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(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

(A) make and confirm predictions using text features, elements, and structures;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) create mental images to deepen understanding;
(D) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
(E) make inferences and use evidence to support understanding;
(F) prioritize information and read to determine what is most important;
(G) synthesize information to create new understanding;
(H) establish purpose for reading assigned and self-selected texts; and
(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

Grade 1

(A) make and confirm predictions using text features, elements, and structures;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) create mental images to deepen understanding;
(D) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
(E) make inferences and use evidence to support understanding;
(F) prioritize information read to determine what is most important;
(G) synthesize information to create new understanding;
(H) establish purpose for reading assigned and self-selected texts; and
(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

Grade 2

(A) make and confirm predictions using text features, elements, and structures;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) create mental images to deepen understanding;
(D) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
(E) make inferences and use evidence to support understanding;
(F) prioritize information read to determine what is most important;
(G) synthesize information to create new understanding;
(H) establish purpose for reading assigned and self-selected texts; and
(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

Grade 3

(A) make and confirm predictions using text features, elements, and structures;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) create mental images to deepen understanding;
(D) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
(E) make inferences and use evidence to support understanding;
(F) prioritize information read to determine what is most important;
(G) synthesize information to create new understanding;
(H) establish purpose for reading assigned and self-selected texts; and
(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

Grade 4

(A) make and confirm predictions using text features, elements, and structures;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) create mental images to deepen understanding;
(D) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
(E) make inferences and use evidence to support understanding;
(F) prioritize information read to determine what is most important;
(G) synthesize information to create new understanding;
(H) establish purpose for reading assigned and self-selected texts; and
(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

Grade 5

(A) make and confirm predictions using text features, elements, and structures;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) create mental images to deepen understanding;
(D) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
(E) make inferences and use evidence to support understanding;
(F) prioritize information read to determine what is most important;
(G) synthesize information to create new understanding;
(H) establish purpose for reading assigned and self-selected texts; and
(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

Grade 6

(A) make and confirm predictions using text features, elements, and structures;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) create mental images to deepen understanding;
(D) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
(E) make inferences and use evidence to support understanding;
(F) prioritize information read to determine what is most important;
(G) synthesize information to create new understanding;
(H) establish purpose for reading assigned and self-selected texts; and
(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

Grade 7

(A) make and confirm predictions using text features, elements, and structures;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) create mental images to deepen understanding;
(D) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
(E) make inferences and use evidence to support understanding;
(F) prioritize information read to determine what is most important;
(G) synthesize information to create new understanding;
(H) establish purpose for reading assigned and self-selected texts; and
(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

English I

(A) make and confirm predictions using text features, elements, and structures;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) create mental images to deepen understanding;
(D) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
(E) make inferences and use evidence to support understanding;
(F) prioritize information read to determine what is most important;
(G) synthesize information to create new understanding;
(H) establish purpose for reading assigned and self-selected texts; and
(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

English II

(A) make and confirm predictions using text features, elements, and structures;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
(C) create mental images to deepen understanding;
(D) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;
(E) make inferences and use evidence to support understanding;
(F) prioritize information read to determine what is most important;
(G) synthesize information to create new understanding;
(H) establish purpose for reading assigned and self-selected texts; and
(I) monitor comprehension and make corrections and adjustments when understanding breaks down.