

Emergent Reader Series Close Reading Guide

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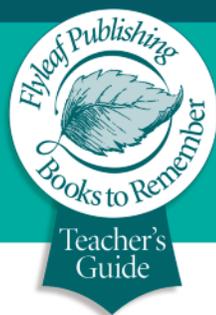
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Emergent Reader Series Close Reading Guide

Overview

Your instruction with Emergent Reader Series Close Reading Guides will use a model and scaffold approach to support students as they engage in the process of simultaneously reading and thinking deeply about text. Because Emergent Reader texts are both decodable and robust, your students will have the unique opportunity to develop the habits and skills of competent comprehensive readers with texts they can decode independently.

These Close Reading Guides will help you address shifts in academic standards by supporting students in reading and thinking about complex texts across a range of genres, including narrative texts, descriptive texts, informational texts, and poetry. We have carefully designed this explicit close reading instruction to help you focus student attention on the interplay between all elements of comprehension; e.g., What do the words say? What do the vocabulary, the punctuation, and the illustrations convey? What can we infer from the text and illustrations and how does that deepen our understanding of the text? What does the text make us wonder about?

As outlined in the Emergent Reader Series Close Reading Scope & Sequence, by the end of this series, your students should be able (with or without scaffolding) to apply critical comprehension skills and strategies including comprehension monitoring, rereading for better understanding, using knowledge of story grammar to interpret text, and making inferences supported by evidence from text and illustrations.

Day 1 Close Reading Instruction

Day 1 instruction is designed to help students predict what the book will be about and to activate prior knowledge that might be relevant to comprehension. Begin Day 1 Close Reading Guide instruction after completing Day 1 Foundational Skills Guide instruction. **Pacing will vary depending on the needs of your students, but in total, Day 1 instruction is designed to take about 25–35 minutes.**

Day 1 Foundational Skills Instruction

The phonemic awareness, phonics, and word recognition activities in the Day 1 section of each book's Foundational Skills Guide prepare students for Day 1 Close Reading Guide activities. In the first two days of instruction for each Flyleaf Emergent Reader title, you will be working from both the Foundational Skills and Close Reading Guides.

Explore Book Cover: Identify Title, Author, and Illustrator (up to 2 minutes)

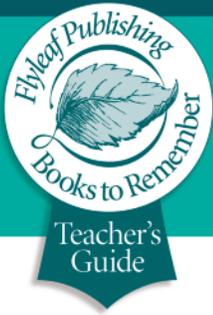
It is important for your students to understand that someone (the author) writes the book and someone (the illustrator) illustrates the author's ideas. Identification of the author and illustrator will help to prepare your students to discuss the author's purpose and word choice, as well as to explore the integration of text and illustrations, which is central to comprehension in the picture book genre.

Explore Book Cover: Infer What the Book Is About (up to 3 minutes)

Research has demonstrated that thinking about a book's title prior to reading helps readers activate background knowledge, an important factor in text comprehension. In this activity, you are guiding students in using the title and cover illustration to make an evidence-supported prediction of what the narrative story will be about or what the informational text topic will be. This engages your students in metacognitive behaviors before they begin reading and is especially important for students with weak comprehension skills (Cain & Oakhill, 2007).

Begin Individual Reading with Teacher Feedback (5–10 minutes)

By beginning the individual reading with a purpose statement—"I can sound out words I don't know"—you are reminding students to connect what they learned in their foundational skills instruction to the text they are reading. As you listen to individual students read, give feedback on their word pronunciation and encourage the application of decoding strategies. Pronunciation accuracy improves when students receive immediate feedback after an error occurs. Guidance can also be provided to help students effectively use punctuation and phrasing to improve prosody.



Overview

Day 2 Close Reading Instruction

Day 2 instruction is reserved for the completion of individual reading with teacher feedback. Listening to students read helps you to monitor their consolidation of phonics skills that have been taught in the Foundational Skills Guides. Pay close attention to student miscues, watching for patterns to emerge, and address pronunciation confusions immediately, when possible. Begin the second day's Close Reading Guide instruction after completing Day 2 Foundational Skills Guide instruction. **Pacing will vary depending on the needs of your students, but in total, Day 2 instruction is designed to take about 25–35 minutes.**

Day 2 Foundational Skills Instruction

The foundational skills activities in the Day 2 section of each book's Foundational Skills Guides help deepen students' knowledge of the words they encounter in the book.

Complete Individual Reading with Teacher Feedback (5–10 minutes)

You will continue to listen to individual students read, giving feedback on their word pronunciation and encouraging the application of decoding strategies.

Day 3 and 4 Close Reading Instruction

You will use Day 3 and Day 4 to lead students in close reading with text-dependent questions. This instruction has been designed with the Pivotal Point Scaffolding approach, meaning that modeling and scaffolding of comprehension processes happen at exact points in the text where students may have difficulty, or where a particular skill is necessary to attain complete understanding (Block, 2004). By using the carefully scripted instructional language in the guides, you will help students experience the metacognitive and metalinguistic processes of skilled readers. The habits that you will model include thinking and talking about text, deliberate and controlled reflection on understanding, and detecting and correcting comprehension problems. These models will help to develop your students' metalinguistic awareness as well as close reading and comprehension monitoring skills.

The progression of instruction provided in our carefully developed text-dependent questions follows the gradual release of responsibility framework (I do, you watch; we do, you help; you do, I help; you do, I watch) (Fisher & Frey, 2008). When new text types or new comprehension strategies are introduced, your modeling will be explicit (I do, you watch). Once strategies have been sufficiently modeled, your instruction will offer scaffolds with guided practice (we do, you help). Following the guided practice phase, the activities offer collaborative (you do, I help) and independent (you do, I watch) practice for your students. We encourage you to deliver the full script for each activity, as it is an important part of the gradual release framework.

Both Day 3 and Day 4 begin with an important choral reread of the book to help you provide a model for fluency and to reunite all students to the text.

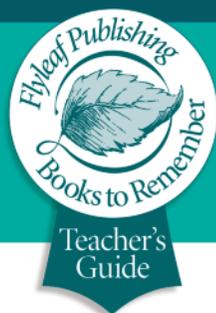
Day 3 and 4 instruction is designed to take 20–35 minutes total.

Print Concepts and Text Features

You will use academic language to refer to punctuation and text features, and direct students to think about how these features are used by the author to convey meaning. Research suggests that readers need syntactic or grammatical awareness to extract meaning from more complex sentences. Prosody is another aspect of fluency that enhances meaning, and it is addressed by having students orally reread the text with attention to punctuation.

Vocabulary

Research suggests that the relationship between reading comprehension and vocabulary development is reciprocal in the early elementary grades (Cain & Oakhill, 2007). While vocabulary knowledge impacts text comprehension, a good reader gains vocabulary knowledge from reading (Cunningham, 2005). The vocabulary activities use context (text and illustrations) to guide students in understanding word meaning. Students have opportunities to use newly acquired vocabulary in answering text-dependent questions and in Day 5's Integrated Reading, Writing, Speaking, and Listening Activities.



Overview

Day 3 and 4 Close Reading Instruction, *continued*

Illustration-Story Relationship

Carefully scripted instruction allows you to direct students to go back and forth between the words and the illustrations, looking at specific details to confirm meaning of vocabulary words, monitor comprehension, and make inferences about what is happening in the story. Integration and inference making, comprehension monitoring, and knowledge and use of text structure are critical factors in text comprehension (Cain, 2009).

Story Structure

Knowledge of story grammar and the literate language that supports the expression of story relationships is critical to a student's ability to comprehend narrative texts. Through the Emergent Reader Series, you will systematically introduce the basic macrostructure components of story grammar: character, setting, initiating event, character's internal response (feelings), plan (goal-directed behavior), attempts in sequence to carry out a plan, and story resolution. Converging research has identified stages of narrative development that students progress through as part of their oral language development: Descriptive Sequence, Action Sequence, Reactive Sequence, Abbreviated Episode, Complete Episode (Westby, 1999). The Descriptive Sequence through Abbreviated Episode are systematically and explicitly scaffolded in our close reading instruction and are broken into three stages in the Emergent Reader Series Close Reading Scope and Sequence:

- **Narrative Development Stage 1 → 2: Descriptive Sequence to Action Sequence**

By the end of this stage of the Scope and Sequence, students are expected to use simple sentences to talk about the characters, settings, or events in the story (though they may not retell events in the sequence they occurred) and to use the word *and* to connect ideas. Students are beginning to understand that a central character engages in a sequence of actions or events, but may not understand that the actions or events are causally related. Students are beginning to progress from connecting ideas and events with "and then" to using more precise sequence words to tell or retell a story (e.g., *first, next, then, after that, finally*).

- **Narrative Development Stage 2 → 3: Action Sequence to Reactive Sequence**

By the end of this stage of the Scope and Sequence, students are expected to understand that a central character engages in a sequence of actions or events (but still may not understand that the actions or events are causally related). Students are progressing from connecting events and ideas with "and then" to using more precise sequence words to tell or retell a story (e.g., *first, next, then, after that, finally*), but they may not yet convey evidence of a character's plan or goal. Students are beginning to talk about a character's feelings and reactions to events in the story using *but, so, and because* in their retellings.

- **Narrative Development Stage 3 → 4: Reactive Sequence to Abbreviated Episode**

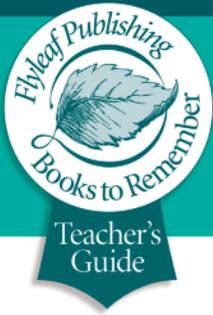
In this stage of the Scope and Sequence, students develop use of causal chains in their retelling of stories, progressing in their ability to talk about an initiating event that sets the story into motion and about a character's plan or goal in their retelling of event chains. Students begin to talk about characters' feelings and reactions to events, and as this ability progresses, an understanding of story relationships begins to emerge, along with consistent use of *but, so, and because* to connect ideas and explain story relationships.

Retelling (narrative texts)

Modeling a retelling of the story is very important because many students have not yet experienced storytelling or reading routines that promote the development of story schema. Once students have a basic understanding of story grammar, the model retell can help them to think more deeply about characters' goals, story relationships, and common story themes. The model retells will increase in complexity as the series progresses, moving from an action sequence (character, setting, events) toward a complete episode retell (character, setting, initiating event, internal response, plan attempts, story resolution). The model retelling systematically develops students' use of important connecting words (cohesive ties) that convey story relationships. These microstructure skills associated with story grammar support oral language development, reading comprehension, and writing.

Exploring Common Themes (narrative texts)

You will explicitly model how to explore a common theme via text-to-text connections. This exploration of theme is designed to be a cumulative process, and early text-to-text connections prepare students for more sophisticated intertextual connections. Although theme is a hard concept for young students, the two themes chosen for you to explore across our series are well developed in three or more Emergent Reader books and are themes that are commonly found in other children's literature, so they should be identifiable to students.



Overview

Day 3 and 4 Close Reading Instruction, *continued*

Integrating Text Features (informational texts)

The Close Reading Guides for informational texts use a “text feature tour” to help you support students in identifying text features and understanding how these features relate to and deepen understanding of the text type, topic, and what the text says (the main idea and key details).

Identifying and Categorizing Key Words and Details (informational texts)

Recognizing main ideas and supporting details is an important skill in informational text comprehension. This activity develops this skill through identification and categorization of key words and details, while also providing an opportunity for oral language practice.

Descriptive Text Structure (narrative texts and poetry)

Activities for descriptive texts include you scaffolding an examination of descriptive text structure and literate/figurative language. You will examine the author’s use of poetic devices—rhyme, repetition, personification, alliteration, and onomatopoeia—to generate a sensory experience for your students as readers. Your carefully scaffolded instruction will help students navigate a qualitative text complexity hurdle that occurs when they are faced with reading descriptive texts and poetry.

Day 5 Close Reading Instruction

Day 5 instruction is designed to take about 20 minutes total and will help students integrate reading, writing, speaking, and listening skills after they have engaged in a guided close reread.

Integrated Reading, Writing, Speaking, and Listening Activities

There is reciprocity between reading, writing, speaking, and listening, which means they mutually support each other. Carefully developed written activities relating to the book’s text and illustrations will help you introduce opinion, informational, and descriptive writing to your students. Writing activities are developed and supported through collaborative conversations; academic language frames (which enable your students to write using more complex sentences and to practice conveying story relationships that incorporate evidence); and student-generated illustrations. Class and group discussions, sharing of ideas and writing, and collaborative information gathering provide opportunities for students to listen with a purpose. Your scaffolding and feedback will help students develop the ability to think and talk about text and write more complex responses over time.

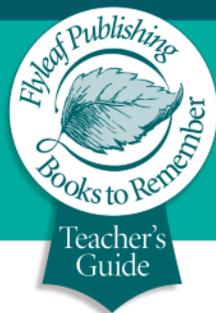
Text-Dependent Questions

“As part of close reading, students should respond to text-dependent questions that require them to provide evidence from the text rather than solely from their own experiences” (Frey & Fisher, 2013, p. 50). In the narrative and descriptive text guides, the text-dependent questions in this section address general understandings, key details, vocabulary and text structure, author’s purpose, inferences, opinions, and text-to-text connections. In the informational text guides, the questions are organized by categories that reflect levels of meaning: what does the text say, how does the text work, what does the text mean, and what does the text inspire you to do. These organizational structures are based on curriculum implementation best practices for reading complex text (Fisher & Frey, 2015) and will help you ensure your students are able to answer a range of question types. The text-dependent questions will allow you to flexibly meet a wide range of student needs:

- **Differentiate instruction.** Some students will need to be asked more questions about general understandings and key details in order to understand what the text actually says. Other students may grasp the details but have difficulty making inferences. Pose questions according to student needs.
- **Compact the curriculum.** Some of your students may be able to move at a faster pace and will not require as much modeling during comprehension instruction. Text-dependent questions can replace the extensive modeling that most students will need from you. For example, after reading about the setting, you can ask your more advanced students questions from the narrative structure section of the text-dependent question chart and scaffold them as needed.
- **Offer independent practice.** For students with more advanced writing skills, you can use the text-dependent questions for independent student practice in generating written responses following text discussions.

Book-by-Book Progress Monitoring Assessments

Located in the Post-Reading section of each Foundational Skills Guide, progress monitoring assessments are designed to be a brief assessment administered upon completion of each book’s Day 5 Close Reading Guide instruction to track students’ word reading progress in order to provide support or adjust instruction as needed.

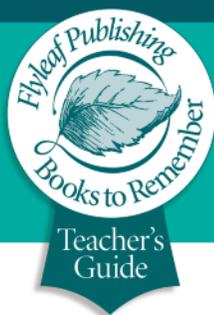


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References

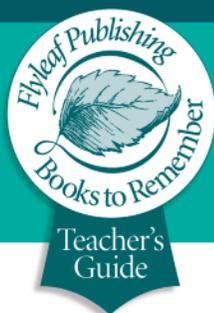
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Scope and Sequence

The chart that spans the next three pages illustrates the cumulative progression of close reading skills that are modeled and scaffolded in Emergent Reader Series Close Reading Guide instruction. The Spectrum of Literacy color bands at the left of each page represent the narrative comprehension developmental stages that students are expected to progress through in the series. Each Spectrum of Literacy color band connects to a "Modeled or Scaffolded Instruction" section of the chart. Each section lists the instruction used to develop the skills and strategies that students are expected to exhibit as they progress through each stage.

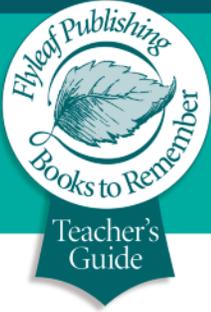
Narrative Development Stage 1 → 2: Descriptive Sequence to Action Sequence*	
Narrative Development Stage 1 → 2: Descriptive Sequence to Action Sequence	Books 1–14: Narrative Texts
Narrative Development Stage 2 → 3: Action Sequence to Reactive Sequence	Books 15–28: Narrative and Informational Texts
Narrative Development Stage 3 → 4: Reactive Sequence to Abbreviated Episode	Books 29–41: Narrative, Informational, and Descriptive Texts and Poetry
<p>Modeled or Scaffolded Instruction</p> <p>Print Concepts and Text Features</p> <ul style="list-style-type: none"> Using punctuation marks to read with appropriate prosody and interpret character feelings. <hr/> <p>Story Structure</p> <ul style="list-style-type: none"> Naming and describing character and setting using illustrations and details from the text. Expanding concepts of character and setting through vocabulary and concept development. Identifying the narrator using illustrations and clues in the text. <hr/> <p>Illustration-Story Relationship</p> <ul style="list-style-type: none"> Gaining insight into a character's thoughts and emotions that need to be inferred with evidence from the text and illustrations (e.g., character's actions, feelings). <hr/> <p>Vocabulary</p> <ul style="list-style-type: none"> Inferring the meaning of vocabulary from text and illustrations. Using more complex noun phrases in oral language. Speaking in complete sentences. <hr/> <p>Retelling</p> <ul style="list-style-type: none"> Retelling events using connecting words (<i>first, next, then, after that, finally</i>). <hr/> <p>Exploring Common Themes</p> <ul style="list-style-type: none"> Comparing events, experiences, characters, and character feelings in familiar stories. <hr/> <p>Integrated Reading, Writing, Speaking, and Listening Activities</p> <ul style="list-style-type: none"> Adding drawings to oral and written descriptions when appropriate to clarify ideas, thoughts, and feelings. Practicing oral language with and without sentence frames to facilitate collaborative conversations followed by writing about text. Sharing responses to text to promote speaking and listening skills. <hr/> <p>Text-Dependent Questions</p> <ul style="list-style-type: none"> Using questions to promote rereading of text and integration of the illustrations to understand stories and topics at deeper levels of meaning. Students become familiar with the academic language that identifies evidence to support inferences made about what was read and to explore the author's craft. 	
<p>*By the end of this stage of the Scope and Sequence, students are expected to use simple sentences to talk about the characters, settings, or events in the story (though they may not retell events in the sequence they occurred) and to use the word <i>and</i> to connect ideas. Students are beginning to understand that a central character engages in a sequence of actions or events, but may not understand that the actions or events are causally related. Students are beginning to progress from connecting ideas and events with "and then" to using more precise sequence words to tell or retell a story (e.g., <i>first, next, then, after that, finally</i>).</p>	



Scope and Sequence

<p>Narrative Development Stage 1 → 2: Descriptive Sequence to Action Sequence</p> <p>Books 1–14: Narrative Texts</p>	<p style="text-align: center;">Narrative Development Stage 2 → 3: Action Sequence to Reactive Sequence*</p>
<p>Narrative Development Stage 2 → 3: Action Sequence to Reactive Sequence</p> <p>Books 15–28: Narrative and Informational Texts</p>	
<p>Narrative Development Stage 3 → 4: Reactive Sequence to Abbreviated Episode</p> <p>Books 29–41: Narrative, Informational, and Descriptive Texts and Poetry</p>	
<p>Modeled or Scaffolded Instruction</p> <p>Print Concepts and Text Features</p> <ul style="list-style-type: none"> Using punctuation marks to read with appropriate prosody and interpret character feelings. <hr/> <p>Story Structure</p> <ul style="list-style-type: none"> Identifying and expressing the characters' plans, goals, intentions and/or motivations. Expanding sentences to convey the actions of characters/events that impact the story and causal relationships, including plan, problem/solution, and attempts. Identifying and expressing an initiating event. Identifying the feelings of characters based on the evidence in the illustrations and text and connecting the feelings back to events in the stories; using the connecting word <i>because</i> to make the feelings connection clear. <hr/> <p>Illustration-Story Relationship</p> <ul style="list-style-type: none"> Inferring causal relationships related to the character's feelings using cohesive ties (<i>but, so, because</i>). Making inferences based on details from the text and illustrations. <hr/> <p>Vocabulary</p> <ul style="list-style-type: none"> Monitoring and clarifying meaning of vocabulary words using sentence-level context cues and details in illustrations. <hr/> <p>Retelling</p> <ul style="list-style-type: none"> Retelling events in stories in chronological sequence using illustrations and details from the text. Retelling includes the story setup (e.g., name of the character, where the character is and what the character is doing, followed by a series of events connected with sequence words). Cause and effect statements are modeled using <i>but, so, and because</i>. <hr/> <p>Exploring Common Themes</p> <ul style="list-style-type: none"> Exploring the theme and central message of a narrative text and comparing and contrasting the experiences of characters in stories. <hr/> <p>Identifying and Categorizing Key Words and Details</p> <ul style="list-style-type: none"> Using information generated from text, illustrations, and text features to understand the topic and key details of an informational text. <hr/> <p>Integrated Reading, Writing, Speaking, and Listening Activities</p> <ul style="list-style-type: none"> Adding drawings to oral and written descriptions when appropriate to clarify ideas, thoughts, and feelings. Practice of oral language with and without sentence frames to facilitate collaborative conversations about text, followed by writing about text. Sharing responses to text to promote speaking and listening skills. Writing an opinion statement or piece. <hr/> <p>Text-Dependent Questions</p> <ul style="list-style-type: none"> Questions promote rereading of text and integration of the illustrations to understand stories and topics at deeper levels of meaning. Students become familiar with the academic language that identifies evidence to support inferences made about what was read and to explore the author's craft. 	

*By the end of this stage of the Scope and Sequence, students are expected to understand that a central character engages in a sequence of actions or events (but still may not understand that the actions or events are causally related). Students are progressing from connecting events and ideas with "and then" to using more precise sequence words to tell or retell a story (e.g., *first, next, then, after that, finally*), but they may not yet convey evidence of a character's plan or goal. Students are beginning to talk about a character's feelings and reactions to events in the story using *but, so, and because* in their retellings.



Scope and Sequence

Narrative Development Stage 3 → 4: Reactive Sequence to Abbreviated Episode*

Narrative Development Stage 1 → 2:
Descriptive Sequence to Action Sequence

Books 1–14: Narrative Texts

Narrative Development Stage 2 → 3:
Action Sequence to Reactive Sequence

Books 15–28: Narrative and Informational Texts

Narrative Development Stage 3 → 4:
Reactive Sequence to Abbreviated Episode

Books 29–41: Narrative, Informational, and Descriptive Texts and Poetry

Modeled or Scaffolded Instruction

Print Concepts and Text Features

- Text features (captions, labels, labeled diagrams, boldface headings, glossaries) for informational texts.

Story Structure

- Identifying and expressing the characters' plans, goals, intentions and/or motivations.
- Expanding sentences to convey the actions of characters/events that impact the story and causal relationships, including plan, problem/solution, and attempts.
- Identifying and expressing an initiating event.
- Identifying the feelings of characters based on the evidence in the illustrations and text and connecting the feelings back to events in the stories; using the connecting word *because* to make the feelings connection clear.

Illustration-Story Relationship

- Monitoring comprehension.

Vocabulary

- Asking and answering questions to help determine or clarify the meaning of words and phrases in a text.
- Speaking in complete sentences.

Retelling

- Using mental state verbs (*realize, decide*) in retelling to explain character's actions or goals.

Exploring Common Themes

- Explore theme, make text-to-text connections, and compare and contrast the experiences of characters in stories.

Identifying and Categorizing Key Words and Details

- Use various text features (e.g., headings, labels, captions, glossaries) to understand key details or information in a text.

Integrated Reading, Writing, Speaking, and Listening Activities

- Adding drawings to oral and written descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Practicing oral language with and without sentence frames to facilitate collaborative conversations followed by writing about text.
- Sharing responses to text to promote speaking and listening skills.

Text-Dependent Questions

- Exploring poetic devices that suggest feelings and appeal to the senses, including rhyme, alliteration, repetition, and personification.
- Integrating the text features, illustrations, and text in informational text to gain a deeper understanding of the topic.
- Recognizing the features of different text structures.
- Becoming familiar with the academic language that identifies evidence to support inferences made about what was read and to explore the author's craft for stories, descriptive, and informational text.

*By the end of this stage of the Scope and Sequence, students develop use of causal chains in their retelling of stories, progressing in their ability to talk about an initiating event that sets the story into motion and about a character's plan or goal in their retelling of event chains. Students begin to talk about characters' feelings and reactions to events, and as this ability progresses, an understanding of story relationships begins to emerge, along with consistent use of *but, so, and because* to connect ideas and explain story relationships.