

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
<b>EX (6) Comprehension Skills:</b> Listening, Speaking, Reading, and Writing using Multiple Texts. The student uses metacognitive skills to <b>comprehend text with increasing depth and complexity</b> . The student is expected to:												
<b>TO (2) Comprehension Skills:</b> Listening, Speaking, Reading, Writing, and <b>Thinking</b> using Multiple Texts. The student uses metacognitive skills to <b>develop and deepen comprehension of increasingly complex texts</b> . The student is expected to:												
<b>EX (A)</b> 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 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>TO</b>	(A) with adult assistance;											
<b>EX (B)</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;	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
<b>TO</b>	(B) with adult assistance;											
<b>EX (C)</b> make and confirm predictions using text features and structures with adult assistance;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;	(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
<b>TO</b>	(C) with adult assistance,											
<b>EX (D)</b> 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 ;	(D) create mental images to deepen understanding ;
<b>TO</b>	(D) with adult assistance;											

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
<b>EX</b> (E) make connections to personal experiences, to ideas in other texts, and to the larger community with adult assistance;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community with adult assistance;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;	(E) make connections to personal experiences, to ideas in other texts, and to the larger community;
<b>TO</b>												
<b>EX</b> (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 ;	(F) make inferences and use evidence to support understanding ;
<b>TO</b>	(F) with adult assistance;											
<b>EX</b> (G) evaluate information with adult assistance to determine what is most important;	(G) evaluate information with adult assistance to determine what is most important;	(G) evaluate information to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;	(G) evaluate information read to determine what is most important;
<b>TO</b>												
<b>EX</b> (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 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
<b>TO</b>												
<b>EX</b> (I) monitor comprehension and make adjustments when understanding breaks down,	(I) monitor comprehension and make adjustments when understanding breaks down,	(I) monitor comprehension and make adjustments when understanding breaks down,	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.	(I) monitor comprehension and make adjustments when understanding breaks down.
<b>TO</b> (I) with adult assistance	(I) with adult assistance	(I) with adult assistance										

Key: EX-Experts, TO-Teacher Organizations, Black Text-No Change, Red Text-Deletion, Yellow Highlight-Recommendation

The teacher organizations' revisions integrate both the Experts' December 2016 draft as well as the Writing Committee and Subcommittee's July 2016 draft.

