



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

Hussin A.Rothana



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 decodable 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

An Introduction to Elementary Reading: Selected Materials Ronald G. Noland, June P. Wright, Elizabeth G. Allen, 1971

Catalog of Basic Education Systems United States Civil Service Commission. Training Systems and Technology Division, 1971

Model Programs National Center for Educational Communication (U.S.), 1972

Bulletin, 1963

Bulletin United States. Office of Education, 1963

Monthly Catalog of United States Government Publications, 1982-05

Resources in Education, 2000-04

A Teacher's Guide to Preschool Reading Instruction William Blanton, 1973

Academic Skills Problems Edward S. Shapiro, Nathan H. Clemens, 2023-07-24 Now in a revised and expanded fifth edition that reflects current research and best practices in direct assessment and intervention this text addresses a perennial need for school practitioners and practitioners in training Presented is a comprehensive problem solving based approach for working with K 12 students who are struggling with reading writing or mathematics The book provides a framework for evaluating the instructional environment as well as each student's context and unique learning needs planning instructional modifications and monitoring progress The companion workbook available separately contains practice exercises and reproducible forms Subject areas key words school psychology texts assessing curriculum based evaluations measurement measures testing observation reading mathematics writing multi tiered systems of support MTSS RTI learning disabilities difficulties struggling readers students handbooks Audience School psychologists K 12 school administrators special educators and classroom teachers graduate students and researchers in these fields Together with the companion workbook will serve as a text in graduate level courses on academic assessment and intervention

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

The Works of John Ruskin: Bibliography. Catalogue of Ruskin's drawings. Addenda et corrigenda John Ruskin, 1912 Volume 1 35 works Volume 36 37 letters Volume 38 provides an extensive bibliography of

Ruskin's writings and a catalogue of his drawings with corrections to earlier volumes in George Allen's Library Edition of the Works of John Ruskin Volume 39 general index **Research in Education** ,1974 **Cornell Reading-courses** ,1917

Teachers College Record James Earl Russell,1925 **Host Bibliographic Record for Boundwith Item Barcode 30112117975315 and Others** ,1906 **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 **Power/knowledge/pedagogy** Dennis

Carlson,2018-03-05 The essays in this volume explore the educational implications of unsettling shifts in contemporary culture associated with postmodernism These shifts include the fragmentation of established power blocs the emergence of a politics of identity growing inequalities between the haves and the have nots in a new global economy and the rise in influence of popular culture in defining who we are In the academy postmodernism has been associated with the emergence of new theoretical perspectives that are unsettling the way we think about education These shifts the authors suggest are deeply contradictory and may lead in divergent political directions some of them quite dangerous Power Knowledge Pedagogy examines these issues with regard to four broad domains of educational inquiry state educational policy and curriculum reform student identity formation the curriculum as a text and critical pedagogy The book contributes to the dialogue on the forging of a new commonsense discourse on democratic educational renewal attuned to the changing times in which we live **Homeschooling for Excellence** David Colfax,Micki Colfax,2009-05-30 Break away from the failings of

schools and embrace the power of homeschooling through the guidance of the Colfax family's teachings For over fifteen years David and Micki Colfax educated their children at home They don't think of themselves as pioneers though that's what they became Unhappy with the public schools the Colfaxes wanted the best education possible for their four sons a program for learning that met the evolving needs of each child and gave them complete control of how and what their children learned The results A prescription for excellence Harvard educations for their sons Grant Drew and Reed Their fourth son is still too young for college Now the Colfaxes tell how all parents can become involved in homeschooling In a straight talking book that reads like a frank conversation among friends they tell what they did and how they did it their educational approaches the lessons they learned and what materials books equipment educational aids proved most useful over the years Best of all they show you how you can take charge of your children's education in an invaluable sourcebook that will help you find a rewarding and successful alternative to our failing schools

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