

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.1.3	The student uses the reading process effectively.	LA.A.1.3.1	uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.	LA.A.1.3.1.1	Extends and applies previously learned prereading knowledge and skills of the sixth grade with increasingly complex reading selections and assignments and tasks.	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.1	[The student will] use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.1	uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.	LA.A.1.3.1.1	Extends and applies previously learned prereading knowledge and skills of the sixth grade with increasingly complex reading selections and assignments and tasks.	LA.7.6	Information and Media Literacy	LA.7.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences.	LA.7.6.1.1	[The student will] Explain how text features (e.g., charts, maps, diagrams, sub headings, captions, illustrations, graphs) aid the reader's understanding
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.2	Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	LA.A.1.3.2.1	Uses context and word structure clues to interpret words and ideas in text	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.3	[The student will] Use context clues to determine meanings of unfamiliar words
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.2	Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	LA.A.1.3.2.2	Makes inferences and generalizations about what is read	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.3	[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.1.3	The student uses the reading process effectively.	LA.A.1.3.2	Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	LA.A.1.3.2.3	Uses strategies such as graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of text	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.8	[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.1.3	The student uses the reading process effectively.	LA.A.1.3.2	Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	LA.A.1.3.2.4	Compares and contrasts similar information contained in different text selections	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.8	[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.1.3	The student uses the reading process effectively.	LA.A.1.3.2	Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	LA.A.1.3.2.4	Compares and contrasts similar information contained in different text selections	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.4	[The student will] Categorize key vocabulary and identify salient features
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.2	Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	LA.A.1.3.2.4	Compares and contrasts similar information contained in different text selections	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.10	[The student will] Determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.1	[The student will] Use new vocabulary that is introduced and taught directly
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.2	[The student will] Listen to, read, and discuss familiar and conceptually challenging text
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.3	[The student will] Use context clues to determine meanings of unfamiliar words

LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.4	[The student will] Categorize key vocabulary identify salient features
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.5	[The student will] Relate new vocabulary to familiar words
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.6	[The student will] Distinguish denotative and connotative meanings of words
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.7	[The student will] Identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.8	[The student will] Identify advanced word/phrase relationships and their meanings
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.9	[The student will] Determine the correct meaning of words with multiple meanings in context
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	LA.7.1	Reading Process	LA.7.1.6	The student uses multiple strategies to develop grade appropriate vocabulary.	LA.7.1.6.11	[The student will] Identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.4	Uses strategies to clarify meaning, such as rereading, note-taking, summarizing, outlining, and writing a grade level-appropriate report	LA.A.1.3.4.1	Monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.8	[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.1.3	The student uses the reading process effectively.	LA.A.1.3.4	Uses strategies to clarify meaning, such as rereading, note-taking, summarizing, outlining, and writing a grade level-appropriate report	LA.A.1.3.4.2	Restates text by note-making or summarizing	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.8	[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.1.3	The student uses the reading process effectively.	LA.A.1.3.4	Uses strategies to clarify meaning, such as rereading, note-taking, summarizing, outlining, and writing a grade level-appropriate report	LA.A.1.3.4.3	Uses the text's structure or progression of ideas to locate and recall information (for example, cause and effect, chronology)	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.5	[The student will] Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.4	Uses strategies to clarify meaning, such as rereading, note-taking, summarizing, outlining, and writing a grade level-appropriate report	LA.A.1.3.4.4	Analyzes information from one textual source to create a report	LA.7.6	Information and Media Literacy	LA.7.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.7.6.2.2	[The student will] Assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources New

LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.1	Extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis or organization and presentation of ideas)	LA.7.1	Reading Process	LA.7.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	LA.7.1.5.1	[The student will] Will adjust reading rate based on purpose, text difficulty, form, and style
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.1	Extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis or organization and presentation of ideas)	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.3	[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.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.1	Extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis or organization and presentation of ideas)	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.4	[The student will] Identify cause-and-effect relationships in text
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.1	Extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis or organization and presentation of ideas)	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.5	[The student will] Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.1	Extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis or organization and presentation of ideas)	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.7	[The student will] Compare and contrast elements in multiple texts
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.2	Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning	LA.A.2.3.2.1	Discusses the meaning and role of point of view in a variety of texts	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.2	[The student will] Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning.
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.2	Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning	LA.A.2.3.2.2	States the author's purpose and relates it to specific details from the text	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.2	[The student will] Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning New
							LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.6	[The student will] Analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.3	Recognizes logical, ethical, and emotional appeals in texts	LA.A.2.3.3.1	Identifies persuasive and propaganda techniques in text	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.2	[The student will] Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.3	Recognizes logical, ethical, and emotional appeals in texts	LA.A.2.3.3.2	Delineates the strengths and weaknesses of an argument in persuasive text						No specific benchmark correlates to this GLE

LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.3	Recognizes logical, ethical, and emotional appeals in texts	LA.A.2.3.3.3	Recognizes ethical and unethical statements in text	LA.7.6	Information and Media Literacy	LA.7.6.3	The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	LA.7.6.3.3	[The student will] Distinguish between propaganda and ethical reasoning strategies in print and nonprint media
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.4	Uses a variety of reading materials to develop personal preferences in reading	LA.A.2.3.4.1	Develops personal reading preferences through exploring a variety of prose, poetry and nonfiction	LA.7.2	Literary Analysis	LA.7.2.1	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.7.2.1.10	[The student will] Use interest and recommendation 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.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.5	Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task	LA.A.2.3.5.1	Extends previously learned knowledge and skills of the sixth grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks)	LA.7.6	Information and Media Literacy	LA.7.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.7.6.2.1	[The student will] Select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.6	Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics	LA.A.2.3.6.1	Gathers information from a variety of sources, including primary sources	LA.7.2	Literary Analysis	LA.7.2.1	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.7.2.1.10	[The student will] Use interest and recommendation 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.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.6	Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics	LA.A.2.3.6.2	Evaluates and uses information from a variety of sources (including primary sources) when researching	LA.7.6	Information and Media Literacy	LA.7.6.2	The student uses a systematic process for the collection, processing, and presentation of information.	LA.7.6.2.2	[The student will] Assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.7	Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines	LA.A.2.3.7.1	Classifies and records information (for example, using note cards, data files)	LA.7.3	Writing Process	LA.7.3.1	The student will use prewriting strategies to generate ideas and formulate a plan.	LA.7.3.1.3	[The student will] Uses organizational strategies and tools (e.g., technology outline, chart, table graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.7	Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines	LA.A.2.3.7.2	Compiles information using graphic organizers (for example timelines, circle diagrams)	LA.7.3	Writing Process	LA.7.3.1	The student will use prewriting strategies to generate ideas and formulate a plan.	LA.7.3.1.3	[The student will] Uses organizational strategies and tools (e.g., technology outline, chart, table graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.8	Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws	LA.A.2.3.8.1	Cites, examines, and discusses the use of and differences between fact and opinion within a text						No specific benchmark correlates to this GLE
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.8	Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws	LA.A.2.3.8.2	Knows differences between strong versus weak arguments and relevant and irrelevant information in reading selections						No specific benchmark correlates to this GLE

LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.8	Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws	LA.A.2.3.8.3	Understands the use of comparison and contrast in a text	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.5	[The student will] Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.8	Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws	LA.A.2.3.8.4	Understands the influence of personal values on the conclusions an author draws	LA.7.1	Reading Process	LA.7.1.7	The student uses a variety of strategies to comprehend grade level text.	LA.7.1.7.2	[The student will] Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning