Informational Reading Learning Progression

	Grade 4	Grade 5	Grade 6
	LITERAL COMPREHENSION		
Orienting	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. 	Before I read, I preview to see how the text(s) is organized and what challenges it will present. I also think about how *expert* it is—looking at things like the vocabulary and the diagrams. I make a plan for reading the text, including possibly reading something else first or alongside it. My previewing gives me tentative ideas for what the central idea might be or the author's point of view. My previewing also helps me plan for note-taking and thinking. I consider how much I should read before pausing to take notes. I'm experienced enough with complicated texts to know that the structure may change across the text, that the headings may not guide my understanding, and that the bigger ideas might be revealed slowly.

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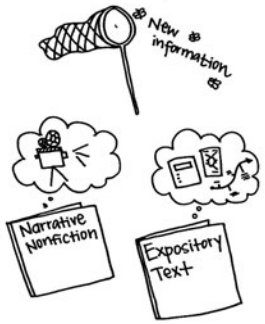
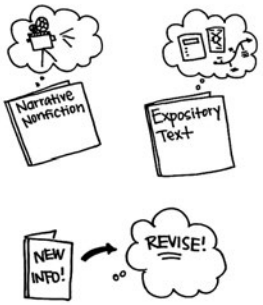
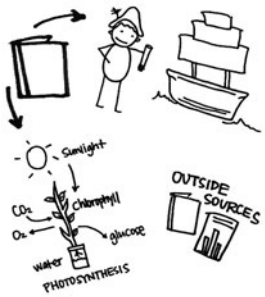
Informational Reading Learning Progression

	Grade 4	Grade 5	Grade 6
	LITERAL COMPREHENSION		
Envisioning	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. 	I'm flexible as a reader of nonfiction. When reading narrative nonfiction, I can make a mental movie similar to the way I would as a fiction reader, drawing on details from the text and my prior knowledge. With expository text, I envision a combination of mental models to capture and organize what I am learning (outlines, boxes and bullets, diagrams). I revise and add to these models as I get new information. 	As I read, I know that I need to picture what I'm learning. Depending on the text, I might make mental movies of characters/ subjects in scenes or try to picture procedures or sequences (e.g., the process of photosynthesis) as a series of steps, perhaps picturing a flowchart, list, or diagram. As the concepts I read about become more complex, I sometimes seek out extra information from outside sources to clarify my models of the information. 
Monitoring for Sense	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.	I realize that in more complicated nonfiction texts, I sometimes need to read on with questions in my mind. The texts I'm reading now will sometimes contain many different parts, and it can take work to figure out how those parts go together. I especially try to think about what is most important and how the parts fit into that.	I anticipate that nonfiction will make sense, and when it stops making a lot of sense (which I can tell because I can't retell it, remember it, or name the main ideas), I DO something. I might talk to a partner, I might reread, I might outline or diagram the parts of the text. I don't just read on, letting the words flow past me.

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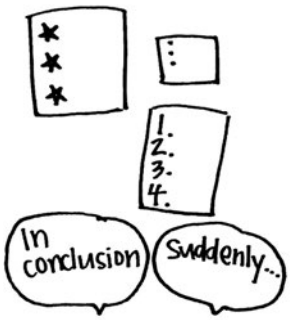
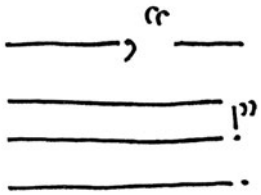
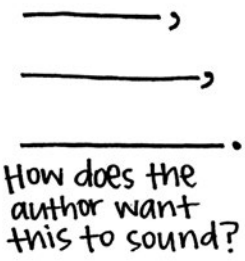
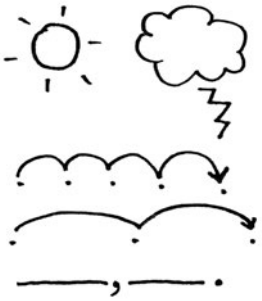
Informational Reading Learning Progression

	Grade 4	Grade 5	Grade 6
	LITERAL COMPREHENSION		
Fluency *The sound of my voice*	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. 	As I read nonfiction aloud or in my head, I try to use my voice to add meaning to the text. I read emphasizing the big points. Perhaps I have in mind what great science and history videos sound like to guide my reading. 	As I read nonfiction aloud or in my head, I try to use my voice to add meaning to the text. I have in mind what great science and history videos sound like, and I try to read like that, emphasizing the big points, using my voice to link the supporting examples within the big points.
Punctuation and Sentence Complexity	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. 	Usually punctuation just gives me subtle signals as to how to read, but when it's used in unusual ways, I ask, "How does the author probably want this to sound?" When the sentences are complicated, I adjust my voice to show that some parts of the sentence (like this part) are meant to be subordinate. 	I pay attention to punctuation as well as words to help figure out the mood, tone, and changing pace of a piece. I notice when punctuation is used to separate, and when it is used to connect. 

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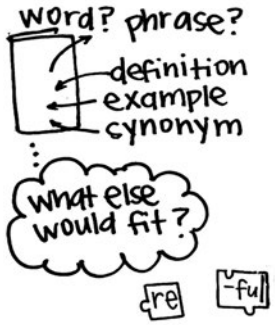
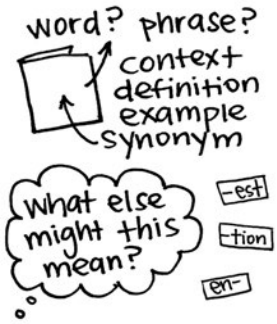
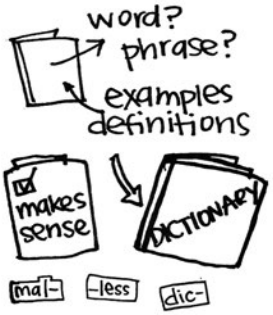
Informational Reading Learning Progression

	Grade 4	Grade 5	Grade 6
LITERAL COMPREHENSION			
Word Work *Word Solving*	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. 	When figuring out an unknown word or phrase, I continue to use context, looking for examples, synonyms, and definitions in the text and features. Sometimes the meaning I know doesn't work in the text. I think, "What else might this word or phrase mean?" I continue to try to substitute words or phrases that are similar and check that they make sense. I also use what I know about prefixes, suffixes, and root words to solve the word. 	When I try to figure out an unknown word or phrase, I look first to see if there are examples or definitions in the text that will help me figure out the meaning. I continue to try to substitute words or phrases that are similar and check that they make sense. If needed, I look up the meaning outside the text. I also use all I know about root words, prefixes, and suffixes. 
Building Vocabulary	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. 	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 trying to learn 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. 	As before, I expect to accumulate technical vocabulary from nonfiction, especially new science and historical terms. As I read, therefore, I keep glossaries or notes, and I actively incorporate new terms into my talk and writing. As I continue to develop and deepen my vocabulary of a topic, I particularly notice secondary meanings of words and connotations of words.

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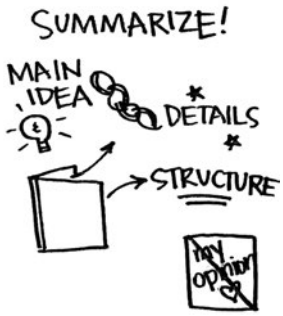
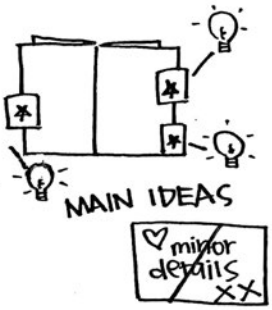
Informational Reading Learning Progression

	Grade 4	Grade 5	Grade 6
	LITERAL COMPREHENSION		
Main Idea(s) and Supporting Details/ Summary	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. 	I can figure out several important main ideas in a text, and I'm aware that sometimes those ideas thread through the whole text instead of being located in chunks of it. I can sort all the details in the text and weigh their importance so that I can also discuss important details that best support each of the main ideas. I am careful to keep my own opinion separate from the ideas presented in the text. I also avoid mentioning minor details. 	I can figure out several important main ideas in a text and weigh and evaluate which of those ideas seems most significant in the text. I am careful to include in my summary only what the text says, and none of my own opinions, ideas or judgments.

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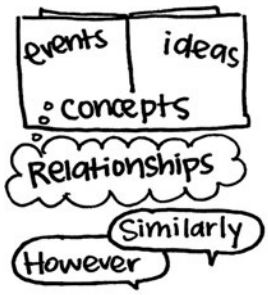
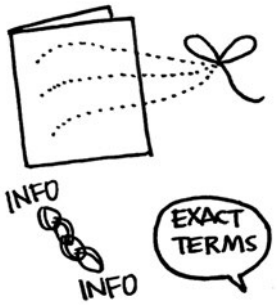
Informational Reading Learning Progression

	Grade 4	Grade 5	Grade 6
	INTERPRETIVE READING		
Inferring Within Text/Cohesion	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. 	Not only can I discuss major relationships that occur across a discipline-based text, but I can also come up with my own ideas about relationships/interactions between events, ideas, and key concepts. I can do this even when the author hasn't laid out these relationships. I use academic and domain-specific vocabulary to do this, especially terms that help me to be more logical (*nevertheless*, *however*, *in addition*, *similarly*). 	Not only can I see how different threads in a text tie together, but I can also track one thread across a text. I can think and come up with my own ideas about these relationships, even when the author hasn't set them forth. I can do this in ways that link information from separate parts of the text. I'm careful to choose exactly the right terms to explain my ideas, considering both a word's dictionary meaning and its connotations. 
Cross Text(s) Synthesis	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. 	As I read texts on a topic, I collect information and ideas by subtopic and form categories with my own headings. I sort what I am learning about the subtopic under those headings. This means the organization of my learning may not match the organization of the original texts. I am aware that sometimes one text contradicts another. When this happens, I think, "Which author is saying which points?" I wonder whether the differences come from the author's point of view (e.g., might differences come from one being firsthand and one secondhand?). 	I organize what I'm learning about a topic into subtopics—categories, points, or main ideas. I can keep track of the major ideas each individual author contributes to my overall understanding of the topic/issue. I am aware that sometimes one text contradicts another. When this happens, I think, "Which author is saying which points?" I wonder whether the differences come from the author's point of view (e.g., might differences come from one being firsthand and one secondhand?). I also consider whether an author has vested interests that explain the differences.

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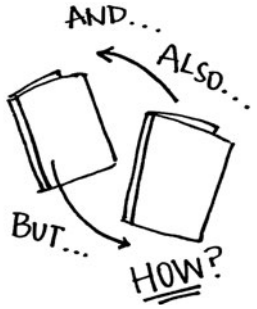
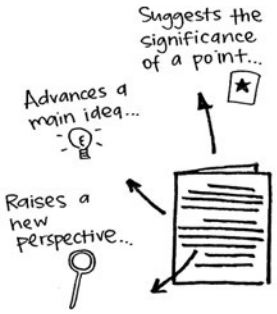
Informational Reading Learning Progression

	Grade 4	Grade 5	Grade 6
INTERPRETIVE READING			
Comparing and Contrasting	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?). 	I can compare and contrast different texts or parts of texts, considering content, perspectives, and/or craft and structure. 	I can compare and contrast different texts in more than one way. I can consider how the information overlaps, reinforces, or contradicts across texts, as well as what perspectives authors bring. I can also compare *how* authors present their ideas and information—especially how their craft and structure makes their meaning or message more powerful. 
ANALYTIC READING			
Analyzing Parts of a Text in Relation to 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. 	When thinking about why a part is important to the text, I think not only structurally about how the part goes with other parts, but I also think about how the part advances the author's main ideas/ claims. I check whether the part in question illustrates an idea/claim, raises a new perspective, or shows an implication of an idea. I can use academic terms to talk about this. When a part of the text feels extraneous, I can talk about its relationship to the main ideas/ claims (background, implications, another perspective). When I am reading an argument, I can explain which details go with which points.  	I am able to take even a small part of a text—a sentence, a few lines, a text feature—and think about the role that the part plays in the whole text. I ask myself, "What does this part contribute? How is it connected? Does this part engage the reader, or does it help to develop a central idea? How?" I use my knowledge of authors' techniques to talk about this. I can also study one aspect of a text (an event, an individual) and discuss how this part of the text was introduced and developed (e.g., through anecdotes). When I am reading an argument, I can explain which claims are most strongly supported and which details are most convincing.

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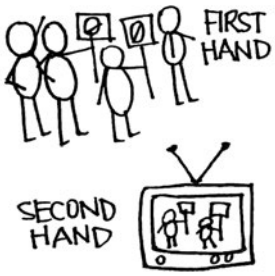
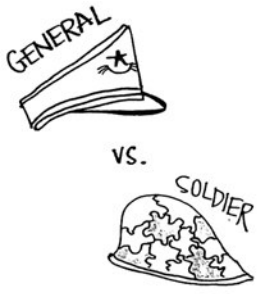
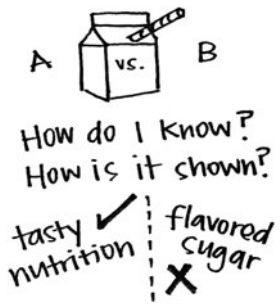
Informational Reading Learning Progression

	Grade 4	Grade 5	Grade 6
	ANALYTIC READING		
Analyzing Author's Craft	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." 	I know that authors of informational texts make craft decisions with readers in mind. I use academic language to name these goals and techniques, using terms like *surprising statistics* and *suggests the significance of a point*. I can talk at length about these. I ask myself, "How would the text have been different had the author made different choices? Had she instead . . . , the effect would have been different. For example . . ." 	I bring my knowledge of writing craft to my reading, thinking not just about the ideas in the text, but about how the author introduces these ideas, noticing the choices/techniques an author uses across a text, and describing these using academic language. I think about what tone, mood, and effect is created by authors using certain words. This means thinking about the different meanings of a word or the surprising uses of words or phrases to stir up emotions in the reader.
Analyzing Perspective	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. 	I can notice when two texts on the same topic are written from different points of view, and notice ways in which the content (or the way the texts are written) will be different because of those different points of view. I think specifically about why the narrator thinks and feels as he or she does. Might the person's perspective come from life experiences, group membership, role, time period? For example, I notice if one text is a diary in the voice of a general and another is a diary from a foot soldier, and I think about how their roles led them to want different things. 	I am aware that the author brings out his or her perspective by choosing to highlight particular incidents, voices, issues, and stories. I think about how this might relate to the author's vested interests and roles. I am also aware of multiple points of view in the text and can separate them from the author's point of view. I can also point to places in the text where the different points of view and perspectives have led to particular word choices. 

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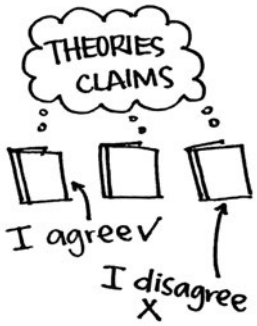
Informational Reading Learning Progression

	Grade 4	Grade 5	Grade 6
	ANALYTIC READING		
Critical Reading *Growing Ideas*	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. 	I can synthesize several texts in ways that support an idea of my own. I select the points that do the best job of supporting my idea(s). For example, "How will this author add to or challenge my argument?" I think and sometimes write things like "Is this always the case?" or "Could it be . . . ?" I can apply what I have learned and my own ideas to solve a problem, make an argument, or design an application. 	I can synthesize several texts in ways that support ideas of my own. I select the points from different texts that do the best job of supporting my points. I develop my own theories and claims as I research. Some of these may be debatable questions. I sometimes agree or disagree with authors completely or partially. I don't reject a text because an author disagrees with my ideas, but instead let it affect my thinking. I can apply what I have learned and my own ideas to solve a problem, make an argument, or design an application. 
Questioning the Text	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."	I consider what a text is saying about an issue, idea, or argument and whether I agree or disagree. I weigh and evaluate a text for how convincing and reliable it is. I consider who wrote the text and what the author might gain from the text. I can talk back to texts.	I question nonfiction I read, thinking especially about other texts on the topic. I weigh and evaluate how logical, convincing, and reliable a text is. I take into account who wrote the text as part of this judgment, thinking about how reliable and unbiased this author might be. I consider how this relates to issues of power.

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