(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) make and confirm	(A) make and	(A) make and	(A) make and	(A) make and	(A) make and	(A) make and	(A) make and	(A) make and	(A) make and	(A) make and	(A) make and	(A) make and
redictions using text	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions	confirm predictions
eatures, elements, and	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,	using text features,
ructures;	elements, and	elements, and	elements, and	elements, and	elements, and	elements, and	elements, and	elements, and	elements, and	elements, and	elements, and	elements, and
B) generate questions	structures;	structures;	structures;	structures;	structures;	structures;	structures;	structures;	structures;	structures;	structures;	structures;
oout text before,	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate	(B) generate
uring, and after	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text	questions about text
eading to deepen	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and	before, during, and
nderstanding and gain	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to	after reading to
formation;	deepen	deepen	deepen	deepen	deepen	deepen	deepen	deepen	deepen	deepen	deepen	deepen
irormatron,	understanding and	understanding and	understanding and	understanding and	understanding and	understanding and	understanding and	understanding and	understanding and	understanding and	understanding and	understanding and
C) create mental	gain information;	gain information;	gain information;	gain information;	gain information;	gain information;	gain information;	gain information;	gain information;	gain information;	gain information;	gain information;
nages to deepen	gum miormation,	gum miormation,	gum miormation,	guin information,	gam miormation,	gum miormation,	gum miormation,		gam mormation,	gam miormation,	gum miormation,	gain information,
nderstanding;	(C) create mental	(C) create mental	(C) create mental	(C) create mental	(C) create mental	(C) create mental	(C) create mental	(C) create mental	(C) create mental	(C) create mental	(C) create mental	(C) create mental
D) make connections	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen	images to deepen
,	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;
personal experiences, ideas in other texts,	(D) make	(D) make	(D) make	(D) make	(D) make	(D) make	(D) make	(D) make	(D) make	(D) make	(D) make	(D) make
nd to the larger	connections to	connections to	connections to	connections to	connections to	connections to	connections to	connections to	connections to	connections to	connections to	connections to
•												
ommunity to activate	personal experiences,	personal experiences,	personal experiences,	personal experiences,	personal experiences,	personal experiences, to ideas in other	personal experiences,	personal experiences, to ideas in other	personal experiences, to ideas in other	personal experiences,	personal experiences, to ideas in other	personal experience
rior knowledge;	to ideas in other	to ideas in other	to ideas in other	to ideas in other	to ideas in other		to ideas in other			to ideas in other		to ideas in other
E) make inferences	texts, and to the	texts, and to the	texts, and to the	texts, and to the	texts, and to the	texts, and to the	texts, and to the	texts, and to the	texts, and to the	texts, and to the	texts, and to the	texts, and to the
nd use evidence to	larger community to	larger community to	larger community to	larger community to	larger community to	larger community to	larger community to	larger community to	larger community to	larger community to	larger community to	larger community to
apport understanding;	activate prior	activate prior	activate prior	activate prior	activate prior	activate prior	activate prior	activate prior	activate prior	activate prior	activate prior	activate prior
	knowledge;	knowledge;	knowledge;	knowledge;	knowledge;	knowledge;	knowledge;	knowledge;	knowledge;	knowledge;	knowledge;	knowledge;
F) prioritize	(E) make inferences	(E) make inferences	(E) make inferences	(E) make inferences	(E) make inferences	(E) make inferences	(E) make inferences	(E) make inferences	(E) make inferences	(E) make inferences	(E) make inferences	(E) make inferences
formation and read to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to	and use evidence to
etermine what is most	support	support	support	support	support	support	support	support	support	support	support	support
nportant;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;	understanding;
G) synthesize	٥,	2,	2,	<u> </u>	2,						_	
formation to create	(F) prioritize	(F) prioritize	(F) prioritize	(F) prioritize	(F) prioritize	(F) prioritize	(F) prioritize	(F) prioritize	(F) prioritize	(F) prioritize	(F) prioritize	(F) prioritize
ew understanding;	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to	information read to
٥,	determine what is	determine what is	determine what is	determine what is	determine what is	determine what is	determine what is	determine what is	determine what is	determine what is	determine what is	determine what is
H) establish purpose	most important;	most important;	most important;	most important;	most important;	most important;	most important;	most important;	most important;	most important;	most important;	most important;
or reading assigned	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize	(G) synthesize
nd self-selected texts;	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create	information to create
nd	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;	new understanding;
monitor	new understanding,		0,1		new understanding,		new understanding,		new understanding,	new understanding,	new understanding,	new understanding,
) monitor omprehension and	(H) establish	(H) establish purpose	(H) establish purpose	(H) establish purpose	(H) establish	(H) establish purpose	(H) establish purpose	(H) establish purpose	(H) establish purpose	(H) establish purpose	(H) establish purpose	(H) establish purpos
*	purpose for reading	for reading assigned	for reading assigned	for reading assigned	purpose for reading	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned
ake corrections and ljustments when	assigned and self-	and self-selected	and self-selected	and self-selected	assigned and self-	and self-selected	and self-selected	and self-selected	and self-selected	and self-selected	and self-selected	and self-selected
nderstanding breaks	selected texts; and	texts; and	texts; and	texts; and	selected texts; and	texts; and	texts; and	texts; and	texts; and	texts; and	texts; and	texts; and
•	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor	(I) monitor
own.	· /	()	` '	(I) monitor	(I) monitor	· /	· /	(I) monitor	` '	()	\ /	
	comprehension and make corrections and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and make corrections and	comprehension and	comprehension and	comprehension and	comprehension and	comprehension and
		make corrections and	make corrections and	make corrections and	make corrections	make corrections and adjustments when		make corrections and	make corrections and adjustments when	make corrections and adjustments when	make corrections and	make corrections an adjustments when
	adjustments when	adjustments when	adjustments when	adjustments when	and adjustments		adjustments when	adjustments when			adjustments when	
	understanding breaks	understanding breaks	understanding breaks	understanding breaks	when	understanding breaks	understanding breaks	understanding breaks	understanding breaks	understanding breaks	understanding breaks	understanding break
	down.	down.	down.	down.	understanding	down.	down.	down.	down.	down.	down.	down.
					breaks down.							
								i	I	I		[

April 2016 Strand 2 - Page 1