will] relate new vocabulary to familiar words;

LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.2	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	extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).	LA.4.1	Reading Process	LA.4.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.4.1.5.1	[The student will] demonstrate the ability to read grade level text; 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.1.2.3.1	uses a variety of strategies to determine meaning and increase vocabulary (for example, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.4	[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, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.5	[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.1.2.3.1	uses a variety of strategies to determine meaning and increase vocabulary (for example, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.6	[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, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.7	[The student will] use meaning of familiar base words and affixes 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, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.8	[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.1.2.3	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, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.9	[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	develops vocabulary by reading independently.	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.1	[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.1.2.3.2	develops vocabulary by reading independently.	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.5	[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 listening to, reading, and discussing both familiar and conceptually challenging selections.	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.1	[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 listening to, reading, and discussing both familiar and conceptually challenging selections.	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.2	[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 listening to, reading, and discussing both familiar and conceptually challenging selections.	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.5	[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.1.2.3.4	uses resources and references such as dictionary, thesaurus, and context to build word meanings.	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.10	[The student will] determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.
LA.A	LA.A.1.2	The student uses the reading process effectively.	LA.A.1.2.3	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.1.2.3.4	uses resources and references such as dictionary, thesaurus, and context to build word meanings.	LA.4.1	Reading Process	LA.4.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.4.1.6.3	[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.1.2.4	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 fourth-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, questioning whether text makes sense, searching for cues, identifying miscues).	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.8	[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.1.2	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 fourth-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, questioning whether text makes sense, searching for cues, identifying miscues).	LA.4.1	Reading Process	LA.4.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.4.1.5.2	[The student will] adjust reading rate based on purpose, text difficulty, form, and style.
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.1	The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.	LA.A.2.2.1.1	understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.3	[The student will] determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;
LA.A	LA.A.2.2	The student constructs meaning from a wide range of texts.	LA.A.2.2.1	The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.	LA.A.2.2.1.1	understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).	LA.4.2	Literary Analysis	LA.4.2.2	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.4.2.2.2	[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 clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.	LA.A.2.2.1.1	understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).	LA.4.2	Literary Analysis	LA.4.2.1	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.4.2.1.2	[The student will] identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme 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 clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.	LA.A.2.2.1.1	understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).	LA.4.2	Literary Analysis	LA.4.2.1	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.4.2.1.5	[The student will] respond to, discuss, and reflect on various literary selections, 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 clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.			LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.6	[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 and discusses the author's purpose in text.	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.2	[The student will] identify the author's purpose (e.g., to inform, entertain, 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 and discusses the author's purpose in text.	LA.4.2	Literary Analysis	LA.4.2.1	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.4.2.1.4	[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 text that is written primarily to persuade.	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.2	[The student will] identify the author's purpose (e.g., to inform, entertain, 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.2.2.3	The student recognizes when a text is primarily intended to persuade.	LA.A.2.2.3.2	distinguishes between informational and persuasive texts.	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.2	[The student will] identify the author's purpose (e.g., to inform, entertain, 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	uses knowledge of author's styles, themes, and genres to choose own reading.	LA.4.2	Literary Analysis	LA.4.2.1	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.4.2.1.9	[The student will] select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on 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.2.2.4.1	uses knowledge of author's styles, themes, and genres to choose own reading.	LA.4.2	Literary Analysis	LA.4.2.2	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.4.2.2.5	[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 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 outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).	LA.4.2	Literary Analysis	LA.4.2.2	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.4.2.2.2	[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.2.2.5	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 outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).	LA.4.2	Literary Analysis	LA.4.2.2	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.4.2.2.3	[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.2.2.6	The student recognizes the difference between fact and opinion presented in a text.	LA.A.2.2.6.1	identifies examples of fact, fiction, or opinion in text.	LA.4.2	Literary Analysis	LA.4.2.2	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.4.2.2.2	[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.2.2.7	The student recognizes the use of comparison and contrast in a text.	LA.A.2.2.7.1	understands a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.4	[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.2.2.7	The student recognizes the use of comparison and contrast in a text.	LA.A.2.2.7.1	understands a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.5	[The student will] identify the text structure an author uses (e.g., comparison/contrast, cause/effect, 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 a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.7	[The student will] compare and contrast elements in multiple texts (e.g., setting, characters, problems); 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.2.2.7.2	recognizes comparison or contrast in a text and understands how it impacts the meaning of a text.	LA.4.1	Reading Process	LA.4.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.4.1.7.5	[The student will] identify the text structure an author uses (e.g., comparison/contrast, cause/effect, 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.2.2.8	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 a research project (for example, maps, charts, photos).	LA.4.6	Information and Media Literacy	LA.4.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.	LA.4.6.1.1	[The student will] The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
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.2.2.8.2	uses a systematic research process (including but not limited to selects a topic, formulates questions, narrows the focus of a topic, develops a plan for gathering information).	LA.4.6	Information and Media Literacy	LA.4.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.4.6.2.1	[The student will] select a topic for inquiry, refine a predetermined search plan;
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.2.2.8.2	uses a systematic research process (including but not limited to selects a topic, formulates questions, narrows the focus of a topic, develops a plan for gathering information).	LA.4.6	Information and Media Literacy	LA.4.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.4.6.2.2	[The student will] apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact;