

Narrative Reading Learning Progression

Grade 2

Grade 3

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).



Envisioning/ Predicting

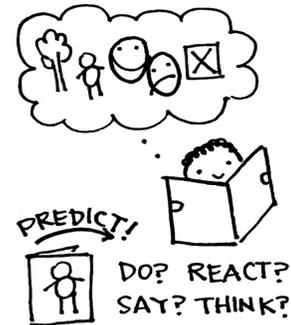
As I read, I make a movie in my mind, picturing what's happening. Sometimes the mental movie comes mostly from the words, and then I add in details that are from the pictures. Sometimes I start with the pictures and add in what I learn from the words. I predict what will happen next, drawing on earlier 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.



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.



Narrative Reading Learning Progression

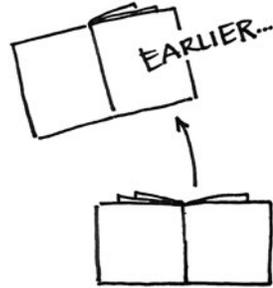
Grade 2

Grade 3

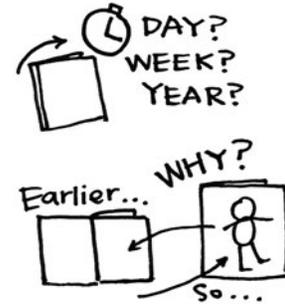
LITERAL COMPREHENSION

*Story Elements:
Time, Plot, Setting*

When I read, I think about how the part I'm reading now fits with what happened earlier.

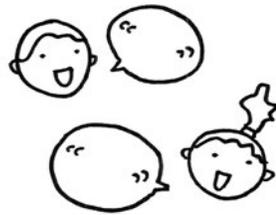


I keep track of what is happening and how much time goes by in a story. Is it one day? One week? One year? I can tell where the story takes place.



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?"



*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.



Narrative Reading Learning Progression

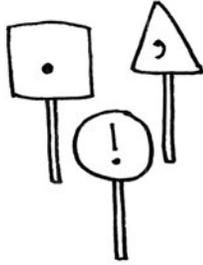
Grade 2

Grade 3

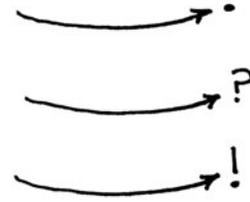
LITERAL COMPREHENSION

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.

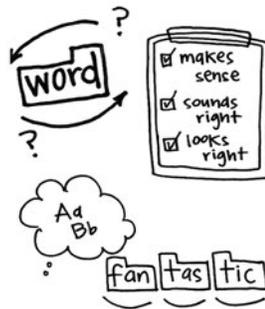


When I read dialogue, I can make it sound like a character is really talking.
I use punctuation as a road signal that helps me know when to pause. I can do this with longer, more complex sentences now.



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.

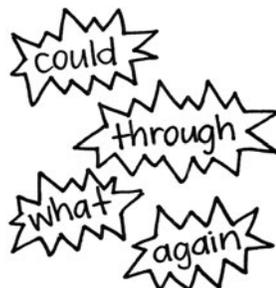
I also look inside the word, relying on what I know about parts of words.

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 . . .')?"



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.



Narrative Reading Learning Progression

Grade 2

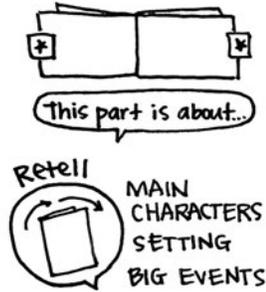
Grade 3

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.



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.



Narrative Reading Learning Progression

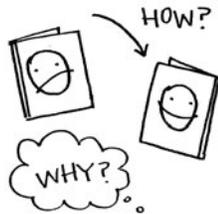
Grade 2

Grade 3

INTERPRETIVE READING

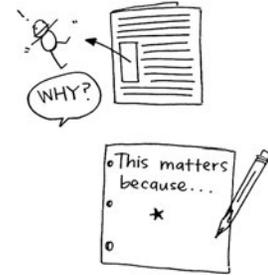
Character Response/Change

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.



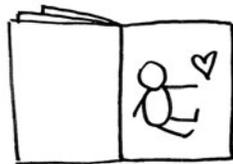
Supporting Thinking with Text Evidence

When asked, I can point to the part of the text that gave me my ideas.

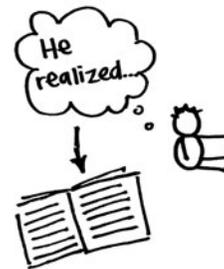
I support my ideas with details from the text.

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.



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.

Narrative Reading Learning Progression

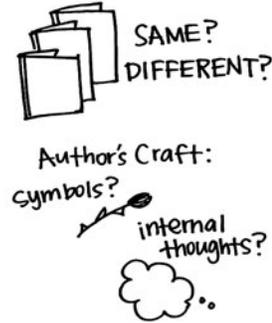
Grade 2

Grade 3

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).



Supporting Thinking with Text Evidence

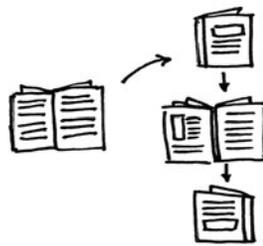
I can point to and talk about parts from each book to explain my ideas.

I can give details from each book to explain my ideas.

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? The character?

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?"



Narrative Reading Learning Progression

Grade 2

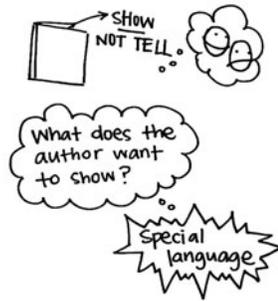
Grade 3

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.

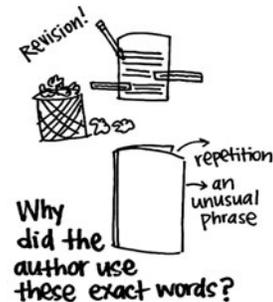
I notice when the author uses special language, and I stop and think, "What does the author want to show?"



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.



ANALYTIC READING

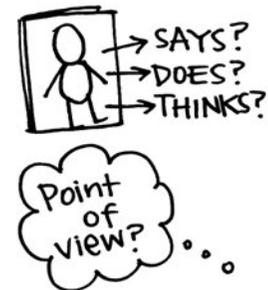
Analyzing Perspective

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.



Narrative Reading Learning Progression

Grade 2

Grade 3

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.



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.

