



Reading Series One Close Reading Scope and Sequence

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 Structures

- 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 One

Michael Hoelscher



Reading Series One:

Flyleaf Reading Series 1 Laura Appleton-Smith, 2010 The Reading Series One Book Set is a collection of engaging and authentic decodable books in a range of text types that includes narratives and poetry These texts are designed to consolidate foundational phonics skills introduced in the Emergent Reader Series reading single syllable and multisyllabic closed syllable words and the most common high frequency words and give students the practice they need to develop reading stamina and increase their reading rate fluency and prosody in longer and more complex texts summary provided by publisher

Reading Series Laura Appleton-Smith, 1997 These books are decodeable with the knowledge of the 26 phonetic alphabet letter sounds and the ability to blend those sounds together plus one new isolated sound and or spelling per book Publisher's website description

Behavioral Assessment in School Psychology Edward S. Shapiro, 2014-02-25 This important volume presents strategies and procedures for assessing both emotional behavioral problems and academic difficulties Arranged by assessment content areas the volume discusses such methodologies as behavioral interviewing observation self monitoring use of self and informant report and both analogue and curriculum based assessment All chapters are supported by numerous examples and illustrations

InfoWorld, 1981-11-16 InfoWorld is targeted to Senior IT professionals Content is segmented into Channels and Topic Centers InfoWorld also celebrates people companies and projects

Response to Intervention William N. Bender, Cara Shores, 2007-04-05 Discover a resource that shows teachers how to implement RTI in the classroom This practical guide helps educators understand the tiers of the Response to Intervention RTI process as well as how to implement interventions and utilize the results to modify existing instruction for students in the classroom With vignettes examples and reproducible forms based on the problem solving and standards based approaches to RTI this accessible handbook gives teachers the tools to Document the existence or nonexistence of a learning disability Monitor individual student progress Plan specific follow up interventions based on a learner's needs Implement strategies to support students success

Educational Programs that Work Far West Laboratory for Educational Research and Development, 1976

The Well-Trained Mind Susan Wise Bauer, Jessie Wise, 2009-05-04 If you're a parent who has decided to educate your children yourself this book is the first you should buy Washington Times The Well Trained Mind will instruct you step by step on how to give your child an academically rigorous comprehensive education from preschool through high school one that will train him or her to read to think to understand to be well rounded and curious about learning Veteran home educators Jessie Wise and Susan Wise Bauer outline the classical pattern of education called the trivium which organizes learning around the maturing capacity of the child's mind and comprises three stages the elementary school grammar stage the middle school logic stage and the high school rhetoric stage Using this theory as your model you'll be able to instruct your child in all levels of reading writing history geography mathematics science foreign languages rhetoric logic art and music regardless of your own aptitude in those subjects This newly revised edition contains

completely updated ordering information for all curricula and books new and expanded curricula recommendations new material on using computers and distance learning resources answers to common questions about home education information about educational support groups and advice on practical matters such as working with your local school board preparing a high school transcript and applying to colleges **Philippine Education Magazine** ,1906 *Resources in*

Education ,2000-10 **Integrating Microelectronics into Gas Distribution** W.F. Rush,J.E. Huebler,R.W. Smith,2003-09-02 This book considers technical economic and policy aspects of application of microelectronics to gas distribution problems It is based on the first and second IGT symposia on microelectronics in the gas industry to disseminate information on rapidly evolving topics of gas distribution automation **Catalog of NIE Education Products** ,1978

Bulletin United States. Office of Education,1963 **Research in Education** ,1974 *Correcting Reading Problems in the Classroom* Carl Bernard Smith,Barbara Carter,Gloria Dapper,1972 *The Role of Reading in Nine Famous Lives* Donald E. Howard,2015-09-11 According to the end of millennium Arts and Entertainment Television Network survey the single most influential person of the last thousand years was Johann Gutenberg the inventor of the printing press The revolutionary advent of moveable metal type made possible the diffusion of books to people around the world profoundly influencing the lives of many famous historical figures thereafter This book attempts to demonstrate the role that reading has played throughout the course of history It documents the lives of nine individuals of outstanding achievement whose efforts were molded by the books they read The subjects are presented in chronological order according to birth Respective chapters contain brief biographies of the subjects and discuss the ways in which each used books as a principal aid in the development of his or her exceptional talents Subjects include Benjamin Franklin who was in 1724 an active connoisseur in the rapidly growing printing trade Thomas Jefferson Abraham Lincoln Frederick Douglass Susan B Anthony Booker T Washington Pearl S Buck Louis L Amour and Nelson Mandela The book maintains that while these historical figures represent a wide range of talents and influences to each is attributed invaluable contributions to society Each was a dedicated reader inspired to greatness by the power of the written word **Making Sense of Phonics** Isabel L. Beck,Mark E. Beck,2024-09-11 Now in a revised and updated third edition incorporating a decade of additional research and classroom experience this book has helped over 100 000 primary grades teachers understand and successfully apply the science of reading in phonics instruction Isabel L Beck and Mark E Beck present innovative approaches to assessing and teaching letter sound relationships blending Word Building multisyllabic decoding fluency and more A wealth of reproducible forms and word lists can be copied from the book or downloaded and printed the companion website also features supplemental word lists word and syllable cards and 30 illustrated Syllasearch stories Engaging teacher anecdotes and end of chapter Your Turn activities enhance the book s utility as a professional development resource and course text New to This Edition Chapter on the key role of phonics in today s literacy programs with a focus on what is needed for high quality instruction aligned with the science of reading Chapter on

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Table of Contents Reading Series One

1. Understanding the eBook Reading Series One
 - The Rise of Digital Reading Reading Series One
 - Advantages of eBooks Over Traditional Books
2. Identifying Reading Series One
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Reading Series One
 - User-Friendly Interface
4. Exploring eBook Recommendations from Reading Series One
 - Personalized Recommendations
 - Reading Series One User Reviews and Ratings
 - Reading Series One and Bestseller Lists
5. Accessing Reading Series One Free and Paid eBooks
 - Reading Series One Public Domain eBooks

- Reading Series One eBook Subscription Services
- Reading Series One Budget-Friendly Options
- 6. Navigating Reading Series One eBook Formats
 - ePub, PDF, MOBI, and More
 - Reading Series One Compatibility with Devices
 - Reading Series One Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Reading Series One
 - Highlighting and Note-Taking Reading Series One
 - Interactive Elements Reading Series One
- 8. Staying Engaged with Reading Series One
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Reading Series One
- 9. Balancing eBooks and Physical Books Reading Series One
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Reading Series One
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Reading Series One
 - Setting Reading Goals Reading Series One
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Reading Series One
 - Fact-Checking eBook Content of Reading Series One
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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