

Reading Crosswalk: Grade 4 (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, glossary, headings, side-headings, sub-headings; paragraphs; print variations such as italics, bold face, underlines).	Benchmark LA.4.1.7.1 identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);
	GLE LA.A.1.2.1.2 uses prior knowledge integrated with text features to generate questions and make predictions about content of text.	Benchmark LA.4.2.1.1 read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;
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 extends previously learned knowledge and skills of the third 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).	Benchmark LA. 4.1.4.1 recognize knowledge of spelling patterns;
		Benchmark LA. 4.1.4.2 use structural analysis; and
		Benchmark LA.4.1.4.3 use language structure to read multi-syllabic words in text.
		Benchmark LA.4.1.6.3 use context clues to determine meanings of unfamiliar words;
		Benchmark LA.4.1.6.5 relate new vocabulary to familiar words;
		Benchmark LA.4.1.5.1 demonstrate the ability to read grade level text; and
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,	GLE LA.A.1.2.3.1 uses a variety of strategies to determine meaning and increase vocabulary (for example, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).	Benchmark LA.4.1.6.4 categorize key vocabulary and identify salient features;
		Benchmark LA.4.1.6.5 relate new vocabulary to familiar words;
		Benchmark LA.4.1.6.6 identify “shades of meaning” in related words (e.g., blaring, loud);
		Benchmark LA.4.1.6.7 use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;

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synonyms, and word relationships.		Benchmark LA.4.1.6.8 use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
		Benchmark LA.4.1.6.9 determine the correct meaning of words with multiple meanings in context; and
	GLE LA.A.1.2.3.2 develops vocabulary by reading independently.	Benchmark LA.4.1.6.1 use new vocabulary that is introduced and taught directly;
		Benchmark LA.4.1.6.5 relate new vocabulary to familiar words;
	GLE LA.A.1.2.3.3 develops vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.	Benchmark LA.4.1.6.1 use new vocabulary that is introduced and taught directly;
		Benchmark LA.4.1.6.2 listen to, read, and discuss familiar and conceptually challenging text;
		Benchmark LA.4.1.6.5 relate new vocabulary to familiar words;
	GLE LA.A.1.2.3.4 uses resources and references such as dictionary, thesaurus, and context to build word meanings.	Benchmark LA.4.1.6.10 determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.
		Benchmark LA.4.1.6.3 use context clues to determine meanings of unfamiliar words;
Benchmark LA.A.1.2.4: The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.	GLE LA.A.1.2.4.1 uses a variety of strategies to monitor reading in fourth-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, questioning whether text makes sense, searching for cues, identifying miscues).	Benchmark LA.4.1.7.8 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.4.1.5.2 adjust reading rate based on purpose, text difficulty, form, and style.
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	GLE LA.A.2.2.1.1 understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).	Benchmark LA.4.1.7.3 determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;
		Benchmark LA.4.2.2.2 use information from the text to answer questions related to explicitly stated main

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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	GLE LA.A.2.2.1.1 understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing	Benchmark LA.4.1.7.3 determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;
		Benchmark LA.4.2.2.2 use information from the text to answer questions related to explicitly stated main ideas or relevant details;
		Benchmark LA.4.2.1.2 identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;
		Benchmark LA.4.2.1.5 respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
		Benchmark LA. 4.1.7.6 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 and discusses the author's purpose in text.	Benchmark LA.4.1.7.2 identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;
		Benchmark LA.4.2.1.4 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 persuade.	GLE LA.A.2.2.3.1 recognizes text that is written primarily to persuade.	Benchmark LA.4.1.7.2 identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;
	GLE LA.A.2.2.3.2 distinguishes between informational and persuasive texts.	Benchmark LA.4.1.7.2 identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;
Benchmark LA.A.2.2.4: The student	GLE LA.A.2.2.4.1 uses knowledge of author's styles, themes, and genres to choose own reading.	Benchmark LA.4.2.1.9 select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry)

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		Benchmark LA.4.2.2.5 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 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 outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).	Benchmark LA.4.2.2.2 use information from the text to answer questions related to explicitly stated main ideas or relevant details;
		Benchmark LA.4.2.2.3 organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;
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 identifies examples of fact, fiction, or opinion in text.	Benchmark LA.4.2.2.2 use information from the text to answer questions related to explicitly stated main ideas or relevant details;
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 a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).	Benchmark LA.4.1.7.4 identify cause-and-effect relationships in text;
		Benchmark LA.4.1.7.5 identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
		Benchmark LA.4.1.7.7 compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
	GLE LA.A.2.2.7.2 recognizes comparison or contrast in a text and understands how it impacts the meaning of a text.	Benchmark LA.4.1.7.5 identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;

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<p>Benchmark 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.</p>	<p>GLE LA.A.2.2.8.1 uses a variety of reference materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos).</p>	<p>Benchmark LA.4.6.1.1 The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).</p>
	<p>GLE LA.A.2.2.8.2 uses a systematic research process (including but not limited to selects a topic, formulates questions, narrows the focus of a topic, develops a plan for gathering information).</p>	<p>Benchmark LA.4.6.2.1 select a topic for inquiry, refine a predetermined search plan;</p>
		<p>Benchmark LA.4.6.2.2 apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact;</p>