

Reading Crosswalk: Grade 1 (DRAFT)

The new Reading and Language Arts standards have been approved by the State Board of Education. This draft crosswalk has been developed to assist Florida teachers in identifying connections between the old and new standards.

Old Benchmark, GLE		New Benchmark
Strand LA.A Reading		Strand LA.1.1 Reading Process
Benchmark LA.A.1.1.1 The student predicts what a passage is about based on its title and illustrations.	GLE LA.A.1.1.1.1 uses prior knowledge, illustrations, and text to make predictions.	Benchmark LA.1.1.7.1 identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;
		Benchmark LA.1.1.6.10 determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools
		Benchmark LA.1.1.6.3 use context clues
Benchmark LA.A.1.1.2 The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.	GLE LA.A.1.1.2.1 Uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).	Benchmark LA.1.1.3.1 identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);
		Benchmark LA.1.1.3.2 blend three to five phonemes to form words;
		Benchmark LA.1.1.3.3 segment single syllable words into individual phonemes; and
		Benchmark LA.1.1.3.4 manipulate individual phonemes to create new words through addition, deletion, and substitution
	GLE LA.A.1.1.2.2 Uses sound/symbol relationships as visual cues for decoding.	Benchmark LA.1.1.5.1 apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
		Benchmark LA.1.1.4.1 generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;
		Benchmark LA.1.1.4.2 identify the sounds of vowels and consonant digraphs in printed words;
		Benchmark LA.1.1.4.3 decode words with r-controlled letter-sound associations;
	GLE LA.A.1.1.2.3 Uses beginning letters (onsets) and patterns (rhymes) as visual cues for decoding.	Benchmark LA.1.1.4.4 decode words from common word families;
	GLE LA.A.1.1.2.4 Uses structural cues to decode words (for example word order, sentence boundaries).	Benchmark LA.1.1.4.1 generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;

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	GLE LA.A.1.1.2.5 uses context clues to construct meaning (meaning cues) (for example, illustrations, knowledge of the story and topic).	Benchmark LA.1.1.6.3 use context clues;
	GLE LA.A.1.1.2.6 cross checks visual, structural, and meaning cues to figure out unknown words.	Benchmark LA.1.1.6.3 use context clues;
		Benchmark LA.1.1.6.8 use meaning of individual words to predict meaning of unknown compound words;
		Benchmark LA.1.1.6.9 determine the correct meaning of words with multiple meanings (e.g., mine) in context; and
		Benchmark LA.1.1.4.8 use self-correction when subsequent reading indicates an earlier misreading.
Benchmark LA.A.1.1.3 The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.	GLE LA.A.1.1.3.1 identifies and classifies common words from within basic categories.	Benchmark LA.1.1.6.4 categorize key vocabulary and identify salient features;
		Benchmark LA.1.1.6.6 identify and sort common words into conceptual categories;
		Benchmark LA.1.1.6.7 identify common antonyms and synonyms;
	GLE LA.A.1.1.3.2 uses knowledge of individual words in unknown compound words to predict their meaning.	Benchmark LA.1.1.6.8 use meaning of individual words to predict meaning of unknown compound words;
	GLE LA.A.1.1.3.3 uses resources and references (for example, illustrations, knowledge of the story and topic) beginning dictionaries, available technology to build upon word meanings.	Benchmark LA.1.1.6.10 determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.
	GLE LA.A.1.1.3.4 uses knowledge of suffixes (including <i>-er</i> , <i>-est</i> , <i>-ful</i>) to determine meanings of words.	Benchmark LA.1.1.4.7 decode base words and inflectional endings; and
	GLE LA.A.1.1.3.5 develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	Benchmark LA.1.1.6.2 listen to, read, and discuss both familiar and conceptually challenging text;
		Benchmark LA.1.1.4.5 recognize high frequency words;
		Benchmark LA.1.1.4.6 identify common, irregular words, compound words, and contractions;
		Benchmark LA.1.1.6.1 use new vocabulary that is introduced and taught directly;
		Benchmark LA.1.1.6.5 relate new vocabulary to prior knowledge;

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Benchmark LA.A.1.1.4 The student increases comprehension by rereading, retelling, and discussion.	GLE LA.A.1.1.4.1 uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).	Benchmark LA.1.1.7.9 self monitor comprehension and reread when necessary.
		Benchmark LA.1.1.7.6 arrange events in sequence;
		Benchmark LA.1.1.7.8 identify the author’s purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and
		Benchmark LA.1.2.1.2 retell the main events (e.g., beginning, middle, end) in a story;
		Benchmark LA.1.2.1.3 identify the characters and settings in a story
		Benchmark LA.1.5.2.2 retell specific details of information heard;
		Benchmark LA.1.5.2.3 listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;
Benchmark LA.A.2.1.1 The student determines the main idea or essential message from text and identifies supporting information	GLE. LA.A.2.1.1.1 knows the main idea or theme and supporting details of a story or informational piece.	Benchmark LA.1.1.7.3 retell the main idea or essential message;
		Benchmark LA.1.1.7.4 identify supporting details;
	GLE. LA.A.2.1.1.2 uses specific details and information from a text to answer literal questions.	Benchmark LA.1.2.1.5 respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and
	GLE. LA.A.2.1.1.3 makes inferences based on text and prior knowledge (for example, regarding a character’s traits, feelings, or actions).	Benchmark LA.1.1.7.2 use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;
	GLE. LA.A.2.1.1.4 identifies similarities and differences between two texts (for example, in topics, characters, and problems).	Benchmark LA.1.1.1.2 distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).
		Benchmark LA.1.1.7.7 identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);
		Benchmark LA.1.2.1.5 respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of

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		Benchmark LA.1.2.1.5 respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and
Benchmark LA.A.2.1.2 The student selects material to read for pleasure.	GLE LA.A.2.1.2.1 selects material to read for pleasure (for example, favorite books and stories).	Benchmark LA.1.2.1.6 select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.
		Benchmark LA.1.2.2.2 select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and
	GLE LA.A.2.1.2.2 reads aloud familiar stories, poems, or passages with a beginning degree of fluency and expression.	Benchmark LA.1.1.5.1 apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
		Benchmark LA.1.1.5.2 recognize high frequency and familiar words in isolation and in context; and
		Benchmark LA.1.1.5.3 adjust reading rate based on purpose, text difficulty, form, and style.
Benchmark LA.A.2.1.3 The student reads for information to use in performing a task and learning a new task.	GLE LA.A.2.1.3.1 reads for information used in performing tasks (for example, directions, graphs, charts, signs, captions).	Benchmark LA.1.2.2.1 locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;
Benchmark LA.A.2.1.4 The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.	GLE LA.A.2.1.4.1 uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.	Benchmark LA.1.1.7.2 use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;
		Benchmark LA.1.1.7.5 distinguish fact from fiction and cause from effect;
Benchmark LA.A.2.1.5 The student uses simple materials of the reference system to obtain information.	GLE LA.A.2.1.5.1 uses simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audio visual software).	Benchmark LA.1.1.1.1 Locate the title, table of contents, names of author and illustrator, glossary, and index; and
		Benchmark LA.1.6.2.1 formulate questions and gather information using simple reference materials (e.g., nonfiction books, picture dictionaries, software);
		Benchmark LA.1.6.2.2

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	GLE LA.A.2.1.5.2 alphabetizes words according to the initial letter.	Benchmark LA.1.6.2.2 use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;
	GLE LA.A.2.1.5.3 uses alphabetical order to locate information.	Benchmark LA.1.6.2.2 use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;