

# Narrative Reading Learning Progression

Grade 3

## LITERAL COMPREHENSION

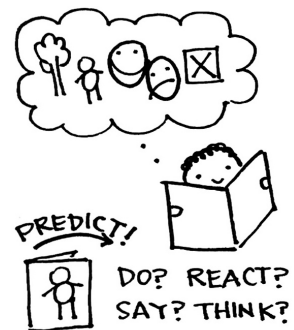
### Orienting

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

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.



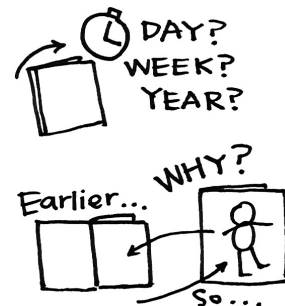
### Monitoring for Sense *Fitting the Pieces Together*

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.



### Story Elements: Time, Plot, Setting

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.



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## LITERAL COMPREHENSION

*Establishing Point of View*

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*

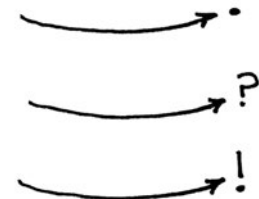
I can read in my head and aloud in ways that help my listeners and me understand the story (e.g., changing my voice to show dialogue or a character's feelings). The new work I'm doing now is that I can do this even when I'm reading longer sentences.



*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. I can do this with longer, more complex sentences now.



*Word Work*  
*Word Solving*

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 . . .')?"



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## LITERAL COMPREHENSION

*Building Vocabulary*

When talking about a character, I reach for the more accurate word for a trait.



*Retelling/Summary/Synthesis  
Within Text*

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 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.

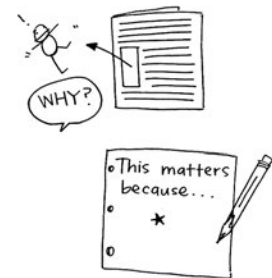
When a character makes a decision and does something, I can usually figure out why, based on what I know of the character and what happened earlier.



*Character Response/Change*

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*

I support my ideas with details from the text.

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## INTERPRETIVE READING

**Determining Themes/  
Cohesion**

At the end of a story, I can say a few sentences about the big life lesson (the theme) that a character has learned.

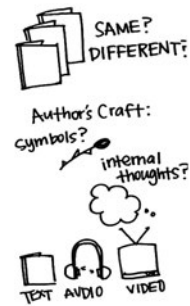


**Supporting Thinking with  
Text Evidence**

I can talk and write about parts of the story that support my thinking.

**Comparing and Contrasting  
Story Elements and  
Themes**

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 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 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?

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?"



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## ANALYTIC READING

### Analyzing Author's Craft

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?”

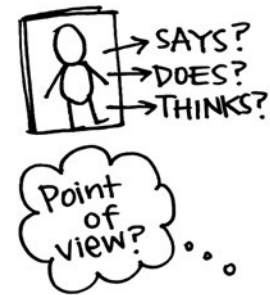
My answer shows that I think about how the author's choice supports something important to the story.



### Analyzing Perspective

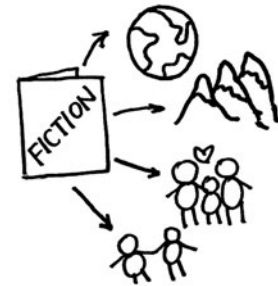
When asked about a character's perspective, I can talk about how the character feels about something important to the story (another character, the setting, an event).

I use what the character does, says, and thinks to support my ideas.



### Critical Reading Growing Ideas

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 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.

