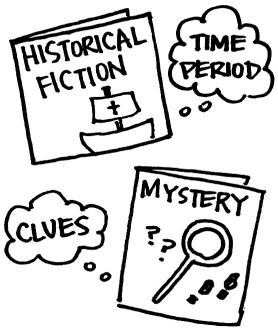
Narrative Reading Learning Progression

	Grade 2	Grade 3	Grade 4
	LITERAL COMPREHENSION		
Orienting	I preview a book's title, cover, back blurb, and chapter titles so I can figure out who is in the story and what might happen. I ask myself, "What big problem might the character face?"	I preview a book's title, cover, back blurb, and chapter titles so I can figure out the characters, the setting, and the main storyline (plot).	I preview to begin figuring out the characters, setting, and main storyline. I also use what I know about this kind of fiction to set me up to look for things that will probably be important (e.g., in historical fiction, I plan to learn about the time period; in mystery, I'm alert to clues). 
Envisioning/ Predicting	As I read, I make a movie in my mind, picturing what's happening. Sometimes the mental movie comes mostly from the words, and then I add in details that are from the pictures. Sometimes I start with the pictures and add in what I learn from the words. I predict what will happen next, drawing on earlier parts of the text.	I make a mental movie as I read. I imagine the setting, the characters, the events, and characters' reactions to them. I predict what the main character will do, say, and think (and how the character will react to things) based on earlier parts of the text. I can explain the reasons for my predictions.	I make a mental movie as I read, trying to experience the story as if it is real life. I draw on earlier parts of the text to add to the details in my mental movie. That is, I draw on what I know about characters' traits and motivations, the setting, and the events to envision and predict. I also use what I know from real life about what these places tend to look and feel like. I also base my predictions on my sense of how stories tend to go and can explain my reason for my predictions.

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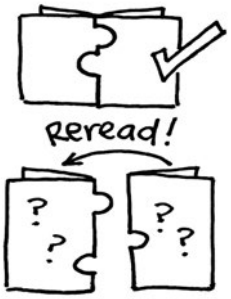
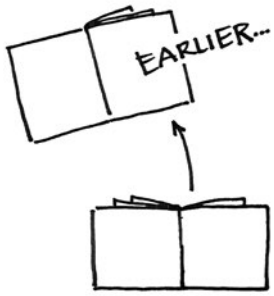
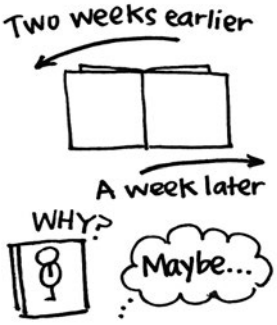
Narrative Reading Learning Progression

	Grade 2	Grade 3	Grade 4
	LITERAL COMPREHENSION		
Monitoring for Sense *Fitting the Pieces Together*	When I'm reading, I know to say "Huh?" when I'm not sure what the text is saying, and I go back to reread. 	I expect the story to make sense, and when it does not, I use fix-up strategies such as rereading and asking questions, including the 5 Ws. To regain my grip on the storyline, I recall the sequence of events, often trying to sort through what the main character really wants, the problems he or she confronts, and ways the character rises to those challenges. 	I read, expecting the parts of the story to fit together in such a way that I can understand why things are happening. When things don't seem to fit—if they feel as if they come out of nowhere—I check to see if I missed something important. 
Story Elements: Time, Plot, Setting	When I read, I think about how the part I'm reading now fits with what happened earlier. 	I keep track of what is happening and how much time goes by in a story. Is it one day? One week? One year? I can tell where the story takes place. 	As I read, I'm alert to the structure of a story, aware that it is not always told sequentially. I note sequence words (e.g., *Two weeks earlier . . . Thinking back, I remembered . . .* or *A week later . . .*) that clue me in to the presence of a backstory or gaps in time between scenes. I know that when the story goes backward, it is usually to give me important information. I can tell when the setting changes. 

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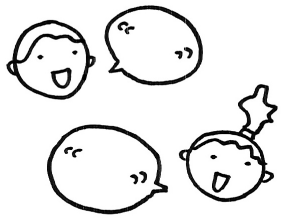
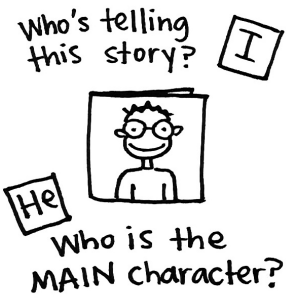
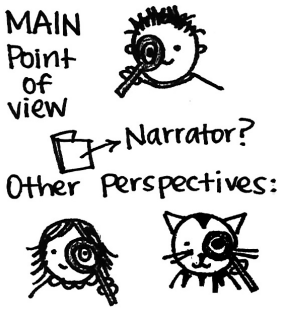
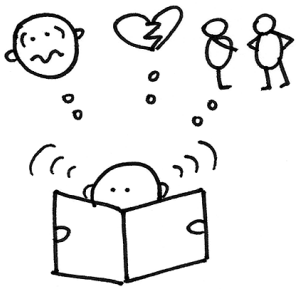
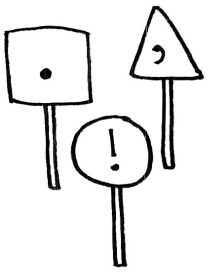
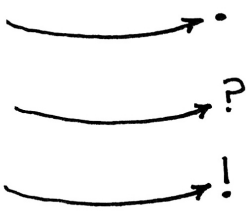
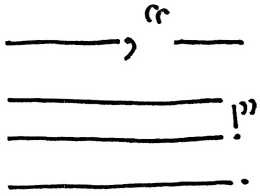
Narrative Reading Learning Progression

	Grade 2	Grade 3	Grade 4
	LITERAL COMPREHENSION		
Establishing Point of View	When I'm reading a story, I can keep track of who is talking. 	If a character is telling the story (in the "I" voice), I ask, "Who is telling this story?" "Who is the narrator?" If this is not in the first person, I ask, "Who is the main character? Whose point of view am I hearing?" 	If a character is telling the story (in the "I" voice), I ask, "Who is telling this story?" "Who is the narrator?" If this is not in the first person, I ask, "Who is the main character? Whose point of view am I hearing?" 
Fluency *The sound of my voice*	I aim to make my reading voice sound like I'm talking or storytelling. I can do that out loud or in my head. I scoop up a bunch of words at a time. I do this in ways that make the story easy to understand. 	I can read in my head and aloud in ways that help my listeners and me understand the story (e.g., changing my voice to show dialogue or a character's feelings). The new work I'm doing now is that I can do this even when I'm reading longer sentences. 	The way my voice sounds (whether in my head or out loud) is mostly based on what is going on in the story and on what each character is thinking, feeling, or experiencing. It might also be based on what I've learned about characters and the kind of people they are. 
Punctuation and Sentence Complexity	When I read dialogue, I can make it sound like a character is really talking. I use punctuation as a road signal that helps me know when to pause. 	When I read dialogue, I can make it sound like a character is really talking. I use punctuation as a road signal that helps me know when to pause. I can do this with longer, more complex sentences now. 	Punctuation steers my reading, but it is not something I have to think a lot about. However, when sentences are complex, the punctuation can help me figure out how to read them. 

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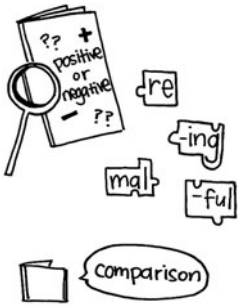
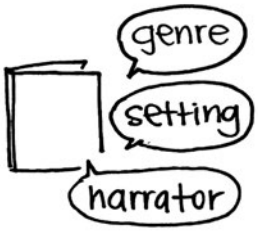
Narrative Reading Learning Progression

	Grade 2	Grade 3	Grade 4
	LITERAL COMPREHENSION		
Word Work *Word Solving*	When I don't know what a word means, I reread the words before and after and try to think of a substitute word that means the same thing. I make sure the word I try makes sense, sounds right, and looks right, before I keep reading. I use what I know about letters and sounds to read the beginning, middle, and end of a word. 	When I try to figure out the meaning of a tricky word or phrase, I read around the word, looking for clues to what it might mean. I also look inside the word, relying on what I know about parts of words. I know that authors play with words. I ask, "Could this word or phrase mean something funny or special (e.g., 'The path snakes . . .' or 'His eyes were glued to the clock . . .')?" 	When I try to figure out the meaning of an unknown word or phrase, I read around it. I use clues from the story to help me think about whether the word is positive or negative and to notice whether there is an example later that can help me figure it out. I use what I know about prefixes, suffixes, and root words. When the author has used language in unusual ways—maybe describing one thing by comparing it to another—I figure out what the phrase probably means. 
Building Vocabulary	I recognize a whole lot of words in a snap and am always learning more "snap" words. *"snap"= high frequency 	When talking about a character, I reach for the more accurate word for a trait. 	I not only use precise language to describe characters, I also use literary language—words like *genre*, *narrator*, *setting*, and so on—when talking about story elements. 

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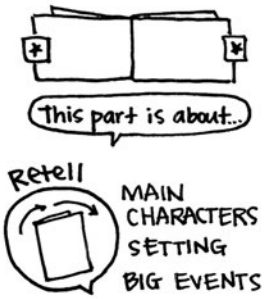
Narrative Reading Learning Progression

	Grade 2	Grade 3	Grade 4
LITERAL COMPREHENSION			
Retelling/ Summary/ Synthesis *Within Text*	As I read, I see that a story has parts and I can talk briefly about a part that I just read. After I read another part, I can put the parts together and talk about them. At the end of a story, I can retell it by saying something about the main character(s) and the big events, in order. 	As I read a novel, I can think back over and briefly summarize the parts of the story that relate to what I'm reading. When I finish a book, I can briefly summarize it in a way that shows what I know about the story and its story elements. I talk about the characters—their traits and wants—and recap especially important events using sequence words. Alternatively, I may talk about the problem and solution. If the character learned a life lesson, I mention that, most likely at the end of my summary. 	As I read a novel, I can think back over and briefly summarize the parts of the story that relate to what I'm reading. When I finish a book, I can briefly summarize it in a way that shows knowledge of the important aspects of the story, including the story elements. I talk about the characters—their traits and wants—and recap important events using sequence and cause-effect words or using a problem-solution structure. I talk about the big ideas/themes that the story teaches.
INTERPRETIVE READING			
Inferring about Characters and Other Story Elements *Character Traits*	I notice big things that a character says, does, and thinks, and I think about what this might show about a character's feelings. I think about whether the main character meets with a problem, and if so, how the character solves it. 	I can develop ideas (theories) about the kind of person a character is. I know this means talking about a character's traits (personality), and I'm careful not to confuse the way a character feels for a trait. When a character makes a decision and does something, I can usually figure out why, based on what I know of the character and what happened earlier. 	I keep in mind that characters are complicated. For example, I might think about how the character is different on the outside than the inside or in one part of the story or in one relationship than another. I'm interested in what *really* drives a character to make the decisions or take the actions he or she takes. What does the character *really* want? I know that a character's action will sometimes seem small (closing a door) but will actually signal a deeper meaning.

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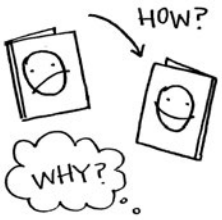
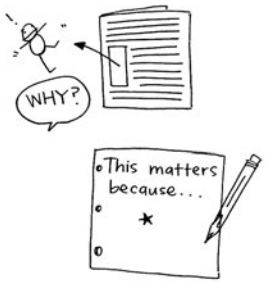
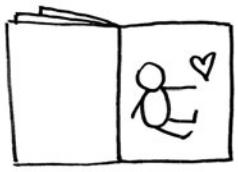
Narrative Reading Learning Progression

	Grade 2	Grade 3	Grade 4
	INTERPRETIVE READING		
Character Response/ Change	I can talk about how a character changes and why. 	I notice how a character changes across the story (for example, the character's feelings, traits, motivations, or behaviors might change). I think about what key moment(s) in the story caused the character to change. 	I notice how a character changes across the story. I think about many possible causes of these changes, including other story elements (the problem, the setting, other characters, and so on). I know that what a character learns about life can often be the theme of a story.
Supporting Thinking with Text Evidence	When asked, I can point to the part of the text that gave me my ideas.	I support my ideas with details from the text.	I support my ideas with details from several parts of the text. I discuss how those details actually *do* support my ideas.
Determining Themes/ Cohesion	At the end of a story, I can name the lesson the character learned. I might say this in a word or a phrase. 	At the end of a story, I can say a few sentences about the big life lesson (the theme) that a character has learned. 	I read, asking, "What's this story really about?" and I come up with tentative ideas that I test as I read on. I have an internalized checklist of what makes a good interpretation—that the theme applies to most of the story, that it suggests a life lesson. I know that often the theme becomes most clear at the end, but then I can look back and see the theme trace through other parts, such as times when a character makes a decision or realizes something big.
Supporting Thinking with Text Evidence	I can point to and read a part of the story to support my ideas. This is usually the ending.	I can talk and write about parts of the story that support my thinking.	After deciding on a theme that is important to a story, I can look back on the story, finding textual details from across the text that support that theme.

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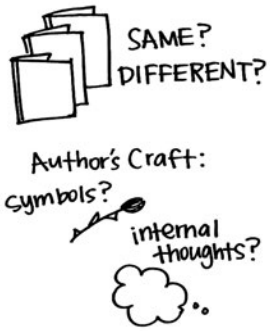
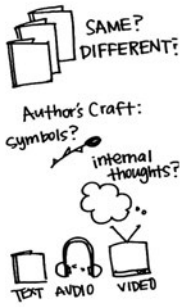
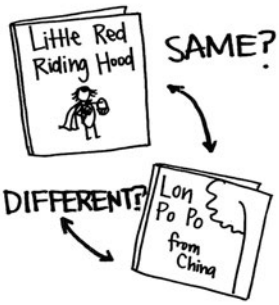
Narrative Reading Learning Progression

	Grade 2	Grade 3	Grade 4
INTERPRETIVE READING			
Comparing and Contrasting Story Elements and Themes	When I read books that go together, I can think about how they're the same and how they're different. When one story is written in different versions, like when a fairy tale is written differently in different cultures, I can compare them. 	When I read books in a text set or series, I can talk about how the major events across the two books are similar or different. I can also talk about how other story elements are partly the same and partly different—like the characters, setting, or the life lessons (the themes). 	I can discuss similarities and differences in stories, noticing theme. For example, "Is the theme similar but different? How is it developed differently?" (E.g., in one, a girl saves her friend, in another, the boy saves a dog, but both show that friendship takes risk.) I can also compare other aspects of the stories. I ask myself, "Do characters from the texts react in similar ways to an issue?" I can compare and contrast two different versions of the same text (e.g., comparing the book and the movie version of a text). 
Supporting Thinking with Text Evidence	I can point to and talk about parts from each book to explain my ideas.	I can give details from each book to explain my ideas.	I can support my thinking with exact details and examples from the text.
ANALYTIC READING			
Analyzing Parts of a Story in Relation to the Whole	When asked to talk about the importance of a part in a story, I think about how that part fits into the sequence of events. I can talk about what came before and what comes after. When asked, I can talk about how a problem is introduced in the beginning of a story (if it is) and how it is resolved by the end. 	When asked to talk about the importance of a part of a story to the whole, I use what I know about story structure to name what part of the story it is: the setting? The problem? I can also think about how the part is important to the whole story. If it is the setting, for example, I think "How is this particular setting important to the story?" 	When asked, I can take one part or aspect of a story—an event, setting, minor character—and talk about the importance of it to the whole story. To do this, I use what I know about how one part of a story connects to another or to the whole story (e.g., a scene may explain a later choice a character makes or show that the character is changing; a setting creates a mood or explains the tension).

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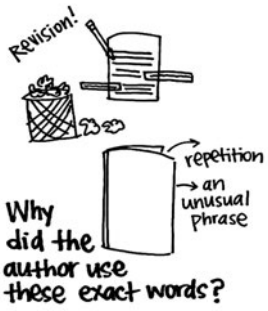
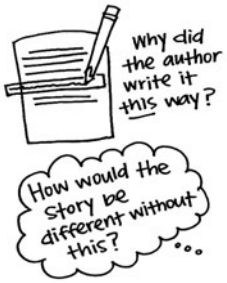
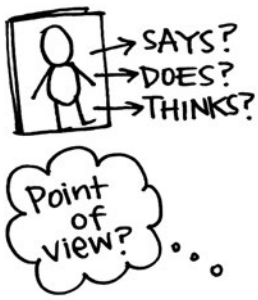
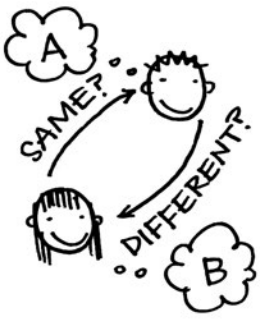
Narrative Reading Learning Progression

	Grade 2	Grade 3	Grade 4
	ANALYTIC READING		
Analyzing Author's Craft	I know that authors use precise words to show (not tell) feelings and to show how characters are behaving. I use this to help me create a clear picture in my mind. I notice when the author uses special language, and I stop and think, "What does the author want to show?" 	I know that just as I write different leads to a story, choosing the one that works best, authors do that, too. And just like I elaborate on the most important parts, authors also do that. I notice when the author has done something that stands out—elaborated on a part, used an image or line repeatedly, used figurative language, begun or ended a text in an unusual way—and I think, "Why did the author do that?" My answer shows that I think about how the author's choice supports something important to the story. 	I know that just as I write different leads to a story, choosing the one that works best, authors do that, too. And just like I elaborate on the most important parts, authors also do that. I notice when the author has done something that stands out—elaborated on a part, used an image or line repeatedly, used figurative language, begun or ended a text in an unusual way—and I think, "Why did the author do that?" I might begin to think about what the author's words show (e.g., a character's traits or what a story is really about). 
Analyzing Perspective	When asked about a character's perspective, I can talk about how a character feels in a scene. 	When asked about a character's perspective, I can talk about how the character feels about something important to the story (another character, the setting, an event). I use what the character does, says, and thinks to support my ideas. 	When asked about a character's perspective, I can talk about how the character feels about something important in the story (other characters, the setting, an event). I use everything I know about the character's life experience (where he or she is from, what groups he or she belongs to) to explain why the character feels this way. 

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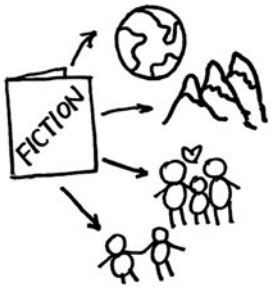
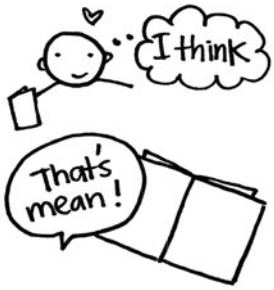
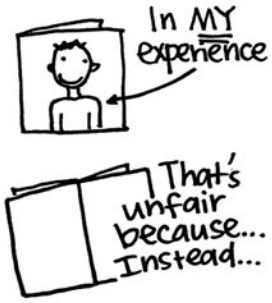
Narrative Reading Learning Progression

	Grade 2	Grade 3	Grade 4
	ANALYTIC READING		
Critical Reading *Growing Ideas*	I can read even just one picture or page and have a lot of ideas and questions. Sometimes I think up answers to those questions or find them in the story. 	When I read fiction, I get ideas and information about the world. I might be learning about places, growing ideas about families, or thinking about my friendships. 	I can choose to let the story I'm reading spark ideas as I read. Those ideas might be about the world, other people, a topic I read about, or the story itself. If appropriate, I develop my ideas by paying attention to the text. I use my ideas as a lens for rethinking or rereading.
Questioning the Text	I have opinions about the story. I notice when someone does something mean or unfair in a story. 	I notice when characters' experiences don't match my own, and I think about how they are different. I notice when something happens in a text that is not fair, and I think about why it is not fair and what could have happened instead. 	As characters come to terms with issues, I know that the author is helping the reader to come to terms with these issues also. I read what an author writes, asking, "What is it you want me to think/feel?" I also think about what an author wants me to think or feel, and I am willing to be critical. I ask myself, "Do I agree?"

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