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

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

Grade 1

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

Grade 2

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

Grade 3

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

Grade 4

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

Grade 5

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

Grade 6

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

ESOL I

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

ESOL II