

# Informational Reading Learning Progression

Grade 4

## LITERAL COMPREHENSION

**Orienting**

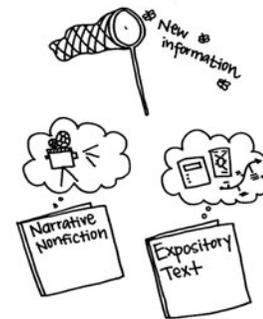
Before I read, I preview the text(s). I also study the table of contents (if there is one), headings, introductions, topic sentences, text features, and so on. I can recognize a common structure in the text (such as chronology or cause-effect or compare and contrast). I rely on all my previewing to help 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?"



**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.



**Monitoring for Sense**

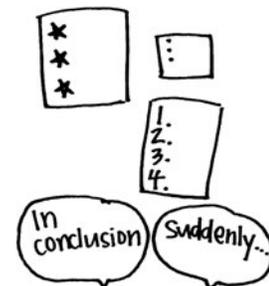
I read, expecting the parts of the text to fit together in such a way that I can understand the main ideas. To check my comprehension, I try to make sure that as I move from part to part, I ask, "How does that part fit with my overall picture of the topic?" When a part feels disconnected from the rest of the text, I reread to see if I missed something or I read on, carrying questions.



**Fluency**

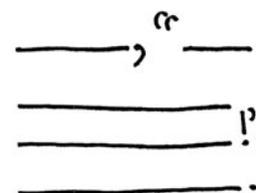
*The sound of my voice*

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.



**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.



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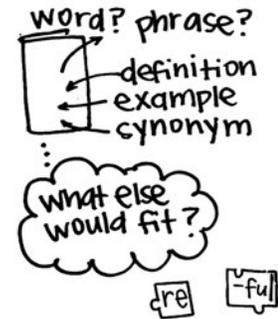
## LITERAL COMPREHENSION

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.



*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.



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.



## 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.



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## INTERPRETIVE READING

### 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.



### 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?).



## 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.



### 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."



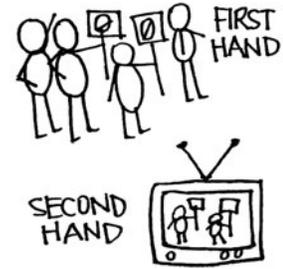
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## ANALYTIC READING

### 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.



### 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.



### 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."