

Informational Reading Learning Progression

Grade 3

Grade 4

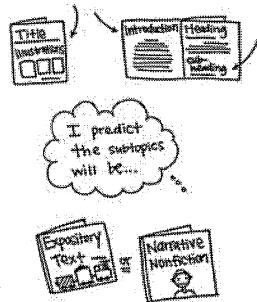
Grade 5

LITERAL COMPREHENSION

Orienting

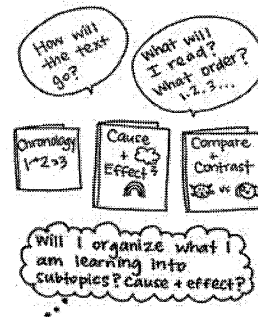
Before I read, I preview the text(s). I also study the table of contents (if there is one), the title, introductions, headings and subheadings, and illustrations. I do this to decide what to read and also to predict the major subtopics I will learn about.

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 ...").



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?"



I'm experienced enough with complicated texts to know the structure and main idea of a complex text may be revealed slowly.

Before I read, I preview the text(s). I use transition words and phrases to cue me into how the text will be structured. I not only think about how the text is structured (compare-contrast, claim and supports), but also about whether this is a genre I know—a biography, a research article, an overview, or an argument. My knowledge of genre shapes my expectations.

My previewing also helps me structure my note-taking and thinking. When I anticipate learning about several subtopics and main ideas, I ready myself to synthesize information on several bigger categories. I also know I'll probably incorporate information from several texts.

