

Reading Crosswalk: Grade 5 (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 extends previously learned prereading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.	Benchmark LA.5.1.7.1 explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;
		Benchmark LA.5.1.7.2 identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text;
		Benchmark LA.5.2.2.1 locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, 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 refines previously learned knowledge and skills of the fourth 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.5.1.6.3 use context clues to determine meanings of unfamiliar words;
		Benchmark LA.5.1.6.9 determine the correct meaning of words with multiple meanings in context;
		Benchmark LA.5.1.4.1 understand spelling patterns;
		Benchmark LA.5.1.4.2 recognize structural analysis; 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, synonyms, and word relationships.	GLE LA.A.1.2.3.1 uses a variety of strategies to determine meaning and increase vocabulary (for example, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).	Benchmark LA.5.1.6.3 use context clues to determine meanings of unfamiliar words;
		Benchmark LA.1.6.5 relate new vocabulary to familiar words;
		Benchmark LA.5.1.6.6 identify "shades of meaning" in related words (e.g., blaring, loud);
		Benchmark LA.5.1.6.7 use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;
		Benchmark LA.5.1.6.8 use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;

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		Benchmark LA.5.1.6.9 determine the correct meaning of words with multiple meanings in context;
		Benchmark LA.5.1.6.11 use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.
	GLE LA.A.1.2.3.2 develops vocabulary by reading independently.	Benchmark LA.5.1.6.1 use new vocabulary that is introduced and taught directly;
		Benchmark LA.5.1.6.5 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.5.1.6.2 listen to, read, and discuss familiar and conceptually challenging text;
		Benchmark LA.5.1.6.5 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.5.1.6.10 determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
		Benchmark LA.5.1.6.3 use context clues to determine meanings of unfamiliar words;
	GLE LA.A.1.2.3.5 identifies, classifies, and demonstrates knowledge of levels of specificity among fifth-grade or higher level words from a variety of categories.	Benchmark LA.5.1.6.4 categorize key vocabulary and identify salient features;
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 fifth-grade or higher level texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).	Benchmark LA.5.1.7.8 use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		Benchmark LA.5.1.5.1 demonstrate the ability to read grade level text; and
		Benchmark LA.5.1.5.2 adjust reading rate based on purpose, text difficulty, form, and style.
Benchmark LA.A.2.2.1: The student reads text and	GLE LA.A.2.2.1.1 extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and	Benchmark LA.5.2.2.2 use information from the text to answer questions related to explicitly stated main ideas or relevant details;

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Benchmark LA.A.2.2.1: The student reads text and	GLE LA.A.2.2.1.1 extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and	Benchmark LA.5.2.2.2 use information from the text to answer questions related to explicitly stated main ideas or relevant details;
		Benchmark LA.5.1.7.3 determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
		Benchmark LA.5.2.1.2 locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
		Benchmark LA.5.2.1.5 demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
		Benchmark LA.5.1.7.6 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 describes author's purpose and describes how an author's perspective influences the text.	Benchmark LA.5.1.7.2 identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text;
		Benchmark LA.5.2.1.4 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 knows characteristics of persuasive text.	Benchmark LA.5.1.7.2 identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text;
Benchmark LA.A.2.2.4: The student identifies specific personal preferences relative to fiction and nonfiction	GLE LA.A.2.2.4.1 uses a variety of criteria to choose own reading (for example, author's style, themes, knowledge of genres, text difficulty, recommendations of others).	Benchmark LA.5.2.1.9 use interest and recommendations 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

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		Benchmark LA.5.2.2.5 use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) 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 from multiple sources for a variety of purposes (for example, supporting opinions, predictions, and conclusions; writing a research report; conducting interviews; taking a test; performing tasks).	Benchmark LA.5.2.2.3 organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, 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 extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, opinion).	Benchmark LA.5.2.2.2 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 extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, textual organization, comparison and contrast).	Benchmark LA.5.1.7.4 identify cause-and-effect relationships in text;
		Benchmark LA.5.1.7.5 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.5.1.7.7 compare and contrast elements in multiple texts; and
Benchmark LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as	GLE LA.A.2.2.8.1 extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).	Benchmark LA.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

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Benchmark LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as	GLE LA.A.2.2.8.1 extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).	Benchmark LA.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
		Benchmark LA.5.6.2.1