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