

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	extends previously learned prereading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.	LA.5.1	Reading Process	LA.5.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.5.1.7.1	[The student will] explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge 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	extends previously learned prereading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.	LA.5.1	Reading Process	LA.5.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.5.1.7.2	[The student will] identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text;
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	extends previously learned prereading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.	LA.5.2	Literary Analysis	LA.5.2.2	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.5.2.2.1	[The student will] locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);
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	refines previously learned knowledge and skills of the fourth 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.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.3	[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	refines previously learned knowledge and skills of the fourth 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.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.9	[The student will] determine the correct meaning of words with multiple meanings in context;
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	refines previously learned knowledge and skills of the fourth 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.5.1	Reading Process	LA.5.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.5.1.4.1	[The student will] understand 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	refines previously learned knowledge and skills of the fourth 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.5.1	Reading Process	LA.5.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.5.1.4.2	[The student will] recognize 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	refines previously learned knowledge and skills of the fourth 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.5.1	Reading Process	LA.5.1.4	The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	LA.5.1.4.3	[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.1.2.3	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, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).	LA.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.3	[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.1.2.3	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, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).	LA.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.5	[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, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).	LA.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.6	[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, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).	LA.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.7	[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, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).	LA.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.8	[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, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).	LA.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.9	[The student will] determine the correct meaning of words with multiple meanings in context;
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, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).	LA.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.11	[The student will] use meaning of familiar roots and affixes derived from Greek and Latin 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.1.2.3.2	develops vocabulary by reading independently.	LA.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.1	[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.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.5	[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.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.2	[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.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.5	[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.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.10	[The student will] determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; 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.1.2.3.4	uses resources and references such as dictionary, thesaurus, and context to build word meanings.	LA.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.3	[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.1.2.3	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.1.2.3.5	identifies, classifies, and demonstrates knowledge of levels of specificity among fifth-grade or higher level words from a variety of categories.	LA.5.1	Reading Process	LA.5.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.5.1.6.4	[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.1.2.4	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 fifth-grade or higher level texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).	LA.5.1	Reading Process	LA.5.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.5.1.7.8	[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, note-making, summarizing, using graphic and semantic organizers, 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 fifth-grade or higher level texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).	LA.5.1	Reading Process	LA.5.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.5.1.5.1	[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.1.2.4	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 fifth-grade or higher level texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).	LA.5.1	Reading Process	LA.5.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.5.1.5.2	[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 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	extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).	LA.5.2	Literary Analysis	LA.5.2.2	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.5.2.2.2	[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.A.2.2.1.1	extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).	LA.5.1	Reading Process	LA.5.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.5.1.7.3	[The student will] determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying 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.A.2.2.1.1	extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).	LA.5.2	Literary Analysis	LA.5.2.1	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.5.2.1.2	[The student will] locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, 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 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	extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).	LA.5.2	Literary Analysis	LA.5.2.1	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.5.2.1.5	[The student will] demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
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.5.1	Reading Process	LA.5.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.5.1.7.6	[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	describes author's purpose and describes how an author's perspective influences the text.	LA.5.1	Reading Process	LA.5.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.5.1.7.2	[The student will] identify the author's purpose (e.g., to persuade, inform, entertain, explain) 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	describes author's purpose and describes how an author's perspective influences the text.	LA.5.2	Literary Analysis	LA.5.2.1	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.5.2.1.4	[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	knows characteristics of persuasive text.	LA.5.1	Reading Process	LA.5.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.5.1.7.2	[The student will] identify the author's purpose (e.g., to persuade, inform, entertain, explain) 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 a variety of criteria to choose own reading (for example, author's style, themes, knowledge of genres, text difficulty, recommendations of others).	LA.5.2	Literary Analysis	LA.5.2.1	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.5.2.1.9	[The student will] use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.
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 a variety of criteria to choose own reading (for example, author's style, themes, knowledge of genres, text difficulty, recommendations of others).	LA.5.2	Literary Analysis	LA.5.2.2	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.5.2.2.5	[The student will] use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) 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 from multiple sources for a variety of purposes (for example, supporting opinions, predictions, and conclusions; writing a research report; conducting interviews; taking a test; performing tasks).	LA.5.2	Literary Analysis	LA.5.2.2	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.5.2.2.3	[The student will] organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, 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	extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, opinion).	LA.5.2	Literary Analysis	LA.5.2.2	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.5.2.2.2	[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	extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, textual organization, comparison and contrast).	LA.5.1	Reading Process	LA.5.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.5.1.7.4	[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	extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, textual organization, comparison and contrast).	LA.5.1	Reading Process	LA.5.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.5.1.7.5	[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	extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, textual organization, comparison and contrast).	LA.5.1	Reading Process	LA.5.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.5.1.7.7	[The student will] compare and contrast elements in multiple 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	extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).	LA.5.6	Information and Media Literac	LA.5.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.	LA.5.6.1.1	[The student will] The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
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	extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).	LA.5.6	Information and Media Literac	LA.5.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.5.6.2.1	[The student will] select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;
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	extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).	LA.5.6	Information and Media Literac	LA.5.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.5.6.2.2	[The student will] read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;