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**

<table>
<thead>
<tr>
<th>Narrative Development Stage 1 → 2: Descriptive Sequence to Action Sequence*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modeled or Scaffolded Instruction</strong></td>
</tr>
<tr>
<td><strong>Print Concepts and Text Features</strong></td>
</tr>
<tr>
<td>• Using punctuation marks to read with appropriate prosody and interpret character feelings.</td>
</tr>
<tr>
<td><strong>Story Structure</strong></td>
</tr>
<tr>
<td>• Naming and describing character and setting using illustrations and details from the text.</td>
</tr>
<tr>
<td>• Expanding concepts of character and setting through vocabulary and concept development.</td>
</tr>
<tr>
<td>• Identifying the narrator using illustrations and clues in the text.</td>
</tr>
<tr>
<td><strong>Illustration-Story Relationship</strong></td>
</tr>
<tr>
<td>• 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).</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td>• Inferring the meaning of vocabulary from text and illustrations.</td>
</tr>
<tr>
<td>• Using more complex noun phrases in oral language.</td>
</tr>
<tr>
<td>• Speaking in complete sentences.</td>
</tr>
<tr>
<td><strong>Retelling</strong></td>
</tr>
<tr>
<td>• Retelling events using connecting words (<em>first, next, then, after that, finally</em>).</td>
</tr>
<tr>
<td><strong>Exploring Common Themes</strong></td>
</tr>
<tr>
<td>• Comparing events, experiences, characters, and character feelings in familiar stories.</td>
</tr>
<tr>
<td><strong>Integrated Reading, Writing, Speaking, and Listening Activities</strong></td>
</tr>
<tr>
<td>• Adding drawings to oral and written descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
</tr>
<tr>
<td>• Practicing oral language with and without sentence frames to facilitate collaborative conversations followed by writing about text.</td>
</tr>
<tr>
<td>• Sharing responses to text to promote speaking and listening skills.</td>
</tr>
<tr>
<td><strong>Text-Dependent Questions</strong></td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

*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 *and* 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., *first, next, then, after that, finally*).
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.
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.
**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.**
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.*

*The Decodable Literature Library Reading Series Three Close Reading Scope & Sequence is currently under development.*