(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							
(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.								