

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