



Emergent Reader Series

Close Reading Scope and Sequence

The chart illustrates the cumulative progression of close reading skills that are modeled and scaffolded in Emergent Reader Series and Decodable Literature Library Close Reading Guide instruction. Each section lists the instruction used to develop the skills and strategies that students are expected to exhibit as they progress through each stage.

Emergent Reader Series Grades K–1 or Intervention

Narrative Development Stage 1 → 2: Descriptive Sequence to Action Sequence	Books 1–14: Narrative Texts	Narrative Development Stage 1 → 2: Descriptive Sequence to Action Sequence*
Narrative Development Stage 2 → 3: Action Sequence to Reactive Sequence	Books 15–28: Narrative and Informational Texts	<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.
Narrative Development Stage 3 → 4: Reactive Sequence to Abbreviated Episode	Books 29–41: Narrative, Informational, and Descriptive Texts and Poetry	<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>



Emergent Reader Series

Close Reading Scope and Sequence, *Continued*

Emergent Reader Series, *Continued* Grades K–1 or Intervention

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

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

Modeled or Scaffolded Instruction

Print Concepts and Text Features

- Using punctuation marks to read with appropriate prosody and interpret character feelings.

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

- Inferring causal relationships related to the character's feelings using cohesive ties (*but, so, because*).
- Making inferences based on details from the text and illustrations.

Vocabulary

- Monitoring and clarifying meaning of vocabulary words using sentence-level context cues and details in illustrations.

Retelling

- 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 *but, so, and because*.

Exploring Common Themes

- Exploring the theme and central message of a narrative text and comparing and contrasting the experiences of characters in stories.

Identifying and Categorizing Key Words and Details

- Using information generated from text, illustrations, and text features to understand the topic and key details of an informational text.

Integrated Reading, Writing, Speaking, and Listening Activities

- 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.

Text-Dependent Questions

- 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.



Emergent Reader Series

Close Reading Scope and Sequence, *Continued*

Emergent Reader Series, *Continued* Grades K–1 or Intervention

Narrative Development Stage 1 → 2: Descriptive Sequence to Action Sequence	Books 1–14: Narrative Texts	Narrative Development Stage 3 → 4: Reactive Sequence to Abbreviated Episode*
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	

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

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.



Reading Series One

Close Reading Scope and Sequence

Reading Series One

Grade 1 or Intervention

Narrative Development Stage 3 → 4: Reactive Sequence to Abbreviated 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.
- 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 characters' 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 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.

**More relevant to informational texts, which are not included in Reading Series 1.



Reading Series Two

Close Reading Scope and Sequence

Reading Series Two

Grades 1–2 or Intervention

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 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.



Reading Series Three

Close Reading Scope and Sequence

Reading Series Three

Grades 2–3 or Intervention

Narrative Development Stage 5 → 6: Complete Episode to Complex Episode*

Supported by Modeled or Scaffolded Instruction as Needed

Story Structure

- Identifying and expressing a characters' plans, goals, intentions, and/or motivations.
- Expanding sentences to convey the actions of characters in response to events (including the actions of other characters) in the story.
- Identifying and expressing an initiating event, including the character's internal response (feelings), the character's action response (plan), and the reasons for the character's responses.
- Analyzing a character's personality based on what they think, say, or do in response to story events, and identifying character trait words to describe the character that can be supported by evidence in the text.
- Recognizing and describing events that occur after the initiating event in the story as attempts to carry out a plan.
- Identifying and/or explaining obstacles that get in the way of a character carrying out a plan.
- Stating the direct consequence of the character's plan using the cohesive tie "it turns out that."
- Identifying the feelings of characters based on evidence in the illustrations and text, and connecting the feelings back to events in the story (using the connecting word *because*) to make the feeling cause clear.
- Identifying different characters' responses to the same event in the story.
- Analyzing the story resolution in terms of how the character's plan worked out (consequence), how the character feels at the end of the story, and how the resolution gives evidence for a theme and central message.
- Analyzing a part of the story from more than one character's point of view.
- Identifying the characteristics of a personal narrative, a tall tale, and a biography.
- Examining the structure and rhyming patterns of poems and the meanings of words and phrases in a poem.
- Determining the tone of a poem, the author's purpose for writing a poem, and a theme and central message for a poem.

Illustration-Story Relationship

- Using illustrations in conjunction with the text to self-monitor comprehension.
- Making inferences (lexical, predictive, elaborative) by drawing upon information in the illustrations that is not explicitly stated in the text.

Vocabulary, Syntax, and Grammar

- Clarifying the meaning of words and phrases (including Tier 2 and multiple meaning words) by using context clues in the text and illustrations.
- Focusing on nuances in word meaning, including words that express feelings and describe character traits.
- Using mental state verbs (e.g., *decided*) and linguistic verbs (e.g., *explained*).
- Speaking in more complex sentences using cohesive ties (*when, since, because, if, if/then*) to state opinions, give evidence, or make inferences.
- Practicing oral language skills with and without sentence frames to facilitate partner discussions and collaborative conversations.
- Sharing written responses to text in collaborative conversations orally to promote the integration of speaking, listening, reading, and writing skills.

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Reading Series Three

Close Reading Scope and Sequence

Reading Series Three

Grades 2–3 or Intervention

Narrative Development Stage 5 → 6: Complete Episode to Complex Episode*

Supported by Modeled or Scaffolded Instruction as Needed

Summarizing

- Using mental state verbs (*realize, decide*) and connecting words (*but, so, because*) when summarizing parts of the story.
- Summarizing and synthesizing story elements that convey a character's wants, feelings, responses, and plans as well as the consequence of the character's actions, all of which connect to a theme and central message for the story.

Exploring Common Themes and Central Messages

- Recognizing common story themes and central messages when given descriptors and examples.
- Using evidence from the text to support a theme and central message choice for the story.

Print Concepts and Text Features

- Identifying text features (captions, labels, labeled diagrams, boldface headings, maps, and glossaries).

Identifying and Categorizing General Understandings and Key Details

- Identifying the topic of an informational text based on the title, cover illustration, text features, and background knowledge.
- Integrating text and text features to gain a deeper understanding of a topic from an informational text.
- Using categories to organize information that can be learned from the text or text features.
- Identifying a main idea and the key details that support the main idea.
- Restating important information learned about a topic.
- Identifying the text structure of an informational text (sequence, descriptive, cause and effect, problem/solution) and the signal words associated with each text structure.
- Using academic language (including the signal words associated with informational text structures) when discussing a text and/or responding to text-dependent questions.
- Identifying an author's claim based on evidence in the text.

Integrated Reading, Writing, Speaking, and Listening Activities

- Comparing and contrasting stories, story characters, or poems.
- Answering questions orally or in writing that require thinking about a story on a deeper level or making connections between a story or a poem and one's own life.
- Extending a story, rewriting part of a story, or writing a personal narrative, tall tale, biography, or poem.
- Reading a poem with prosody or conducting a poetry performance.
- Writing a paragraph with a main idea and supporting details with the support of a graphic organizer and an outline.

*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. They can identify and explain an obstacle that gets in the way of a character's plan. Students explain characters' feelings with a wider array of adjectives, use literate language to describe reactions to events, and consistently use *but*, *so*, and *because* to connect ideas and explain story relationships. Students regularly use mental state verbs and linguistic verbs in their retelling, summaries, or writing about stories and characters. With or without the support of sentence frames, they can explain story relationships and a character's personality using complex sentences that provide evidence for their explanations and claims. Students can identify the perspectives of different characters. Students can choose a common theme and central message and find evidence in the story to support their choices, and they can compare and contrast stories that share a similar theme, central message, characters, or story grammar component.

When reading informational texts, students should be able to begin to identify a topic, generate questions about a topic, and connect new information with what they already know. They should also be able to identify text features and use them to gain information that is beyond what they read in the text. Students should begin to understand the organizational structures of informational texts and recognize signal words associated with each text structure. And they should also begin to use definition and appositive context clues in a text to determine word meaning.