

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:

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:

The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

Kindergarten 128.2 (5)	Grade 1 128.3 (6)	Grade 2 128.4 (6)	Grade 3 128.5 (6)	Grade 4 128.6 (6)	Grade 5 128.7 (6)	Grade 6 128.21 (6)	ELLA Grade 7 128.22 (6)	ELLA Grade 8 128.23 (6)	ESOL I 128.34 (6)	ESOL II 128.35 (6)
(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;
(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) answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;	(B) generate questions about text before, during, and after reading to acquire and 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;
(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;							
(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;
(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;
(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) actively participate in discussions to identify, understand, and evaluate details read to determine key ideas;	(G) evaluate details read to determine key ideas;

**Spanish Language Arts and Reading
K - 12 Vertical Alignment**

Strand 2

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
(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
(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.