

# Informational Reading Learning Progression

Grade 2

Grade 3

## 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 . . .").



### 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.



### 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?"



# Informational Reading Learning Progression

Grade 2

Grade 3

## LITERAL COMPREHENSION

### 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.

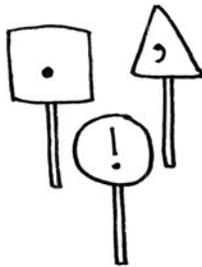


I still aim to make the reading voice inside my head help me understand the text. The new work I'm doing now is that I can do this even when I'm reading longer sentences.

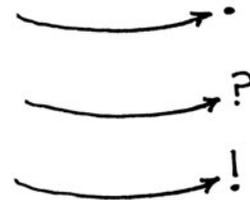


### Punctuation and Sentence Complexity

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.



# Informational Reading Learning Progression

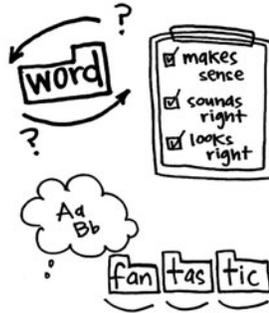
Grade 2

Grade 3

## 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.



*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.



# Informational Reading Learning Progression

Grade 2

Grade 3

## 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.

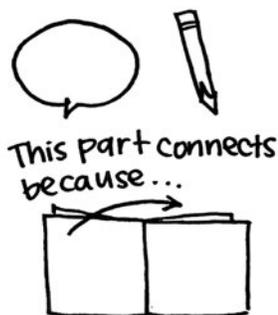
I can also choose important supporting details (or points) that go with the main idea.  
I summarize briefly, leaving out unimportant things.



## INTERPRETIVE READING

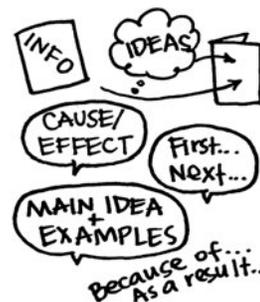
Inferring Within Text/Cohesion

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*).

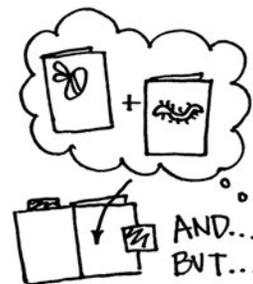


Cross Text(s) Synthesis

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.



# Informational Reading Learning Progression

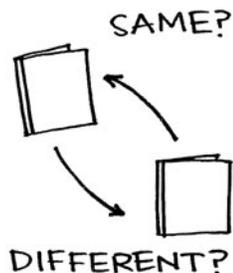
Grade 2

Grade 3

## INTERPRETIVE READING

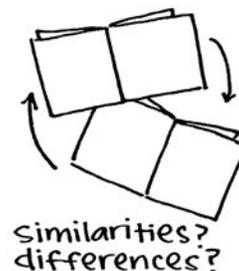
### Comparing and Contrasting

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.

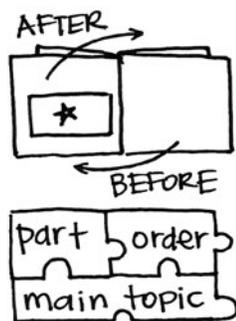


## ANALYTIC READING

### 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.



# Informational Reading Learning Progression

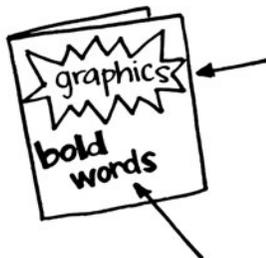
Grade 2

Grade 3

## ANALYTIC READING

Analyzing Author's Craft

I notice when the author has done something obvious in the text (bold words or graphics).



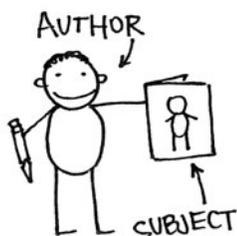
I know that authors of informational texts make craft decisions with readers in mind.

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?”

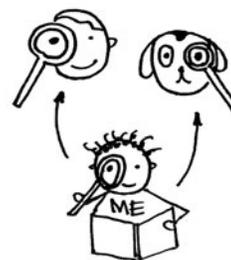


Analyzing Perspective

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.



Critical Reading  
Growing Ideas

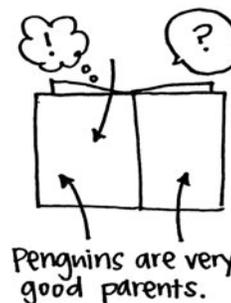
When I read even just one picture or page, I have a lot of ideas and questions. For example, “How does that bug get food?” Sometimes I think up answers to those questions or find them in the book.



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.



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.