English Language Arts and Reading

K - 12 Vertical Alignment

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

Kindergarten 110.2 (5)	Grade 1 110.3 (6)	Grade 2 110.4 (6)	Grade 3 110.5 (6)	Grade 4 110.6 (6)	Grade 5 110.7 (6)	Grade 6 110.22 (5)	Grade 7 110.23 (5)	Grade 8 110.24 (5)	English I 110.36 (4)	English II 110.37 (4)	English III 110.38 (4)	English IV 110.39 (4)
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	(A) establish purpose for reading assigned and self-selected texts with adult assistance;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected text;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;	(A) establish purpose for reading assigned and self-selected texts;
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	(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;	(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) make and confirm predictions using text features and structures with adult assistance;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
(D) create mental images to deepen understanding with adult assistance;	(D) create mental images to deepen understanding with adult assistance;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;	(D) create mental images to deepen understanding;
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;	(E) make connections to personal experiences, ideas in other texts, and society;
(F) make inferences and use evidence to support understanding with adult assistance;	(F) make inferences and use evidence to support understanding with adult assistance;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;	(F) make inferences and use evidence to support understanding;
(G) evaluate details to determine what is most important with adult assistance;	(G) evaluate details to determine what is most important with adult assistance;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;	(G) evaluate details read to understand key ideas;	(G) evaluate details read to analyze key ideas;

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(H) synthesize information to create new understanding with adult assistance; and	(H) synthesize information to create new understanding with adult assistance; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information to create new understanding; and	(H) synthesize information from two texts to create new understanding; and	(H) synthesize information from multiple texts to create new understanding; and	(H) synthesize information from a variety of text types to create new understanding; and	(H) synthesize information from a variety of text types to create new understanding; and
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.