

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

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