



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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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.