

Decodable Literature Library Close Reading Guide

# Reading Series 2: Overview

Welcome to Flyleaf's Decodable Literature Library Reading Series 2 Close Reading Guides. The materials you need to deliver close reading instruction are contained in two binders. Binder 1 holds the Close Reading Guides for the Consonant Digraph and Long Vowels with Silent *e* books, in Scope and Sequence order, and the Reading Comprehension Assessments for each of those books. Binder 2 holds the Close Reading Guides for the Single Long Vowels and Patterns and *r*-Controlled Vowel books, and the Reading Comprehension Assessments for each of those books, plus model lessons and blackline masters for your reference and use as you prepare for and deliver instruction. Binder 2 also holds the Book-by-Book Reading Comprehension Assessment Student Response Record. Note that the Overview and Scope and Sequence appear at the beginning of each binder, for ease of reference.

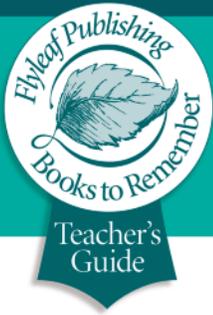
Your instruction with these guides will support students as they engage in simultaneously reading and thinking deeply about text. As the series progresses, responsibility for implementing text comprehension strategies is gradually released to students. This release will happen via the use of carefully designed instructional tools integrated into close reading routines. Reading Series 2 texts are both decodable and robust, so your students will have the unique opportunity to develop the habits and skills of competent, comprehensive readers with texts they can decode independently.

As students progress through Reading Series 2 narrative texts, they will begin to anticipate elements of a story's narrative structure and become comfortable with the literate language (connecting words, mental-state verbs, and feeling words) used in discussions of story relationships and characters' thoughts and feelings. Additionally, they will explore the text structure and text features that exemplify the informational text genre in the series' informational text selections, as well as the structure and features of several poems. Throughout the series, your students will develop important strategic reading behaviors—thinking and talking about the text and illustrations, making inferences, reflecting on understanding in a deliberate manner, grappling with and identifying text structure, and examining the author's craft—that are critical for comprehension (Cain 2009).

An important goal of Reading Series 2 close reading instruction is to build students' competence in narrative development stage 4, the abbreviated episode, and usher them toward stage 5, a complete episode. These Close Reading Guides will help you deliver the explicit and systematic instruction being called for by research. This instruction will help your students integrate information and gain a coherent and deeper understanding of how story grammar elements relate to each other, including summarizing and synthesizing story elements that convey a character's goals, reactions, and plans and identifying how characters' reactions to story events lead to a story message (Liss-Bronstein 2012). If you are not familiar with the use of the story grammar model in reading instruction, please see the Appendix: Story Grammar 101.

As students progress toward the complete episode stage of narrative development, they will

- become more competent in the use of causal chains to convey story actions,
- be able to talk about an initiating event that sets the story in motion and about a character's reaction to that event, with an internal response (feelings) followed by a plan or goal,
- be able to infer what a character wants from story action and dialog,
- be able to track a character's feelings in response to events and see how those feelings motivate the character to take action,
- be able to understand nuances in word meaning, including words to express feelings,
- be able to use evidence to support story message claims or to justify claims in an informational text, and
- understand that authors usually conclude a book with a resolution that can help readers understand a story message.



# Reading Series 2: Overview

## Instructional Tools

Reading Series 2 Close Reading Guides include a variety of instructional tools that help you to begin the process of gradually releasing to students more responsibility for comprehending text structure.

### Purpose Statements

Purpose statements—listed in a green box in the right margin of the teacher's guide—align with each day's instruction. Select from the statements and/or adapt them to fit with your instructional focus, and post them for students before they begin reading. Purpose statements will help focus student attention on specific reading strategies, allowing them to self-regulate the process of making meaning.

### Story Grammar Bookmarks

Story Grammar Bookmarks serve three distinct purposes: (1) they mark the section of assigned reading; (2) they identify the story grammar element that is the focus of the assigned reading (the story setup, initiating event, and resolution); and (3) they offer questions to guide students' independent thinking during and after the reading of the designated section. Story grammar bookmarks help students become independent in using narrative text structure to guide their comprehension. A model lesson is provided to guide you in introducing students to the bookmarks. If you are not familiar with the use of the story grammar model in reading instruction, refer to the Story Grammar 101 appendix to this Overview.

### Metacognitive Icon Cards

Beginning with close reading instruction for the book *Frank the Fish Gets His Wish*, you will use Metacognitive Icon Cards to signal to students the type of thinking being done at various points in the instruction. You will see icons in the Close Reading Guides, placed at appropriate points in the instructional scripts, to indicate which cards you should display. In displaying a Metacognitive Icon Card, you are helping students to become more aware of the metacognitive habits of successful readers. The Metacognitive Icons Blackline Master is a related tool that can be reproduced and displayed in the classroom for student reference. A model lesson is provided to help you familiarize yourself and students with each of the metacognitive icons.

### Feeling Word Synonym Cards

Feeling Word Synonym Cards are designed to help you facilitate development of increasingly sophisticated vocabulary, specifically students' knowledge of a range of nuanced synonyms that describe character feelings, often leading to a deeper understand of the text. The heart icon on each card reminds students that they are thinking about characters' feelings.

### Shades of Meaning Synonyms Chart

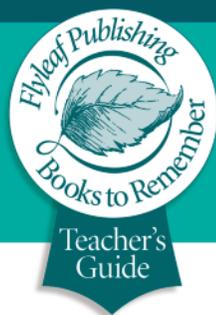
After nuanced feeling words or other synonyms have been explored during instruction, the words can be added to the Shades of Meaning Synonyms Chart, which can be posted in your classroom for students to use as a reference when they are discussing or writing about character feelings.

### Nuances in Word Meaning Chart

The Nuances in Word Meaning Chart helps to facilitate an organized approach to identifying challenging vocabulary, considering its meaning in context, and arriving at an understanding of why the author chose the word(s) being examined. The completed charts can be posted in your classroom for student reference when discussing and writing about the story. The pen icon on the chart reminds students that they are thinking about the author's craft.

### Summarize and Synthesize Strategy Chart

The Summarize and Synthesize Strategy Chart is a tool that supports students as they learn how to synthesize story grammar elements into succinct story summaries that convey a character's goals, reactions, and plans. The flashlight icon on the chart reminds students that they are summarizing.



Decodable Literature Library Close Reading Guide

# Reading Series 2: Overview

## **Personal Narrative Organizer**

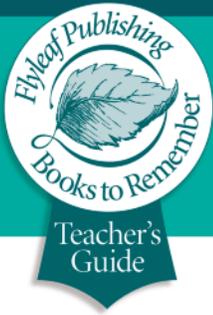
The Personal Narrative Organizer is a tool that you can use during instruction to help students analyze how an author constructs a personal narrative with an organized structure that includes elaborations and descriptive details. This organizer is also used when students write their own personal narratives. The pen icon on the organizer reminds students that they are thinking about the author's craft.

## **Recount Organizer**

The Recount Organizer is a tool that helps to facilitate a more formal oral or written recount with a clearly sequenced order of events, concluding with an evaluation or summary that likely addresses a story message, lesson, or moral. A model lesson is provided to guide you in working with the organizer.

## **Annotation Bookmark**

The annotation bookmark reminds students of the annotation symbols (which they write on sticky notes and place in the book when reading) that will help facilitate their understanding of informational texts. The Annotation Chart is a related tool that you will fill out collaboratively with students as you discuss annotations.



# Reading Series 2: Overview

## Close Reading Instruction

The individual student reading and close reading instruction for each Reading Series 2 book takes place over a period of three to seven days, depending on the length and/or complexity of the book. Your instructional pacing will vary depending on the needs of your students, but in total, close reading instruction is designed to take about 25–35 minutes. There are also multiple opportunities to extend instruction through collaborative conversations and writing activities during independent work time.

An important element of close reading is rereading, so as you work through the provided instruction—whether for narrative texts, poems, or informational texts—you will want to encourage students to return to the text frequently to reread. Doing so helps students find key details to support their general understanding, to understand the author's craft, to clarify anything that is confusing, and to find evidence that supports the understanding of a story message or the author's purpose for writing the text.

Each book's Close Reading Guide works in conjunction with the book's Foundational Skills Guide. Foundational skills activities almost always precede the day's close reading and are designed to prepare students for reading the words they will encounter in that day's reading.

## Narrative Texts

### Explore Book Cover

The objective of this brief exploration is to build independent thinking about what the author and illustrator want readers to know about the book from the title and cover illustration. Guiding questions ask students to make predictions that connect the illustration with the book title and to consider clues about the character and setting. Academic language frames are provided to involve students in making predictions. You will model "I wonder..." statements and/or pose "I wonder..." questions to stimulate students' thinking. Because this activity engages students in metacognitive behaviors before they begin reading, it is especially important for students with weak comprehension skills (Cain and Oakhill 2007).

### Begin and Continue Individual Reading

You will begin each day's reading by posting purpose statements and asking students to place the appropriate story grammar bookmark at the end of the page range of the day's reading. As students read quietly to themselves, take the time to 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 should also be provided to help your students effectively use punctuation and phrasing to improve comprehension and to use the questions on the story grammar bookmark to help them monitor their understanding.

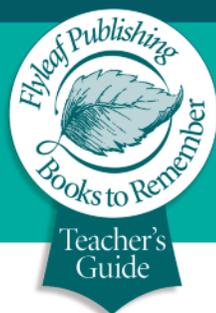
### Generate a Summary

When generating a summary, you will work with students to pick out the most important information that was read previously, and to communicate it with story relationships clearly expressed. The purpose of generating a summary is to remind students what happened in previous readings and to provide a model of literate language if necessary. After generating the summary, you will often ask students to make a prediction that they can justify with evidence from the text and illustrations.

### Restate the Synthesized Summary

Briefly restating a synthesized summary, when one was developed during the previous day's instruction, keeps students focused on emerging story relationships and provides them with practice in summarizing and using literate language to connect ideas. After restating the summary, you will ask students to make a prediction that they can justify with evidence from the text and illustrations.

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# Reading Series 2: Overview

## Examine What the Text Says

When delivering Examine What the Text Says instruction, you will elicit students' general understanding of the characters and events in the story using a story grammar lens. You will pose relevant general understanding text-dependent questions, taken from the Story Grammar Bookmarks, asking one student to offer the general understanding in response to the question, and then asking other students to locate evidence and key details that support the general understanding. The chart provided in the teacher's guide indicates the location of evidence and details in the text and illustrations so that you can readily scaffold students as necessary.

Retell practice is integrated with Examine What the Text Says instruction when appropriate to the day's reading. In retelling, students improve their general understanding and gain oral language practice that is critical at this stage of development, as it promotes accelerated growth in narrative skills.

A major expected outcome from close reading instruction is that students be able to provide complete and well-supported answers to text-dependent questions. Helping students to identify key details (evidence) from the text and then to incorporate those details into responses using academic language is critical to their ability to achieve this outcome and should be an important focus of your instruction.

## Examine How the Text Works

Examine How the Text Works instruction helps you to scaffold students to think deeply about the text by asking text-dependent questions and by examining the author's craft, considering vocabulary, and thinking about text structure. Appropriate scripting is offered to this end, and activities are designed to tease apart text elements that students need to examine to gain a deeper understanding of the story. The instruction helps to expand students' vocabulary and author's craft knowledge, which they can then apply to their own writing.

## Examine Nuances in Word Meaning

This activity serves to raise students' word consciousness, which has been defined as "interest in and awareness of words." When students develop word consciousness, they appreciate nuances of word meaning and use words more skillfully. Students who are word conscious will be more curious about words and pursue the investigation of word origins (Diamond and Gutlohn 2006). Your careful examination of complex and/or challenging language with students will help them to gain greater depth and breadth of vocabulary and to infer the connection between the nuanced meaning of a word and the author's intentions (*Why did the author choose this?*). Most of the language examined in this activity is descriptive or literary language, and the unique purpose served by the nuanced language in a specific text is explained in the activity's introduction.

## Conduct a Character Analysis

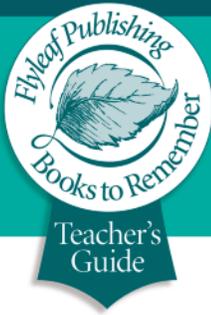
This activity provides the opportunity for you to scaffold students to analyze the personality, or character traits, of a character in the story. The analysis is done by looking at what a character says and does in response to challenges or events (evidence) and then thinking about what this tells us about the character's personality (character traits). Conducting a character analysis will scaffold students to think about what they can learn from a character and/or help them arrive at a story message.

## Examine Text Structure: Personal Narratives

You will use this activity to help students understand how an author constructs a personal narrative. You will examine, with students, the structure (the setup, the events, and the wrap-up), the elaborations (what, exactly, is happening; and where, when, and why the event is taking place), and the descriptive details the author provides. The understanding gained in the activity will help students when they write their own personal narratives.

## Explore What the Text Means

Once students have gained a general understanding of the text, have unraveled the story grammar, and have examined how the text works, they are ready for deeper discussions related to the meaning of the text and, ultimately, the story's resolution and message. The goal is for students to learn to develop the habit of asking themselves, "What can I learn from this story?" or "What can I learn from this character?" and to be able to support their answers with evidence from the text and/or illustrations. A combination of activities that use text-dependent questions, instructional scripts, and instructional tools are designed to help students arrive at the meaning of each text. It is also an opportunity to compare and contrast stories that have similarities.



# Reading Series 2: Overview

## Summarize and Synthesize Strategy

In delivering this instruction, you will explore cause and effect relationships by engaging students in thinking deeply about what a character wants at a certain point in the story. You will prompt students with questions and record answers that contain the connecting words *because*, *but*, and *so* to arrive at a succinct summary. These question prompts also direct student attention to making the necessary inferences to synthesize their thinking to achieve original insights, perspectives, and understandings about the character and the story. Later in the series, students can begin to do this activity independently.

## Conduct a Recount

This activity is designed to help you generate a recount with students. A recount is more formal than a retell, it can be oral or written, and it has a clearly sequenced order of events that concludes with an evaluation or summary that likely addresses a story message, lesson, or moral.

## Take Action: What Does the Text Inspire You to Do?

These activities, usually conducted on the final day of instruction, integrate speaking, reading, writing, and listening, allowing students to demonstrate understanding of what they have read and to express themselves as writers, illustrators, and discussion partners. Using ideas generated during instruction together with academic language frames and graphic organizers, students will engage in a variety of tasks, including discussing and writing opinions, story extensions, narratives and personal narratives, comparisons, and character sketches.

## Poems

### Explore the Title and Illustrations

This brief exploration uses guiding questions to prompt students to make the distinction between poems and stories and to notice details that offer information about what the poet and illustrator want readers to know about the poem.

### Conduct a Teacher Read

In conducting a teacher read, you will read the poem through once, with students following along on their copies. This provides a model for prosody, giving students the opportunity to hear the rhythm and rhyme appropriate to the poem before they read on their own.

### Record an Opinion/Record What the Poem Is About

Prior to close reading, you will ask students to record their thinking about the poem's topic and, when appropriate, their opinion about the subject of the poem. You will then scaffold students to revisit this thinking after close reading instruction, allowing them to compare their original ideas with their more fully developed understanding of the poem.

### Begin and Continue Individual Reading

You will prepare students for reading by posting purpose statements. Then, as students read quietly to themselves, you will take the time to 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 should also be provided to help your students effectively use punctuation and phrasing to improve comprehension.

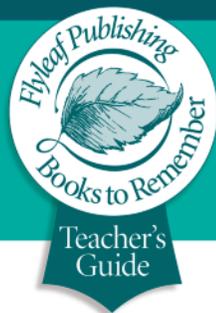
### Examine What the Text Says

When delivering Examine What the Text Says instruction, you will ask scripted text-dependent questions to scaffold students to arrive at a general understanding of what is being described in the poem. You will also establish whether students can give evidence for their answers with key details from the text and illustrations.

### Examine How the Text Works

When delivering Examine How the Text Works instruction, you will ask scripted text-dependent questions or conduct activities to help students gain a deeper understanding of the poem and to scaffold them to get to the meaning of complex language and vocabulary.

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Decodable Literature Library Close Reading Guide

# Reading Series 2: Overview

## Explore What the Text Means

Once students have gained a general understanding of the poem and have examined how the text works, they are ready for deeper discussions related to the meaning and, ultimately, for exploration of the poem's message. Explore What the Text Means instruction also provides an opportunity for students to revisit what they anticipated the poem would be about and to compare their earlier thinking with their understanding following close reading instruction.

## Take Action: What Does the Text Inspire You to Do?

These activities offer opportunities for students to expand their vocabularies, discuss and write their opinions, and to creatively express themselves through writing and performance of poems.

## Informational Texts

### Explore Book Cover and Infer Topic and Text Type

The focus of these two brief activities is to build independence in thinking about what the author and illustrator want readers to know about the book from the title and cover illustration. Guiding questions ask students to connect the cover picture with the book title, and to consider the part of the title that offers clues about the topic and about the book's text type. The activity is scripted to help students arrive at the understanding that they are reading an informational text, and to identify the topic.

### Record an Opinion/Record What You Know

Some guides ask students to write something they think or know about the topic prior to embarking on reading. This writing activates students' thinking on the topic initially, and returning to it later in instruction (you will save what they have written) helps students identify how the reading of informational text can expand their knowledge and/or change their opinion about a topic.

### Conduct a Text Feature Tour

In this activity, you will "tour" the book with students to alert them to text features that offer initial information about and prompt anticipation of the book's topic. Text features include boldface headings, captions, photographs, maps, pictographs, diagrams, and glossaries.

### Begin and Continue Individual Reading

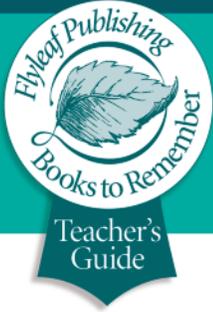
You will begin each day's reading by posting purpose statements and, when called for, asking students to place the annotation bookmark at the end of the page range of the day's reading. As students read quietly to themselves, take the time to listen to individual students read, give feedback on their word pronunciation, and encourage the application of decoding strategies. Pronunciation accuracy improves when students receive immediate feedback after an error occurs. Guidance should also be provided to help your students effectively use punctuation and phrasing to improve comprehension.

### Use Text Features and Annotation

As part of a close reading routine, students need to learn how to annotate text: "Annotation, the practice of making notes for oneself during reading, is an essential practice for closely reading complex text" (Frey and Fisher 2013).

The annotation bookmark is introduced in the first informational text in the series and supports student use of annotation throughout instruction. Four symbols are used to help students interact with the information in the text or in text features. The interactions take the form of questioning, noticing, remembering, wondering, and connecting different parts of the text to make inferences. Once the use of the symbols has been established, an annotation chart is incorporated into the instruction to help organize student comprehension.

Accessing complex texts requires collaborative conversations (Frey and Fisher 2013), so close reading instruction is designed to enhance students' use of annotations by providing opportunities to discuss their annotations with other students. Academic language frames are provided to scaffold students in this endeavor. Your close reading instruction will help you support students in forming discussion partnerships (e.g., Think-Pair-Share).



Decodable Literature Library Close Reading Guide

# Reading Series 2: Overview

## Ask Text-Dependent Questions

Text-dependent questions are the central feature of your close reading instruction of informational texts. The text-dependent questions you will pose to students have been carefully designed to lead students to an understanding of what the text says, how the text works, and what the text means (Fisher and Frey 2015). These text-dependent questions guide students to understand the topic and the way the author uses a combination of text and text features, including pictures, to explain the topic. There is an emphasis on ascertaining that students can give evidence for their answers with key details. Where useful, more complex text-dependent examinations at the various levels of meaning (what the text says, how the text works, and what the text means) are presented with instructional scripting and tools to support student understanding.

## What Does the Text Inspire You to Do?

Throughout the instruction, activity prompts and scripting are provided to help students extend the knowledge and information gained from the text. You will support students in collaborative discussions about the text, research that delves deeper into the topic of the text, and connecting information in different parts of the text. On the final day of instruction, What Does the Text Inspire You to Do? activities are designed to allow students to demonstrate their understanding of the topic and text through discussion and writing, including opinion writing and writing about what was learned from the text. Academic language frames scaffold students to express their ideas succinctly and with evidence, and graphic organizers support student's understanding of a text's organization and aid in their comprehension of and ability to write about about informational topics.

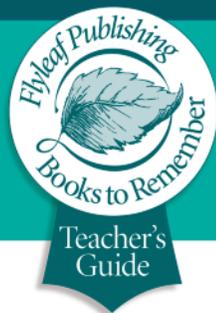
## Reading Comprehension Assessments

A newly added Close Reading Guide feature in Reading Series 2 is an optional criterion-referenced comprehension assessment that can be delivered after each book's foundational skills and close reading instruction. Criterion-referenced assessments uncover a student's strengths and weaknesses in terms of what he or she knows, understands, or can do as measured against a benchmark or standard—in this case, the Grade Two Common Core English Language Arts Standards.

The assessments ask students to independently answer standards-based comprehension questions in both multiple choice and written response formats. The questions are text-dependent, so the expectation is that students will have the book available to reread and find evidence that supports their answers.

You can use the Reading Comprehension Assessment Student Response Record (included in Binder 2) to note students' correct and incorrect answers. If student performance on these assessments reveals weaknesses, we recommend delivering an appropriate Reading Series 2 Formative Assessment to identify gaps in knowledge; you can then analyze error patterns and make plans to adjust instruction.

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# Reading Series 2: Overview

## Appendix

### Story Grammar 101

Flyleaf instruction is designed to follow the story grammar model, which was introduced by Stein and Glenn (1979) and further developed by others, including Westby (1999) and Moreau and Zagula (2002), and which is one of the most widely used systems to analyze story narratives. As students' knowledge of story grammar grows, their ability to predict the course of the narrative also grows, and this not only enhances their comprehension of what they read or listen to but also provides a structure for generating retells and their own unique written stories (Duchan 2004; Johnston 2008).

**Story macrostructure** is the narrative text structure, or story grammar, which consists of the setup, the initiating event, the character's internal response, the plan, the attempts to carry out the plan, the consequence, and the story resolution.

**Setup:** The introduction of the main character(s) in the context of a setting that helps to establish a character's habitual actions. At this stage of narrative development, students will be asked to think about the questions *What have you learned about the characters and setting that is important to the story setup? What does the character want? How is the setting important to what the character wants?*

**Initiating Event:** An action or occurrence described as an unexpected event, problem, or dilemma for the character that causes a chain of events beginning with the character's reactions. Students will be asked to identify this event with the question *What is the initiating event?*

**Internal Response:** The main character's emotional reaction to the initiating event; often needs to be inferred from what a character says and does and/or the illustrations. At this stage of narrative development, students will be asked to think about the questions *How does the character react? How does the character feel about what happens?*

**Plan:** Evidence of the character's goal or plan in reaction to the initiating event; often needs to be inferred from the character's actions. At this stage of narrative development, students will be asked to think about the questions *What can you infer about the character's plan? Is there a challenge the character has to deal with?*

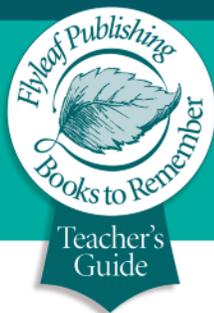
**Attempts:** Actions by the main character(s) to carry out the plan or solve the problem; there can be one attempt or multiple attempts. At this stage of narrative development, students will be scaffolded to *retell the attempts to carry out the plan.*

**Consequence:** The result of the main character's actions; the part that tells how the plan worked out. The author may make the consequence explicit or it may need to be inferred. At this stage of narrative development, students will be asked to think about the questions *How do things work out for the character? Is there a consequence to the character's actions?*

**Resolution:** A response by the main character(s) to the consequence. This is the part of the story where the author lets you know how things turned out for the character and how the character feels about the turn of events. At this stage of narrative development, students will be asked to think about the questions *What happens at the end of the story? How does the character feel at the end? What is the story resolution? What is a story message? What can I learn from this story?*

**Story microstructure** is the literate language used by the author to convey story elements as well as the literate language used during instruction to retell the story. This literate language connects the story grammar element and consists of transitional words that convey sequence (*first, next, then, after that, finally*), words that convey story relationships such as cause and effect (*but, so, because*), mental-state verbs (*realize, decide*), and a variety of feeling words (for example, *worried, thrilled, elated, distressed*).

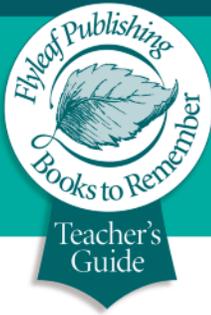
The stories (or story elements) that students generate, retell, and/or recount can be analyzed according to the presence or absence of story grammar components (macrostructure) and literate language structures (microstructure) (Westby 1999; Moreau and Zagula 2002, Moreau 2009; Petersen, Gillam, and Gillam 2008). By examining students' narrative behaviors and identifying the language structures that they use, teachers can determine a student's stage of narrative development and make a teaching plan that supports the student's progress. The systematic and explicit teaching of story macrostructure and microstructure can promote a student's progression to more advanced stages of narrative development and lead to improved story comprehension and use of literate language that conveys understanding (Liss-Bronstein 2012; Moreau and Zagula 2002, Moreau 2009).



# Reading Series 2: Overview

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# 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 (boldface headings, captions, photographs, maps, pictographs, diagrams, and 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 a 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 in past tense using story grammar to get at a 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

- Using various text features (e.g., headings, labels, captions, glossaries) to understand and/or locate key details or information in a text.
- Identifying a topic sentence and supporting details.
- Restating important ideas learned about a topic from an informational passage.

#### 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.