

## Reading Crosswalk: Grade 7

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.6 Reading Process
<b>Benchmark LA.A.1.3.1</b> uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.	<b>GLE LA.A.1.3.1.1</b> Extends and applies previously learned prereading knowledge and skills of the sixth grade with increasingly complex reading selections and assignments and tasks.	<b>Benchmark LA.7.1.7.1</b> use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
		<b>Benchmark LA.7.6.1.1 cy</b> Explain how text features (e.g., charts, maps, diagrams, sub headings, captions, illustrations, graphs) aid the reader's understanding
<b>Benchmark LA.A.1.3.2</b> Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	<b>GLE LA.A.1.3.2.1</b> Uses context and word structure clues to interpret words and ideas in text	<b>Benchmark LA.7.1.6.3</b> Use context clues to determine meanings of unfamiliar words
	<b>GLE LA.A.1.3.2.2</b> Makes inferences and generalizations about what is read	<b>Benchmark LA.7.1.7.3</b> Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
	<b>GLE LA.A.1.3.2.3</b> Uses strategies such as graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of text	<b>Benchmark LA.7.1.7.8</b> 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.
	<b>GLE LA.A.1.3.2.4</b> Compares and contrasts similar information contained in different text selections	

		<b>Benchmark LA.7.1.6.4</b> Categorize key vocabulary and identify salient features
		<b>Benchmark LA7.1.6.10</b> Determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools
<b>Benchmark LA.A.1.3.3</b> Consistent and effective use of interpersonal and academic vocabularies	<b>GLE LA.A.1.3.3.1</b> Extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary	<b>Benchmark LA7.1.6.1</b> Use new vocabulary that is introduced and taught directly
		<b>Benchmark LA.7.1.6.2</b> Listen to, read, and discuss familiar and conceptually challenging text
		<b>Benchmark LA.7.1.6.3</b> Use context clues to determine meanings of unfamiliar words
		<b>Benchmark LA.7.1.6.4</b> Categorize key vocabulary identify salient features
		<b>Benchmark LA.7.1.6.5</b> Relate new vocabulary to familiar words
		<b>Benchmark LA.7.1.6.6</b> Distinguish denotative and connotative meanings of words
		<b>Benchmark LA.7.1.6.7</b> Identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		<b>Benchmark LA.7.1.6.8</b> Identify advanced word/phrase relationships and their meanings

		<b>Benchmark LA.7.1.6.9</b> Determine the correct meaning of words with multiple meanings in context
		<b>Benchmark LA.7.1.6.11</b> Identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.
<b>Benchmark LA.A.1.3.4</b> Uses strategies to clarify meaning, such as rereading, note-taking, summarizing, outlining, and writing a grade level-appropriate report	<b>GLE LA.A.1.3.4.1</b> Monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently	<b>Benchmark LA.7.1.7.8</b> 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
	<b>GLE LA.A.1.3.4.2</b> Restates text by note-making or summarizing	<b>Benchmark LA.7.1.7.8</b> 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
	<b>GLE LA.A.1.3.4.3</b> Uses the text's structure or progression of ideas to locate and recall information (for example, cause and effect, chronology)	<b>Benchmark LA.7.1.7.5</b> Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
	<b>GLE LA.A.1.3.4.4</b> Analyzes information from one textual source to create a report	<b>Benchmark LA.7.6.2.2</b> Assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources
		<b>New Benchmark LA.7.1.5.1</b> Will adjust reading rate based on purpose, text difficulty, form, and style

<b>Benchmark LA.A.2.3.1</b> Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	<b>GLE LA.A.2.3.1.1</b> Extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis or organization and presentation of ideas)	<b>Benchmark LA.7.1.7.3</b> Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		<b>Benchmark LA.7.1.7.4</b> Identify cause-and-effect relationships in text
		<b>Benchmark LA.7.1.7.5</b> Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		<b>Benchmark LA.7.1.7.7</b> Compare and contrast elements in multiple texts
<b>Benchmark LA.A.2.3.2</b> Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning	<b>GLE LA.A.2.3.2.1</b> Discusses the meaning and role of point of view in a variety of texts	<b>Benchmark LA.7.1.7.2</b> Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning.
	<b>GLE LA.A.2.3.2.2</b> States the author's purpose and relates it to specific details from the text	<b>Benchmark LA.7.1.7.2</b> Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning
		<b>New Benchmark LA.7.1.7.6</b> Analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
<b>Benchmark LA.A.2.3.3</b> Recognizes logical, ethical, and emotional appeals in texts	<b>GLE LA.A.2.3.3.1</b> Identifies persuasive and propaganda techniques in text	<b>Benchmark LA.7.1.7.2</b> Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning
	<b>GLE LA.A.2.3.3.2</b> Delineates the strengths and weaknesses of an argument in persuasive text	<b>No specific benchmark correlates to this GLE</b>

	<b>GLE LA.A.2.3.3.3</b> Recognizes ethical and unethical statements in text	<b>Benchmark LA.7.6.3.3</b> Distinguish between propaganda and ethical reasoning strategies in print and nonprint media
<b>Benchmark LA.A.2.3.4</b> Uses a variety of reading materials to develop personal preferences in reading	<b>GLE LA.A.2.3.4.1</b> Develops personal reading preferences through exploring a variety of prose, poetry and nonfiction	<b>Benchmark LA.7.2.1.10</b> Use interest and recommendation 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 literate member of a shared culture
<b>Benchmark LA.A.2.3.5</b> Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task	<b>GLE LA.A.2.3.5.1</b> Extends previously learned knowledge and skills of the sixth grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks)	<b>Benchmark LA.7.6.2.1</b> Select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources
<b>Benchmark LA.A.2.3.6</b> Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics	<b>GLE LA.A.2.3.6.1</b> Gathers information from a variety of sources, including primary sources	<b>Benchmark LA.7.2.1.10</b> Use interest and recommendation 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 literate member of a shared culture
	<b>GLE LA.A.2.3.6.2</b> Evaluates and uses information from a variety of sources (including primary sources) when researching content area topics	<b>Benchmark LA.7.6.2.2</b> Assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources
<b>Benchmark LA.A.2.3.7</b> Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines	<b>GLE LA.A.2.3.7.1</b> Classifies and records information (for example, using note cards, data files)	<b>Benchmark L.A.7.3.1.3</b> Uses organizational strategies and tools (e.g., technology outline, chart, table graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style
	<b>GLE LA.A.2.3.7.2</b> Compiles information using graphic organizers (for example timelines, circle diagrams)	<b>Benchmark</b> Uses organizational strategies and tools (e.g., technology outline, chart, table graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style

<b>Benchmark LA.A.2.3.8</b> Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws	<b>GLE LA.A.2.3.8.1</b> Cites, examines, and discusses the use of and differences between fact and opinion within a text	<b>No specific benchmark correlates to this GLE</b>
	<b>GLE LA.A.2.3.8.2</b> Knows differences between strong versus weak arguments and relevant and irrelevant information in reading selections	<b>No specific benchmark correlates to this GLE</b>
	<b>GLE LA.A.2.3.8.3</b> Understands the use of comparison and contrast in a text	<b>Benchmark LA.7.1.7.5</b> Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
	<b>GLE LA.A.2.3.8.4</b> Understands the influence of personal values on the conclusions an author draws	<b>Benchmark LA.7.1.7.2</b> Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning