Informational Reading Learning Progression

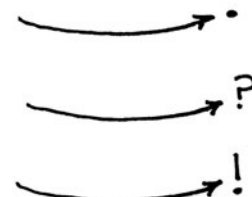|	Grade 3
	LITERAL COMPREHENSION
Orienting	Before I read, I preview the text(s). I also study the table of contents (if there is one), the title, introductions, headings and subheadings, and illustrations. I do this to decide what to read and also to predict the major subtopics I will learn about. I 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 . . .").
Envisioning	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.
Monitoring for Sense	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?"
Fluency *The sound of my voice*	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.
Punctuation and Sentence Complexity	I use punctuation to know when to pause. Punctuation also tells me when the sentence is a question or is especially important.

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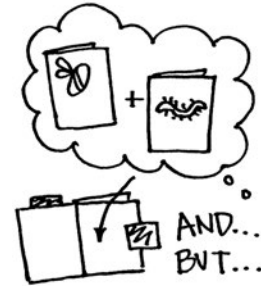|	Grade 3
	LITERAL COMPREHENSION
Word Work *Word Solving*	When I still don't recognize a word even after I have tried to say it, I look to see if the author has given a definition or an example to help me figure out the meaning. If not, I reread to remember what that part of the text is teaching me and 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.
Building Vocabulary	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.
Main Idea(s) and Supporting Details/ Summary	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.
	INTERPRETIVE READING
Inferring Within Text/ Cohesion	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*).

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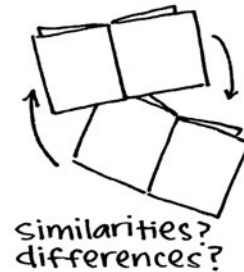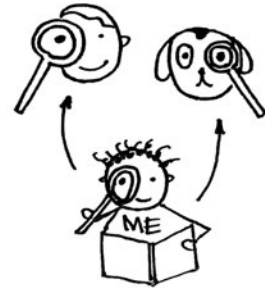|	Grade 3
INTERPRETIVE READING	
Cross Text(s) Synthesis	When I read two texts (or parts of a text) that teach about the same subtopic, I can find the information on a subtopic from both texts (or parts of one text) and put that information together.
Comparing and Contrasting	I can identify when a text 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.
ANALYTIC READING	
Analyzing Parts of a Text in Relation to the Whole	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.
Analyzing Author's Craft	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?"

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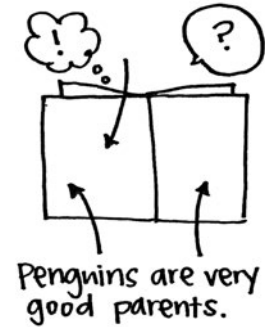|	Grade 3
	ANALYTIC READING
Analyzing Perspective	I notice if there is an obvious point of view in a text—like if the text is being told from the point of view of an animal or of a specific person.
Critical Reading *Growing Ideas*	When I talk or write about a text (or a text set) I not only summarize 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.
Questioning the Text	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.