English Language Arts and Reading

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected text;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts and make and confirm predictions using text features, elements, and structures;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	(B) make and confirm predictions using text features, elements, and structures;	(B) make and confirm predictions using text features, elements, and structures;	(B) make and confirm predictions using text features, elements, and structures;	(B) make and confirm predictions using text features, elements, and structures;
(C) make and confirm predictions using text features and structures with adult assistance;	(C) make and confirm predictions using text features and structures;	(C) make and confirm predictions using text features and structures;	(C) make and confirm predictions using text features, characteristics of genre, and structures;	(C) make and confirm predictions using text features, characteristics of genre, and structures;	(C) make and confirm predictions using text features, characteristics of genre, and structures;	(C) make and confirm predictions using text features, characteristics of genre elements and structures;	(C) make and confirm predictions using text features, characteristics of genres, and structures;	(C) make and confirm predictions using text features, characteristics of genre, and structures;	(C) generate questions about text before, during, and after reading to deepen understanding and gain information;	(C) generate questions about text before, during, and after reading to deepen understanding and gain information;	(C) generate questions about text before, during, and after reading to deepen understanding and gain information;	(C) generate questions about text before, during, and after reading to deepen understanding and gain information;
(D) create mental images to deepen understanding with adult assistance;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;
(E) make connections to personal experiences, to ideas in other texts, and to the larger community with adult assistance;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;
(F) make inferences and use evidence to support understanding with adult assistance;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use text evidence to support understanding;	(F) make inferences and use text evidence to support understanding;	(F) make inferences and use text evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;
(G) evaluate information to determine what is most important with adult assistance;	(G) evaluate information to determine what is most important;	(G) evaluate information to determine what is most important;	(G) evaluate information read to determine what is most important;	G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;
(H) synthesize information to create new understanding with adult assistance; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and
(I) monitor comprehension and make adjustments, with adult assistance, when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor and adjust comprehension when understanding breaks down.	(I) monitor and adjust comprehension when understanding breaks down.	(I) monitor and adjust comprehension when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.