

Reading Crosswalk: Grade 3 (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.2.1 Reading Process
Benchmark 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.	GLE LA.A.1.2.1.1 uses text features to predict content and monitor comprehension (for example, uses table of contents, indexes, captions, illustrations, key words, preview text).	Benchmark LA.3.1.7.1 identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
	GLE LA.A.1.2.1.2 uses knowledge of formats, ideas, plots, and elements from previous reading to generate questions and make predictions about content of text.	Benchmark LA.3.2.2.1 identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
Benchmark 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.	GLE LA.A.1.2.2.1 uses decoding strategies to clarify pronunciation (for example, lesson common vowel patterns, homophones).	Benchmark LA.3.1.7.1 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.3.1.5.1 apply letter-sound knowledge to decode unknown words quickly and accurately in context; and
		Benchmark LA.3.1.4.1 use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;
		Benchmark LA.3.1.4.2 use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;
		Benchmark LA.3.1.4.3 decode multi-syllabic words in isolation and in context; and
	GLE LA.A.1.2.2.2 uses context clues (for example, known words, phrases, structures) to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones.	Benchmark LA.3.1.6.3 use context clues to determine meanings of unfamiliar words;
	GLE LA.A.1.2.2.3 makes, confirms, and revises predictions.	Benchmark LA.3.1.7.1 identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
	GLE LA.A.1.2.2.4 uses a variety of word structures and forms to construct meaning (for example, affixes, roots, homonyms, antonyms, synonyms, word analogies).	Benchmark LA.3.1.6.8 use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;

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	GLE LA.A.1.2.2.4 uses a variety of word structures and forms to construct meaning (for example, affixes, roots, homonyms, antonyms, synonyms, word analogies).	Benchmark LA.3.1.6.8 use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
		Benchmark LA.3.1.6.7 use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;
	GLE LA.A.1.2.2.5 establishes a purpose for reading (for example, entertaining; skimming for facts; answering a specific question).	Benchmark LA.3.1.7.1 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.1.2.3: 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.	GLE LA.A.1.2.3.1 uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).	Benchmark LA.3.1.6.7 use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;
		Benchmark LA 3.1.6.4 categorize key vocabulary and identify salient features;
		Benchmark LA 3.1.6.6 identify "shades of meaning" in related words (e.g., blaring, loud);
		Benchmark LA 3.1.6.9 determine the correct meaning of words with multiple meanings in context; and
	GLE LA.A.1.2.3.2 discusses meanings of words and develops vocabulary through meaningful real-world experiences.	Benchmark LA.3.1.6.5 relate new vocabulary to familiar words;
	GLE LA.A.1.2.3.3 develops vocabulary by reading independently and using reference books.	Benchmark LA.3.1.6.1 use new vocabulary that is introduced and taught directly;
		Benchmark LA.3.1.6.2 listen to, read, and discuss familiar and conceptually challenging text;
		Benchmark LA.3.1.6.5 relate new vocabulary to familiar words;
		Benchmark LA.3.1.6.10 determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.
Benchmark LA.A.1.2.4: The student clarifies understanding by	GLE LA.A.1.2.4.1 uses a variety of strategies to monitor reading in third-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions)	Benchmark LA.3.1.4.4 use self-correction when subsequent reading indicates an earlier misreading.

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sources, and class or group discussion.		Benchmark LA.3.1.7.8 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.2.2.1: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	GLE LA.A.2.2.1.1 understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).	Benchmark LA.3.1.7.3 determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;
		Benchmark LA.3.1.7.4 identify cause-and-effect relationships in text;
		Benchmark LA.3.2.1.2 identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;
		Benchmark LA. 3.2.1.5 respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
		Benchmark LA.3.2.2.2 use information from the text to answer questions related to explicitly stated main ideas or relevant details;
		Benchmark LA.3.1.7.6 identify themes or topics across a variety of fiction and nonfiction selections;
Benchmark LA.A.2.2.2: The student identifies the author's purpose in a simple text.	GLE LA.A.2.2.2.1 identifies author's purpose in a simple text.	Benchmark LA.3.1.7.2 identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;
		Benchmark LA 3.2.1.4 identify an author's theme, and use details from the text to explain how the author developed that theme;
Benchmark LA.A.2.2.3: The student recognizes when a text is primarily intended to	GLE LA.A.2.2.3.1 recognizes when a text is intended primarily to persuade.	Benchmark LA.3.1.7.2 identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;

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persuade.		
Benchmark LA.A.2.2.4: The student identifies specific personal preferences relative to fiction and nonfiction reading.	GLE LA.A.2.2.4.1 knows personal preferences for literary texts (for example, novels, stories, poems).	Benchmark LA.3.2.1.8 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.
	GLE LA.A.2.2.4.2 knows personal preferences for nonfiction (for example, biographies, journals, magazines, interviews).	Benchmark LA.3.2.2.5 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.
Benchmark 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.	GLE LA.A.2.2.5.1 reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).	Benchmark LA.3.2.2.3 organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;
		Benchmark LA.3.6.1.1 The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
Benchmark LA.A.2.2.6: The student recognizes the difference between fact and opinion presented in a text.	GLE LA.A.2.2.6.1 knows the difference between a fact and an opinion.	Benchmark LA.3.6.3.1 determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and
Benchmark LA.A.2.2.7: The student recognizes the use of comparison and contrast in a text.	GLE LA.A.2.2.7.1 understands the use of comparison and contrast within a selection.	Benchmark LA.3.1.7.5 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.3.1.7.7 compare and contrast elements, settings, characters, and problems in two texts; and
Benchmark LA.A.2.2.8: The student selects and	GLE LA.A.2.2.8.1 uses a variety of reference materials to gather information, including multiple representations of information (for example,	Benchmark LA.3.1.6.10 determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.

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uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects.	maps, charts, photos).	
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