English Language Arts and Reading

Grade 3

(A) Instruct students to predict text features and structures.
(B) ask students to make inferences and connections to ideas in other texts, to personal experiences, and to the larger community.
(C) ask students to use evidence to support understanding and gain new understanding; and
(D) ask students to make adjustments when understanding breaks down.

Grade 4

(A) Instruct students to make predictions using text features, characters, and structures.
(B) ask students to create mental images to deepen understanding.
(C) ask students to use evidence to support understanding and gain new understanding; and
(D) ask students to make adjustments when understanding breaks down.

Grade 5

(A) Instruct students to make predictions using text features, characteristics of genre, and structures.
(B) ask students to create mental images to deepen understanding.
(C) ask students to use evidence to support understanding and gain new understanding; and
(D) ask students to make adjustments when understanding breaks down.

Grade 6

(A) Instruct students to make predictions using text features, characteristics of genre, and structures.
(B) ask students to create mental images to deepen understanding.
(C) ask students to use evidence to support understanding and gain new understanding; and
(D) ask students to make adjustments when understanding breaks down.

Grade 7

(A) Instruct students to make predictions using text features, characteristics of genre, and structures.
(B) ask students to create mental images to deepen understanding.
(C) ask students to use evidence to support understanding and gain new understanding; and
(D) ask students to make adjustments when understanding breaks down.

Grade 8

(A) Instruct students to make predictions using text features, characteristics of genre, and structures.
(B) ask students to create mental images to deepen understanding.
(C) ask students to use evidence to support understanding and gain new understanding; and
(D) ask students to make adjustments when understanding breaks down.

Final Recommendations, April 2016
Strand 2, Page 1