



Reading Series 2: Scope and Sequence

This chart illustrates the close reading skills that are modeled and scaffolded in Decodable Literature Library Reading Series 2 Close Reading Guide instruction.

Narrative Development Stage 4 → 5: Abbreviated Episode to Complete Episode*

Modeled or Scaffolded Instruction

Print Concepts and Text Features

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

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 reactions, internal response, and plan.
- Recognizing and describing events in the story after the initiating event as attempts to carry-out a plan.
- 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.
- Analyzing story resolution in terms of how the character's plan worked out (consequence), how the characters feel at the end of the story, and how the resolution gives evidence of the story message.

Illustration-Story Relationship

- Monitoring comprehension.
- Making inferences (lexical, predictive, elaborative) by drawing upon information that is not explicitly stated in the text.

Vocabulary

- Clarifying the meaning of words and phrases by using contextual vocabulary clues and in response to guiding questions.
- Focusing on nuances in word meaning including words to express feelings.
- Speaking in more complex sentences (e.g., using a conjunction to connect ideas).

Recounting

- Retelling the story using story grammar to get at the story message.
- Using mental state verbs (*realize, decide*) and connecting words (*but, so, because*) in retelling to explain characters' actions or goals.
- Summarizing and synthesizing story elements that convey a character's goals, reactions, and plans.

Exploring Common Story Messages

- Using evidence to support story message claims or to justify claims in an informational text.

Identifying and Categorizing General Understanding and Key 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

- Practicing oral language with and without sentence frames to facilitate collaborative conversations followed by writing about text.
- Using academic language frames to support writing in different genres (story and personal narratives; explanatory and opinion pieces).
- Generating oral and written responses to text with supporting evidence.
- Sharing responses to text to promote speaking and listening skills.

Text-Dependent Questions

- Exploring text at three levels of meaning: what the text says, how the text works, and what the text means.
- 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 regularly use causal chains and progress in their ability to include most story elements (character, setting, initiating event, internal response, plan, attempts, and resolution) in their recounting of a story. Students explain characters' feelings and reactions to events, and consistently use *but, so,* and *because* to connect ideas and explain story relationships.