

Reading Crosswalk: Grade K (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.K.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 titles and illustrations to make oral predictions.	Benchmark LA.K.1.7.1 make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);
	GLE LA.A.1.1.2.1 understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom and left-to-right, sweeping back to left for the next line).	Benchmark LA.K.1.1.1 locate words on a page
		Benchmark LA.K.1.1.2 distinguish letters from words
		Benchmark LA.K.1.1.3 identify the separate sounds in a spoken sentence
		Benchmark LA.K.1.1.4 match print to speech
		Benchmark LA.K.1.1.5 identify parts of a book (e.g., front cover, back cover, title page);
		Benchmark LA.K.1.1.6 move top to bottom and left to right on the printed page; and
	GLE LA.A.1.1.2.2 knows the names of the letters of the alphabet, both upper and lower case.	Benchmark LA.K.1.1.7 name all upper and lower case letters of the alphabet.
		Benchmark LA.K.5.1.1 print many uppercase and lowercase letters of the alphabet and recognize the difference between the two;
	GLE LA.A.1.1.2.3 knows the sounds of the letters of the alphabet.	Benchmark LA.K.1.4.1 recognize and recall the one to one correspondence between most letters and sounds; and
	GLE LA.A.1.1.2.4 understands the concept of words and constructs meaning from shared text, illustrations, graphics, and charts.	Benchmark LA.K.1.1.2 distinguish letters from words;
	GLE LA.A.1.1.2.5 understands basic phonetic principles (for example, knows rhyming words; knows words that have the same initial and final sounds; knows which sound is in the beginning, middle, end of a word; blends individual sounds into words).	Benchmark LA.K.1.2.1 auditory segment sentences into the correct number of words;
		Benchmark LA.K.1.2.2 identify, blend, and segment syllables in words;
		Benchmark LA.K.1.2.3 recognize and produce words that rhyme

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		Benchmark LA.K.1.2.4 identify, blend, and segment onset and rime
		Benchmark LA.K.1.3.1 identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”);
		Benchmark LA.K.1.3.2 blend and segment individual phonemes in simple, one-syllable words;
		Benchmark LA.K.1.3.3 manipulate individual phonemes in CVC words through addition, deletion, and substitution.
		Benchmark LA.K.2.1.3 Identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections
	GLE LA.A.1.1.2.6 understands that print conveys meaning.	Benchmark LA.K.1.1.1 locate a printed word on a page;
		Benchmark LA.K.1.1.2 distinguish letters from words;
		Benchmark LA.K.1.1.3 identify the separate sounds in a spoken sentence;
		Benchmark LA.K.1.1.4 match print to speech
		Benchmark LA.K.1.4.2 decode simple words in isolation and in context
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 high frequency words.	Benchmark LA.K.1.6.1 use new vocabulary that is introduced and taught directly;
	GLE LA.A.1.1.3.2 identifies words that name persons, places, or things and words that name actions.	Benchmark LA.K.1.6.3 describe common objects and events in both general and specific language;
		Benchmark LA.K.1.6.4 identify and sort common words into basic categories (e.g., colors, shapes, food);
	GLE LA.A.1.1.3.3 identifies and sorts common words from within basic categories (for example, colors, shapes, foods).	Benchmark LA.K.1.6.4 identify and sort common words into basic categories (e.g., colors, shapes, food);
	GLE LA.A.1.1.3.4 uses a variety of sources to build vocabulary (for example, word walls, other people, life experiences).	Benchmark LA.K.1.6.1 use new vocabulary that is introduced and taught directly;
		Benchmark LA.K.1.6.2 listen to and discuss both familiar and conceptually challenging text;
		Benchmark LA.K.1.6.6

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		Benchmark LA.K.1.6.6 relate new vocabulary to prior knowledge.
	GLE LA.A.1.1.3.5 develops vocabulary by discussing characters and events from a story.	Benchmark LA.K.1.6.2 listen to and discuss both familiar and conceptually challenging text;
		Benchmark LA.K.1.6.6 relate new vocabulary to prior knowledge.
		Benchmark LA.K.2.1.5 Participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to word (social connection).
		Benchmark LA.K.1.6.5 Use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and
Benchmark LA.A.1.1.4 The student increases comprehension by rereading, retelling, and discussion.	GLE LA.A.1.1.4.1 uses strategies to comprehend text (for example, retelling, discussing, asking questions).	Benchmark LA.K.1.6.2 listen to and discuss both familiar and conceptually challenging text
		Benchmark LA.K.1.7.1 Make predications about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);
		Benchmark LA.K.1.7.2 use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction
		Benchmark LA.K.1.7.3 retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and
		Benchmark LA.K.1.7.4 Identify the author's purpose as stated in the text.
		Benchmark LA.K.2.1.2 retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting
		Benchmark LA.K.2.2.2 retell important facts from a text heard or read; and
		Benchmark LA.K.5.2.2 Listen attentively to fiction and non fiction read-alouds and demonstrate

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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 knows the main idea or essential message from a read-aloud story or informational piece.	Benchmark LA.K.1.7.3 retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and
		Benchmark LA.K.2.1.2 retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting
		Benchmark LA.K.6.1.1 identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).
Benchmark LA.A.2.1.2 The student selects material to read for pleasure.	GLE LA.A.2.1.2.1 selects materials to read for pleasure.	Benchmark LA.K.2.1.4 select material to read for pleasure; and
		Benchmark LA.K.2.2.3 select non-fiction material to read for pleasure.
		Benchmark LA.K.2.2.1 Identify the purpose of nonfiction text.
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 supports oral and written responses with details from the informative text.	Benchmark LA.K.4.2.2 participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);
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 understands that illustrations reinforce the information in a text.	Benchmark LA.K.1.7.2 use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction
		Benchmark LA.K.6.2.4 recognize that authors, illustrators, and composers create informational 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 knows alphabetical order of letters.	Benchmark LA.K.6.2.2 use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards)
	GLE LA.A.2.1.5.2 uses pictures, environmental print (for example, signs, billboards) and people to obtain information.	Benchmark LA.K.6.2.1 ask questions and recognize the library media specialist or teacher as an information source;
		Benchmark LA.K.6.2.2 use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards)
	GLE LA.A.2.1.5.3 asks "how" and "why" questions about a	Benchmark LA.K.6.2.1 ask questions and recognize the library

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