Reading Crosswalk: Grade 2 (DRAFT)

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Old Benchmark, GLE		New Benchmark
Strand LA.A Reading		**Strand LA.2.1 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 and confirm predictions.	**Benchmark LA.2.1.7.1** identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
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** blends sound components into words.	**Benchmark LA.2.1.4.1** use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);
		Benchmark LA.2.1.4.4 identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);
		Benchmark LA.2.1.5.1 apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
	GLE LA.A.1.1.2.2 applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi-syllable words as visual cues for decoding.	**Benchmark LA.2.1.4.2** apply knowledge of spelling patterns to identify syllables;
		Benchmark LA.2.1.4.3 decode phonetically regular one-syllable and multi-syllable words in isolation and in context;
	GLE LA.A.1.1.2.3 uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.	**Benchmark LA.2.1.4.3** decode phonetically regular one-syllable and multi-syllable words in isolation and in context;
		Benchmark LA.2.1.4.7 recognize and correctly use regular and irregular plurals; and
		Benchmark LA.2.1.6.6 identify base (root) words and common prefixes to determine the meanings of prefixed words;
	GLE LA.A.1.1.2.4 uses a variety of context cues (for example, illustrations, diagrams, information in the story, titles and headings, sequence) to construct meaning (meaning cues).	**Benchmark LA.2.1.7.1** identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
		Benchmark LA.2.1.7.5 identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;
		Benchmark LA.2.2.2.1 recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams,

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		Benchmark LA.2.2.2.1 recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);
	GLE LA.A.1.1.2.5 cross-checks visual, structural, and meaning cues to figure out unknown words.	**Benchmark LA.2.1.6.3** use context clues to determine meanings of unfamiliar words;
		Benchmark LA.2.1.4.8 use self-correction when subsequent reading indicates an earlier misreading
	GLE LA.A.1.1.2.6 uses context cues to define multiple meaning words.	**Benchmark LA.2.1.6.8** determine the correct meaning of words with multiple meanings (e.g., mine) in context; and
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 simple, multiple-meaning words.	**Benchmark LA.2.1.6.8** determine the correct meaning of words with multiple meanings (e.g., mine) in context; and
	GLE LA.A.1.1.3.2 uses knowledge of contractions, base words, and compound words to determine meanings of words.	**Benchmark LA.2.1.6.6** identify base (root) words and common prefixes to determine the meanings of prefixed words;
	GLE LA.A.1.1.3.3 uses knowledge of prefixes (including *un-, re-, pre-, mis-*) and suffixes (including *–er, -est, -ful*) to determine meaning of words.	**Benchmark LA.2.1.6.6** identify base (root) words and common prefixes to determine the meanings of prefixed words;
	GLE LA.A.1.1.3.4 knows homophones, synonyms, and antonyms for a variety of words.	**Benchmark LA.2.1.6.7** identify antonyms, synonyms, and homophones;
	GLE LA.A.1.1.3.5 develops vocabulary by reading independently and listening to and discussing both familiar and conceptually challenging selections.	**Benchmark LA.2.1.4.5** recognize high frequency words
		Benchmark LA.2.1.6.1 use new vocabulary that is introduced and taught directly;
		Benchmark LA.2.1.6.2 listen to, read, and discuss familiar and conceptually challenging text;
		Benchmark LA.2.1.6.5 relate new vocabulary to familiar words;
	GLE LA.A.1.1.3.6 uses resources and references to build upon word meanings (for example, dictionaries, glossaries).	**Benchmark LA.2.1.6.9** determine meanings of unfamiliar words by using a dictionary and digital tools.
		Benchmark LA.2.1.4.6 recognize common abbreviations
		Benchmark LA.2.1.6.4 categorize key vocabulary and identify salient features;

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Benchmark LA.A.1.1.4 The student increases comprehension by rereading, retelling, and	**GLE LA.A.1.1.4.1** uses a variety of strategies to comprehend text (for example, self-monitoring, predicting, retelling, discussing, restating ideas).	**Benchmark LA.2.1.7.2** determines the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;
		Benchmark LA.2.1.7.4 identify cause-and-effect relationships in text;
		Benchmark LA.2.1.7.8 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.
		Benchmark LA.2.2.1.2 identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;
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** summarizes information in texts (including but not limited to central idea, supporting details, connections between texts).	**Benchmark LA.2.1.7.3** summarize information in text, including but not limited to main idea, supporting details, and connections between texts;
	GLE. LA.A.2.1.1.2 uses specific ideas, details, and information from text to answer literal questions.	**Benchmark LA.2.2.2.2** use explicitly stated information to answer a question;
	GLE. LA.A.2.1.1.3 makes connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes).	**Benchmark LA.2.1.7.3** summarize information in text, including but not limited to main idea, supporting details, and connections between texts;
	GLE. LA.A.2.1.1.4 understands similarities and differences across texts (for example, topics, characters, problems).	**Benchmark LA.2.1.7.6** identify themes or topics across a variety of fiction and nonfiction selections.
		Benchmark LA.2.1.7.7 compare and contrast characters and settings in one text; and
		Benchmark LA.2.2.1.5 respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
		Benchmark LA.2.2.1.4 identify an author's theme, and use details from the text to explain how the author developed that theme;
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, as a group or independently.	**Benchmark LA.2.2.1.8** select a balance of age and ability appropriate fiction materials to read (e.g.

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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, as a group or independently.	**Benchmark LA.2.2.1.8** select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.
		Benchmark LA.2.2.2.4 select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.
	GLE LA.A.2.1.2.2 reads aloud with fluency and expression (including but not limited to reading phrases rather than word-by-word; attending to punctuation; interjecting a sense of feeling, anticipation, and characterization) from developmentally appropriate material.	**Benchmark LA.2.1.5.1** apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
		Benchmark LA.2.1.5.2 identify high frequency phonetically irregular words in context; and
		Benchmark LA.2.1.5.3 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 informational texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question).	**Benchmark LA.2.6.1.1** The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.
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 strategies to clarify the accuracy of a text (for example, discussion, checking other sources).	**Benchmark LA.2.1.7.8** 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.
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 materials (for example, table of contents, dictionary, index, glossary).	**Benchmark LA.2.1.6.9** determine meanings of unfamiliar words by using a dictionary and digital tools.
		Benchmark LA.2.6.2.2 select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;
	GLE LA.A.2.1.5.2 alphabetizes words according to initial and second letter.	**Benchmark LA.2.6.2.2** select and use a variety of appropriate reference materials to gather information and locate information using alphabetical

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	GLE LA.A.2.1.5.4 generates questions about topics of personal interest.	**Benchmark LA.2.6.2.1** generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references);