Informational Reading Learning Progression

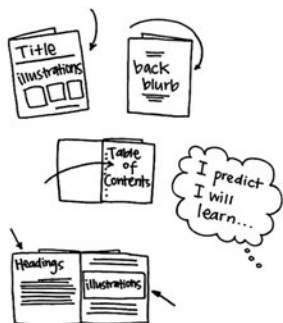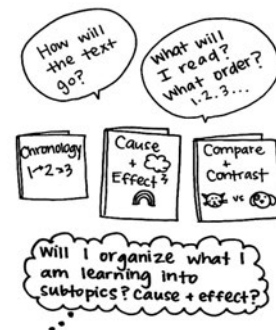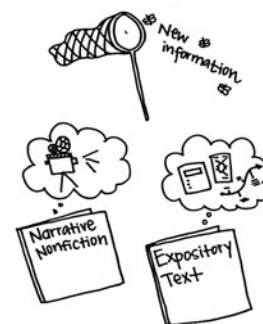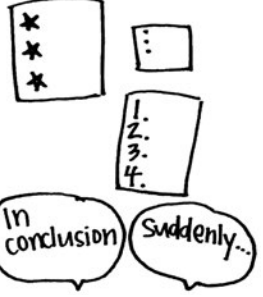|	Grade 2	Grade 3	Grade 4
LITERAL COMPREHENSION			
Orienting	Before I read, I use the title, illustrations, back blurb, headings, and table of contents (if there is one) to predict what I will learn from reading this text. When asked to, I can show the parts of the text that led to my predictions. 	Before I read, I preview the text(s). I also study the table of contents (if there is one), the title, introductions, headings and subheadings, and illustrations. I do this to decide what to read and also to predict the major subtopics I will learn about. I also notice if this is an expository or a narrative nonfiction (biography) text to organize myself to get started learning from the text (e.g., "First I'll probably learn . . . Then I think I'll learn . . ."). 	Before I read, I preview the text(s). I also study the table of contents (if there is one), headings, introductions, topic sentences, text features, and so on. I can recognize a common structure in the text (such as chronology or cause-effect or compare and contrast). I rely on all my previewing to help me predict how the text will go, and when doing research, to decide what to read and in what order. My previewing helps me decide how to organize my note-taking or thinking. I ask, "Will I organize what I am learning into subtopics? Cause and effect?"
Envisioning	As I read, I add what I am learning from the words in the text to what I see in the illustrations. The words I read help me say more about different parts of the illustrations on the page. 	I read narrative and expository texts differently. As I read narrative nonfiction, I picture what I'm reading as a mental movie (like when reading fiction). When I read expository text, I create images/models in my mind (boxes and bullets, timelines, diagrams). I add on to these images as I get more information. 	I continue to read expository and narrative texts differently, creating mental movies or images/models in my mind. As I read, I draw on details from the text and my prior knowledge to add to what I'm picturing. When reading expository texts, my mental models (boxes and bullets, timelines, diagrams) act as places to catch all of the new information I am getting.
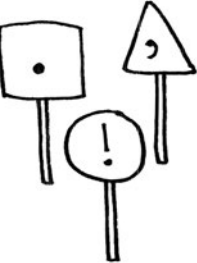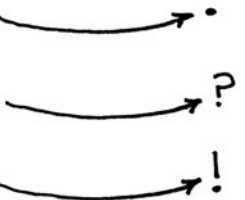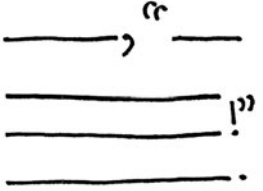
Informational Reading Learning Progression

	Grade 2	Grade 3	Grade 4
LITERAL COMPREHENSION			
Monitoring for Sense	When I'm reading a nonfiction book and I have a hard time remembering what it is about, I know that means I have to DO something. I usually reread, use the pictures and headings to help, and try to teach what I'm learning to someone else or myself.	When I can't keep the main ideas straight or figure out how the information goes together, I reread, stopping after each chunk to review what I have read. I ask, "Is this a new subtopic or does it add onto what I have already learned?"	I read, expecting the parts of the text to fit together in such a way that I can understand the main ideas. To check my comprehension, I try to make sure that as I move from part to part, I ask, "How does that part fit with my overall picture of the topic?" When a part feels disconnected from the rest of the text, I reread to see if I missed something or I read on, carrying questions.
Fluency *The sound of my voice*	I aim to make the reading voice inside my head smooth and to sound like I'm talking (or teaching someone). Sometimes I need to reread to make my voice sound that way.	I still aim to make the reading voice inside my head help me understand the text. The new work I'm doing now is that I can do this even when I'm reading longer sentences.	When I read, the voice inside my head (or my read-aloud voice) helps me understand the text. That voice highlights the big points that are important, tucks in things that are less important, shows when things are in a list, and shifts from an explaining voice to a storytelling voice as the text requires.
Punctuation and Sentence Complexity	I use punctuation as a road signal, letting me know when to pause.	I use punctuation to know when to pause. Punctuation also tells me when the sentence is a question or is especially important.	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.

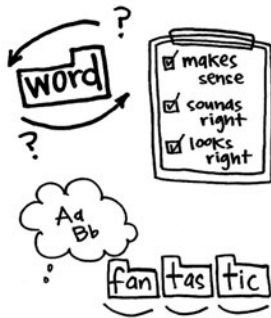# Informational Reading Learning Progression

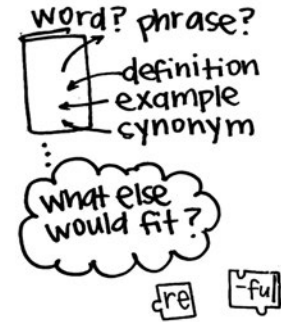|	Grade 2	Grade 3	Grade 4
LITERAL COMPREHENSION			
Word Work *Word Solving*	When I don't know what a word means, I check the illustrations, reread the words before and after, and try to think of a substitute word that means the same thing. I make sure the word I try makes sense, looks right, and sounds right before I keep reading. I read all the way across the word and use what I know about letters and sounds.	When I still don't recognize a word even after I have tried to say it, I look to see if the author has given a definition or an example to help me figure out the meaning. If not, I reread to remember what that part of the text is teaching me and to figure out what kind of word it seems to be. I ask, "Is it a thing? An action?" I substitute another word and reread to see if it makes sense. I also look inside the word, relying on what I know about prefixes and suffixes.	When I try to figure out the meaning of an unknown word or phrase, I look to see if the author has given a definition, an example, or a synonym. If not, I reread to remember what the text is teaching me and also to figure out what kind of word it is. I try to substitute another word that is similar and reread to check that it makes sense. I also use what I know about prefixes and suffixes and root words to solve the word as best I can.
Building Vocabulary	I know that learning about a topic involves learning some of the words that are used by experts in that topic. I use those words to teach others about the topic. I recognize a whole lot of words in a snap and am always learning more high-frequency words.	As I read about a topic, I keep track of the new words the text is teaching me (the ones that seem most important) and use them to teach others about the topic.	I know that learning about a topic means learning the vocabulary of the topic. I know there are words that represent concepts (e.g., *revolution*, *adaptation*). Those words require a lot of thinking to understand them. As I read, I keep learning more about each concept word. I also try to accumulate more technical vocabulary associated with the topic. I meanwhile take the risk of using this new vocabulary to talk and write about the topic.

Informational Reading Learning Progression

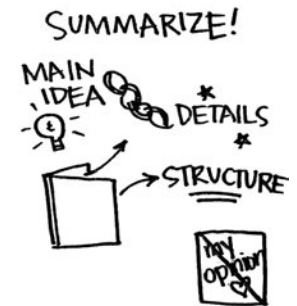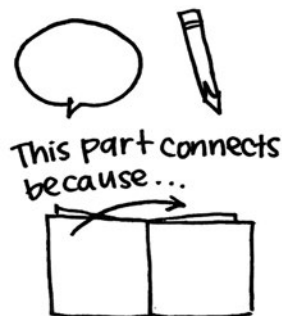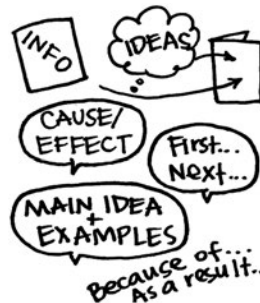|	Grade 2	Grade 3	Grade 4
LITERAL COMPREHENSION			
Main Idea(s) and Supporting Details/ Summary	I can say the big topic a text (or part of a text) teaches me. I can name information about that topic, which I learn from parts of the text.	As I read, I ask myself what the text is mostly about. To figure out the main idea, I see if there is a pop-out sentence that captures it. I can say the main idea in more than just a word and am careful to name the main idea of most of the text. I can also choose important supporting details (or points) that go with the main idea. I summarize briefly, leaving out unimportant things.	As I read, I often pause to summarize as a way to hold onto what I'm learning, saying the main idea(s) of that part and linking it/ them to related points. As I do this, I select points that are especially important to the idea. I can use the primary structure(s) in the text to help me grasp what it mostly teaches (e.g., if it is organized as a main idea or supporting points or a claim and reasons, I can use either structure to help me determine importance and select supporting details). I am careful to keep my own opinion separate from the ideas presented in the text.
INTERPRETIVE READING			
Inferring Within Text/Cohesion	I can talk and write about how information goes together in a text, such as how one event leads to another or how doing each step in a "how-to" can create a result.	I can talk and write about information and ideas that hold parts of the text together. Usually this means I talk about the relationship between cause and effect or about the things that happened first and next or main ideas and examples. I might also talk about the reasons for something or the kinds of something. I use words that show connections to do this (*because of, as a result, a few years later, after*).	I can discuss relationships between things in scientific, historical, or technical texts. This usually means discussing examples, causes, parts, reasons, results, or kinds of a topic. I reach for specific and academic terms.

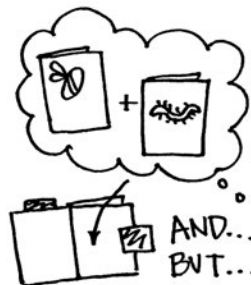# Informational Reading Learning Progression

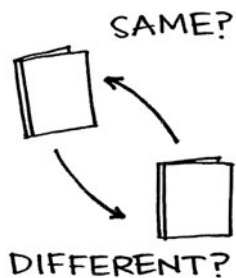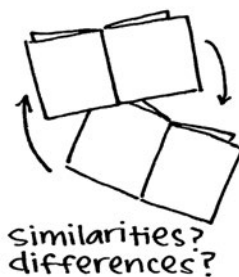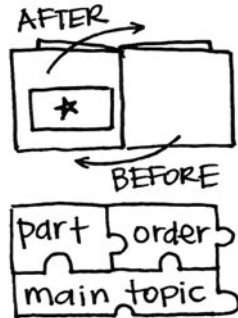|	Grade 2	Grade 3	Grade 4
INTERPRETIVE READING			
Cross Text(s) Synthesis	When I read several books (or parts of one book) on the same topic, I add what I learned from one text or part of text onto what I learned from the other text or part of text in no special order.	When I read two texts (or parts of a text) that teach about the same subtopic, I can find the information on a subtopic from both texts (or parts of one text) and put that information together.	As I read two or more texts (or parts of a long text) on a topic, I can collect and merge information and ideas from both texts (or parts of a long text) in a way that makes a new organization for the combined information. If there are ways to categorize the information on the subtopic, I sort information from both texts into a category.
Comparing and Contrasting	When I'm given two books or pages on a topic, I can point out general ways they are the same and the ways they are different (e.g., "One has more information than the other." "They both talk about eating habits.").	I can identify when a text is structured as a compare-contrast. When asked to compare and contrast the information that two texts (or parts of a text) teach about a topic, I can point out and discuss similarities and differences in the specific information each text presents.	When asked to compare and contrast how several texts (or parts of a text) deal with one topic, I can talk about similarities and differences in the information and also in the treatment of the topic, including the craft techniques used, the focus, and the perspective. I can also notice if there are different perspectives (e.g., is one a primary firsthand account and the other, a secondary source?).

Informational Reading Learning Progression

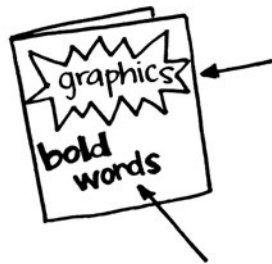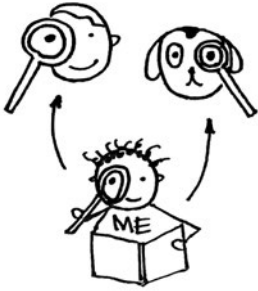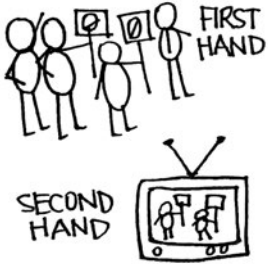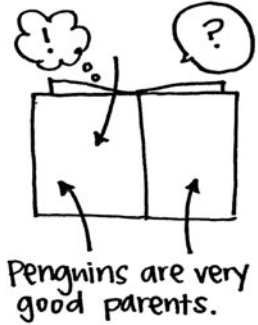|	Grade 2	Grade 3	Grade 4
ANALYTIC READING			
Analyzing Parts of a Text in Relation to the Whole	I can talk about the order of the events or steps in a text. I can say how a part fits into an order or how it says more about the main topic. I can answer the question of what came before or after.	I can talk about how a part of a text I am reading fits with the content of the rest of the text. I can say, "This is more on the same topic or subtopic," or "This just turned to a new topic or subtopic," or "This shows what happens next." I can talk about the order of events or steps, answering questions about what comes before or after and about what caused an effect. In texts that have text boxes, graphs, charts, and illustrations I think about the ways these parts fit with the whole. When I write about these connections, I rely on the way the content of the part goes with the content of the whole.	I can talk about why an author included one part of a text (a text box, a chart, an anecdote). To do this, I draw on some predictable ways that parts tend to be important to the main idea, such as a paragraph may be an example of a main idea or a different perspective on that idea. Sometimes the part is important to the structure: a solution to a problem, an effect of a cause, an answer to a question. When thinking about how one part is important in an argument, I'm aware of how an author uses reasons and details to support claims/points.
Analyzing Author's Craft	I notice when the author has done something obvious in the text (bold words or graphics).	I know that authors of informational texts make craft decisions with readers in mind. I especially notice when the author has done something that stands out—a repeating line, an illustration, and I think, "Why did the author do this?"	I know that authors of informational texts make craft decisions with readers in mind. I can elaborate on why the author used these techniques. One way I do this is to ask, "How would the text be different without this?" I can note the craft techniques that have been used and can say, "The author has used (this technique) to accomplish (this goal)." For example, "The author has made a comparison to help readers grasp an idea."

Informational Reading Learning Progression

	Grade 2	Grade 3	Grade 4
ANALYTIC READING			
Analyzing Perspective	I notice who the author of a text is and who the subject of the text is (if there is one).	I notice if there is an obvious point of view in a text—like if the text is being told from the point of view of an animal or of a specific person.	I can recognize if the author is writing as if he or she was present at an event (a firsthand source) or if he or she was not present (a secondhand source). I am aware that the difference in those points of view will result in differences in the accounts.
Critical Reading *Growing Ideas*	When I read even just one picture or page, I have a lot of ideas and questions. For example, "How does that bug get food?" Sometimes I think up answers to those questions or find them in the book.	When I talk or write about a text (or a text set) I not only summarize it, I also grow my own ideas. For example, I might ask a question and try to answer it. When I am asked to apply what I have learned to a real-world problem or situation, I can do so. I notice when what I'm learning doesn't match my prior knowledge/ experience, and I think about what to make of that.	I develop my own ideas about what I have read. Those ideas might be about values, the world, or the book. My ideas are grounded in text-based information and ideas, and I draw on several parts of the text(s). I raise questions and larger theories about the topic or the world. I read and reread with those questions in mind, and this leads to new insights. My reading helps me to develop my ideas. I think and sometimes write things like "Is this always the case?" or "Could it be . . . ?" I am not afraid to think in new ways.
Questioning the Text	I have opinions and reactions about what I am learning.	When I disagree with an idea in a text, I still try to think about it, and I also talk back to it. I also notice if something is described positively or negatively, and I think about how it could have been described.	I think about what implications my theories and what I have learned might have for real-world situations. I can apply what I have learned. I'm aware that texts can be written to get readers to think and feel something about an issue or topic, and I can say, "I see what you want me to think/feel, but I disagree."