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	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose	(A) establish purpose
reading assigned and self-	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned	for reading assigned
selected texts with adult	and self-selected texts;	and self-selected texts;	and self-selected texts;	and self-selected texts;	and self-selected texts;	and self-selected text;	and self-selected texts;	and self-selected texts	and self-selected texts;	and self-selected texts;	and self-selected texts;	and self-selected texts;
assistance;	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	(B) generate questions	and make and confirm predictions using text	(B) make and confirm	(B) make and confirm	(B) make and confirm	(B) make and confirm
(B) generate questions	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	about text before,	1 0	predictions using text	predictions using text	predictions using text	predictions using text
about text before, during,	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	during, and after	features, elements, and	features, elements, and	features, elements, and	features, elements, and	features, elements, and
and after reading to	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	reading to deepen	structures;	structures;	structures;	structures;	structures;
deepen understanding and	understanding and gain	understanding and gain	understanding and gain	understanding and gain	understanding and gain	understanding and gain	understanding and gain	(B) generate questions	stractures,	Structures,	stractures,	su detares,
gain information with	information:	information:	information:	information:	information:	information:	information:	about text before.	(C) generate questions	(C) generate questions	(C) generate questions	(C) generate questions
adult assistance;	,		intornation,		,			during, and after	about text before,	about text before,	about text before,	about text before,
adult assistance,	(C) make and confirm	(C) make and confirm	(C) make and confirm	(C) make and confirm	(C) make and confirm	(C) make and confirm	(C) make and confirm	reading to deepen	during, and after	during, and after	during, and after	during, and after
(C) make and confirm	predictions using text	predictions using text	predictions using text	predictions using text	predictions using text	predictions using text	predictions using text	understanding and gain	reading to deepen	reading to deepen	reading to deepen	reading to deepen
predictions using text	features and structures;	features and structures;	features, characteristics	features, characteristics	features, ,characteristics	features, characteristics	features, characteristics	information:	understanding and gain	understanding and gain	understanding and gain	understanding and gain
features and structures	-		of genre, and structures;	of genre, and structures;	of genre elements and	of genre, and structures;	of genres, and	miormation,	information;	information;	information;	information;
with adult assistance;	(D) create mental	(D) create mental			structures;		structures;	(C) make and confirm				
	images to deepen	images to deepen	(D) create mental	(D) create mental		(D) create mental		predictions using text	(D) create mental	(D) create mental	(D) create mental	(D) create mental
(D) create mental images	understanding;	understanding;	images to deepen	images to deepen	(D) create mental	images to deepen	(D) create mental	features, characteristics	images to deepen	images to deepen	images to deepen	images to deepen
to deepen understanding	(E) make connections	(E) make connections	understanding;	understanding;	images to deepen	understanding;	images to deepen	of genre, and structures;	understanding;	understanding;	understanding;	understanding;
with adult assistance;	to personal experiences,	to personal experiences,	(E) make connections	(E) make connections	understanding;	(E) make connections	understanding;		(E) make connections	(E) make connections	(E) make connections	(E) make connections
(E) make connections to	to ideas in other texts,	to ideas in other texts,		to personal experiences,	(E) make connections	()	(E) make connections	(D) create mental				to personal experiences,
(E) make connections to	,		to personal experiences,	to ideas in other texts,	(E) make connections	to personal experiences,	(E) make connections	images to deepen	to personal experiences, to ideas in other texts,	to personal experiences, to ideas in other texts,	to personal experiences, to ideas in other texts,	to ideas in other texts,
personal experiences, to	and to the larger	and to the larger	to ideas in other texts,		to personal experiences,	to ideas in other texts,	to personal experiences,	understanding;		-	,	,
ideas in other texts, and to	community;	community;	and to the larger	and to the larger	to ideas in other texts,	and to the larger	to ideas in other texts,		and to the larger	and to the larger	and to the larger	and to the larger
the larger community with	(F) make inferences and	(F) make inferences and	community;	community;	and to the larger	community;	and to the larger	(E) make connections	community;	community;	community;	community;
adult assistance;	use evidence to support	use evidence to support	(F) make inferences and	(F) make inferences and	community;	(F) make inferences and	community;	to personal experiences,	(F) make inferences and	(F) make inferences and	(F) make inferences and	(F) make inferences and
(F) make inferences and	understanding:	understanding:	use text evidence to	use text evidence to	(F) make inferences and	use evidence to support	(F) make inferences and	to ideas in other texts,	use evidence to support	use evidence to support	use evidence to support	use evidence to support
use evidence to support	understanding,	understunding,	support understanding;	support understanding;	use text evidence to	understanding;	use evidence to support	and to the larger	understanding;	understanding;	understanding;	understanding;
understanding with adult	(G) evaluate	(G) evaluate	support understanding,	support understanding,	support understanding;	understanding,	understanding;	community;	understanding,	understanding,	understanding,	understanding,
assistance;	information to	information to	(G) evaluate	G) evaluate information	support understanding,	(G) evaluate	understanding,	(F) make inferences and	(G) evaluate	(G) evaluate	(G) evaluate	(G) evaluate
assistance,	determine what is most	determine what is most	information read to	read to determine what	(G) evaluate	information read to	(G) evaluate	use evidence to support	information read to	information read to	information read to	information read to
(G) evaluate information	important;	important;	determine what is most	is most important;	information read to	determine what is most	information read to	understanding:	determine what is most	determine what is most	determine what is most	determine what is most
to determine what is most	-	-	important;	-	determine what is most	important;	determine what is most	understanding,	important;	important;	important;	important;
important with adult	(H) synthesize	(H) synthesize	-	(H) synthesize	important;		important;	(G) evaluate				
assistance;	information to create	information to create	(H) synthesize	information to create		(H) synthesize		information read to	(H) synthesize	(H) synthesize	(H) synthesize	(H) synthesize
	new understanding; and	new understanding; and	information to create	new understanding; and	(H) synthesize	information to create	(H) synthesize	determine what is most	information to create	information to create	information to create	information to create
(H) synthesize information	(I) monitor	(I) monitor	new understanding; and	(I) monitor and adjust	information to create	new understanding; and	information to create	important;	new understanding; and	new understanding; and	new understanding; and	new understanding; and
to create new	comprehension and	comprehension and	(I) monitor and adjust	comprehension when	new understanding; and	(I) monitor	new understanding; and		(I) monitor	(I) monitor	(I) monitor	(I) monitor
understanding with adult	make adjustments when	make adjustments when	comprehension when	understanding breaks	(I) monitor and adjust	comprehension and	(I) monitor	(H) synthesize	comprehension and	comprehension and	comprehension and	comprehension and
assistance; and	understanding breaks	understanding breaks	understanding breaks	down.	comprehension when	make adjustments when	comprehension and	information to create	make adjustments when	make adjustments when	make adjustments when	make adjustments when
(I) monitor comprehension	down.	down.	down.	down.	understanding breaks	understanding breaks	make adjustments when	new understanding; and	understanding breaks	understanding breaks	understanding breaks	understanding breaks
and make adjustments,	uowii.	uowii.	uowii.		down.	down.	understanding breaks	(I) monitor	down.	down.	down.	down.
with adult assistance,					uowii.	uowii.	down.	(1) monitor comprehension and	uowii.	uowii.	uowii.	uowii.
when understanding							uowii.	make adjustments when				
U								5				
breaks down.						Y III		understanding breaks				
								down.				