



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.

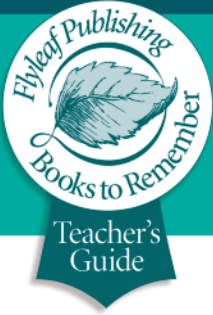
Narrative Development Stage 1 → 2: Descriptive Sequence to Action Sequence*	
Narrative Development Stage 1 → 2: Descriptive Sequence to Action Sequence	Books 1–14: Narrative Texts
Narrative Development Stage 2 → 3: Action Sequence to Reactive Sequence	Books 15–28: Narrative and Informational Texts
Narrative 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>	



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<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.