COMPREHENSION ROAD MAP

KINDERGARTEN

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5

MONTH 1

W1

Launch

Introduce the *Reading Voice* and *Thinking Voice* and how they support comprehension of all text types.

W2

Emphasize that readers pay attention to and record their thoughts during reading.

W3

Reveal how readers combine multiple thoughts to figure out something that the author never said— to make an inference.

W4

Introduce strategies to support readers making inferences— even with little to no background knowledge on the topic.

MONTH 2

W5-6 · Round 1 (L)

RETELL LITERATURE
Recall individual print and visual details to determine the type of problem a character faces and the manner in which it gets solved.
(7 days)

W6-7 · Round 1 [IT] (L)

ASK & ANSWER QUESTIONS
Make a prediction based on text clues. Read on to confirm or adjust the thinking.
(5 days)

W8 · Round 1 [IT]

RETELL INFORMATION
Recall the key details about animals and important events as described in informational text.
(7 days)

MONTH 3

W9-10 · Round 1 (L) [IT]

SEE TEXT ORGANIZATION
Identify print and digital text features that are found inside and outside the main text and the purpose each serves the reader.
(7 days)

W10-11 · Round 2 [IT]

RETELL INFORMATION
Recall the key details about important people and places as described in informational text.
(7 days)

MONTH 4

W13-14 · Round 2 (L)

RETELL LITERATURE
Recall individual print and visual details that describe the main character(s).
(7 days)

W15 · Round 2 [IT]

ASK & ANSWER QUESTIONS
Predict the meanings of unfamiliar words using the context clues that authors provide.
(6 days)

MONTH 5

Winter Break

YEARLONG TARGET SKILLS

RETELL LITERATURE
ASK & ANSWER QUESTIONS
RETELL INFORMATION

SEE TEXT ORGANIZATION
COMPARE TEXTS

Ⓛ = Literature
[IT] = Informational Text

L and IT codes correspond with the text type(s) needed to execute that "week" of whole-class comprehension instruction.

MONTH 6

W19-20 · Round 3 Ⓛ

RETELL LITERATURE
Recall individual print and visual details that describe the setting(s) of a story.
(7 days)

W20-21 · Round 1 Ⓛ

COMPARE TEXTS
Compare the plots of two different works of literature to infer similarities.
(6 days)

W21-22 · Round 2 Ⓛ

SEE TEXT ORGANIZATION
Introduce the visible and physical differences between stories and poems and the invisible organization of most stories.
(7 days)

MONTH 7

W23 · Round 3 Ⓛ [IT]

ASK & ANSWER QUESTIONS
Preview texts to "steal" information and predict what the text will be about.
(5 days)

W24 · Round 3 [IT]

RETELL INFORMATION
Retell a section of an informational text, stating only the most important details.
(5 days)

W25-26 · Round 2 [IT]

COMPARE TEXTS
Compare the details collected from two texts on the same topic.
(7 days)

MONTH 8

W27-28 · Round 3 Ⓛ [IT]

SEE TEXT ORGANIZATION
Introduce the visible differences between fiction and nonfiction and the invisible ways authors organize nonfiction texts.
(7 days)

W28-29 · Round 4 Ⓛ

ASK & ANSWER QUESTIONS
Juggle generating questions AND finding answers both before AND during reading.
(5 days)

MONTH 9

Spring Break

W31 · Round 4 [IT]

RETELL INFORMATION
Generate a simple retelling of an informational text, including the most important information retold in order.
(5 days)

W32-33 · Round 4 [IT]

TEXT ORGANIZATION
Clarify that informational text includes opinion/persuasive writing where the author uses the *what-and-why* text structure.
(7 days)

MONTH 10

W34-35 · Round 4 Ⓛ

RETELL LITERATURE
Retell a story including only the most important details restated in order.
(7 days)

W35-36 · Round 3 Ⓛ

COMPARE TEXTS
Compare the plots of two different works of literature to infer similarities.
(7 days)

Note: The above is accurate for Kindergarten. However, it will NOT match the overview statement at the top of Round 3 in the "Compare Texts" play because K-1 standards only require that students compare story plots— not whole texts.

COMPREHENSION ROAD MAP

GRADE 1

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5

MONTH 1

W1

Launch

Introduce the *Reading Voice* and *Thinking Voice* and how they support comprehension of all text types.

W2

Emphasize that readers pay attention to and record their thoughts during reading.

W3

Reveal how readers combine multiple thoughts to figure out something that the author never said— to make an inference.

W4

Introduce strategies to support readers making inferences— even with little to no background knowledge on the topic.

MONTH 2

W5-6 · Round 1 (L)

RETELL LITERATURE
Recall individual print and visual details to determine the type of problem a character faces and the manner in which it gets solved.
(7 days)

W6-7 · Round 1 [IT] (L)

ASK & ANSWER QUESTIONS
Make a prediction based on text clues. Read on to confirm or adjust the thinking.
(5 days)

W7-8 · Round 1 [IT]

RETELL INFORMATION
Recall the key details about animals and important events as described in informational text.
(7 days)

MONTH 3

W9-10 · Round 1 (L)

SEE TEXT ORGANIZATION [IT]
Identify print and digital text features that are found inside and outside the main text and the purpose each serves the reader.
(7 days)

W10-11 · Round 2 [IT]

RETELL INFORMATION
Recall the key details about important people and places as described in informational text.
(7 days)

MONTH 4

W13-14 · Round 2 (L)

RETELL LITERATURE
Recall individual print and visual details that describe the main character(s) and main setting of a story.
(7 days)

W14-15 · Round 2 [IT]

ASK & ANSWER QUESTIONS
Predict the meanings of unfamiliar words using the context clues that authors provide.
(6 days)

MONTH 5

Winter Break

YEARLONG TARGET SKILLS

RETELL LITERATURE
ASK & ANSWER QUESTIONS
RETELL INFORMATION

SEE TEXT ORGANIZATION
COMPARE TEXTS

Ⓛ = Literature
[IT] = Informational Text

L and IT codes correspond with the text type(s) needed to execute that "week" of whole-class comprehension instruction.

MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10

W19-20 • Round 3 Ⓛ

RETELL LITERATURE
Retell a story using only the most important details restated in the order of the original text.
(6 days)

W20-21 • Round 1 Ⓛ

COMPARE TEXTS
Compare the plots of two different works of literature to infer similarities.
(6 days)

W21-22 • Round 2 Ⓛ

SEE TEXT ORGANIZATION
Introduce the visible and physical differences between stories and poems and the invisible organization of most stories.
(7 days)

W23 • Round 3 Ⓛ

ASK & ANSWER QUESTIONS [IT]
Preview texts to "steal" information and predict what the text will be about.
(5 days)

W24-25 • Round 3 [IT]

RETELL INFORMATION
Retell the most important details about an informational text.
(7 days)

W25-26 • Round 2 [IT]

COMPARE TEXTS
Compare the details collected from two texts on the same topic.
(7 days)

W27-28 • Round 3 Ⓛ

SEE TEXT ORGANIZATION [IT]
Introduce the visible differences between fiction and nonfiction and the invisible ways authors organize nonfiction texts.
(7 days)

W29 • Round 4 Ⓛ

ASK & ANSWER QUESTIONS
Juggle generating questions AND finding answers both before AND during reading.
(5 days)

Spring Break

W30-31 • Round 4 [IT]

RETELL INFORMATION
Infer the one-sentence main idea of an informational text.
(6 days)

W31-32 • Round 4 [IT]

TEXT ORGANIZATION
Clarify that informational text includes opinion/persuasive writing where the author uses the *what-and-why* text structure.
(7 days)

W33 • Round 4 Ⓛ

RETELL LITERATURE
Find evidence of an author's lesson or message taught through the character(s).
(5 days)

W34-35 • Round 3 Ⓛ

COMPARE TEXTS
Compare the plots of two different works of literature to infer similarities.
(7 days)

Note: The above is accurate for Grade 1. However, it will NOT match the overview statement at the top of Round 3 in the "Compare Texts" play because K-1 standards only require that students compare story plots— not whole texts.

COMPREHENSION ROAD MAP

GRADE 2

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5

MONTH 1

W1

Launch

Introduce the *Reading Voice* and *Thinking Voice* and how they support comprehension of all text types.

W2

Emphasize that readers pay attention to and record their thoughts during reading.

W3

Reveal how readers combine multiple thoughts to figure out something that the author never said— to make an inference.

W4

Introduce strategies to support readers making inferences— even with little to no background knowledge on the topic.

MONTH 2

W5-6 · Round 1 (L)

RETELL LITERATURE
Recall individual print and visual details to determine the type of problem a character faces and the manner in which it gets solved.
(7 days)

W6-7 · Round 1 (IT) (L)

ASK & ANSWER QUESTIONS
Make a prediction based on text clues. Read on to confirm or adjust thinking.
(5 days)

W7-8 · Round 1 (IT)

RETELL INFORMATION
Recall the key details about animals and important events as described in informational text.
(7 days)

MONTH 3

W9 · Round 1 (L)

SEE TEXT ORGANIZATION (IT)
Identify print and digital text features that readers "see" inside and outside the main text—and the purpose each serves.
(6 days)

W10-11 · Round 2 (IT)

RETELL INFORMATION
Recall the key details about important people and places as described in informational text.
(7 days)

W12 · Round 2 (L)

RETELL LITERATURE
Recall individual print and visual details that describe the main character(s) and main setting of a story.
(7 days)

MONTH 4

W13-14 · Round 1 (L)

ANALYZE AUTHOR CHOICES
Identify the *F.A.S.T. Facts* that authors provide in literature to imply a character's perspective.
(7 days)

W15 · Round 2 (IT)

ASK & ANSWER QUESTIONS
Predict the meanings of unfamiliar words using the context clues that authors provide.
(6 days)

W16 · Round 1 (L)

COMPARE TEXTS
Compare the plots of two different works of literature to infer similarities.
(6 days)

MONTH 5

Winter Break

YEARLONG TARGET SKILLS

RETELL LITERATURE
ASK & ANSWER QUESTIONS
RETELL INFORMATION

SEE TEXT ORGANIZATION
ANALYZE AUTHOR CHOICES
COMPARE TEXTS

Ⓛ = Literature
[IT] = Informational Text

L and IT codes correspond with the text type(s) needed to execute that "week" of whole-class comprehension instruction.

MONTH 6

W19 • Round 3 Ⓛ
RETELL LITERATURE
Retell a story using only the most important details restated in the order of the original text.
(6 days)

W20-21 • Round 2 Ⓛ
SEE TEXT ORGANIZATION
Introduce the visible and physical differences among stories, plays, and poems and the invisible organization of most stories.
(7 days)

W22 • Round 3 Ⓛ [IT]
ASK & ANSWER QUESTIONS
Preview texts to "steal" information and predict what the text will be about.
(5 days)

MONTH 7

W23-24 • Round 3 [IT]
RETELL INFORMATION
Retell the most important details about an informational text.
(7 days)

W24-25 • Round 3 Ⓛ [IT]
SEE TEXT ORGANIZATION
Introduce the visible differences between fiction and nonfiction and the invisible ways authors organize nonfiction texts.
(7 days)

MONTH 8

W27-28 • Round 2 [IT]
COMPARE TEXTS
Compare the details collected from two texts on the same topic.
(7 days)

W28-29 • Round 2 Ⓛ
ANALYZE AUTHOR CHOICES
Characters experiencing the same scene/situation can have different perspectives. Connect perspective to point of view.
(6 days)

MONTH 9

Spring Break

W31 • Round 4 [IT]
RETELL INFORMATION
Infer the one-sentence main idea of an informational text.
(6 days)

W32 • Round 4 Ⓛ
ASK & ANSWER QUESTIONS
Juggle generating questions AND finding answers both before AND during reading.
(5 days)

W33 • Round 3 Ⓛ
RETELL LITERATURE
Find evidence of the author's lesson or message taught through the character(s).
(5 days)

MONTH 10

W34 • Round 4 [IT]
TEXT ORGANIZATION
Clarify that informational text includes opinion/persuasive writing where the author uses the *what-and-why* text structure.
(7 days)

W35 • Round 3 Ⓛ
ANALYZE AUTHOR CHOICES
Recognize when a character is telling the story versus a narrator.
(5 days)

W36 • Round 3 Ⓛ
COMPARE TEXTS
Collect specific text details to thoroughly compare similarities and differences between two works of literature.
(7 days)

COMPREHENSION ROAD MAP

GRADE 3

MONTH 1	**MONTH 2**	**MONTH 3**	**MONTH 4**	**MONTH 5**

MONTH 1

W1

Launch

Introduce the *Reading Voice* and *Thinking Voice* and how they support comprehension of all text types.

W2

Emphasize that readers pay attention to and record their thoughts during reading.

W3

Reveal how readers combine multiple thoughts to figure out something that the author never said— to make an inference.

W4

Introduce strategies to support readers making inferences— even with little to no background knowledge on the topic.

MONTH 2

W5-6 · Round 1 (L)

SUMMARIZE LITERATURE
Recognize the important details authors provide within individual story elements.
(7 days)

W6-7 · Round 1 [IT]

SUMMARIZE INFORMATION
Summarize a single section of text based on its most important information.
(5 days)

W7-8 · Round 1 [IT]

SEE TEXT ORGANIZATION (L)
Identify print and digital text features that readers "see" inside and outside the main text—and the purpose each serves.
(6 days)

MONTH 3

W9 · Round 1 [IT]

SYNTHESIZE IDEAS
Recognize the value of collecting information from multiple sources to deepen reader understanding on a topic.
(5 days)

W10-11 · Round 2 (L)

SUMMARIZE LITERATURE
Generate a succinct 1-2 sentence summary including only the most important story details.
(7 days)

W11-12 · Round 1 (L)

ANALYZE AUTHOR CHOICES
Identify the *F.A.S.T. Facts* that authors provide in literature to imply a character's perspective.
(7 days)

MONTH 4

W13 · Round 1 (L)

TRACK IDEAS
Track the development of one character from beginning to end to infer his character traits.
(5 days)

W14-15 · Round 2 (L)

SEE TEXT ORGANIZATION
Introduce the visible and physical differences among stories, plays, and poems and the invisible organization of most stories.
(7 days)

MONTH 5

W17 · Round 1 (L)

COMPARE TEXTS
Compare the plots of two different works of literature to infer similarities.
(6 days)

Winter Break

YEARLONG TARGET SKILLS

SUMMARIZE LITERATURE
SUMMARIZE INFORMATION
SEE TEXT ORGANIZATION
TRACK IDEAS

ANALYZE AUTHOR CHOICES
COMPARE TEXTS
SYNTHESIZE IDEAS

(L) = Literature
[IT] = Informational Text

L and IT codes correspond with the text type(s) needed to execute that "week" of whole-class comprehension instruction.

MONTH 6

W19 · Round 2 [IT]
SUMMARIZE INFORMATION
Summarize informational text based on its most important information per section/paragraph.
(5 days)

W20-21 · Round 2 [IT]
COMPARE TEXTS
Compare the details collected from two texts on the same topic.
(7 days)

W21-22 · Round 2 [IT]
SYNTHESIZE IDEAS
Identify a synthesis as a new idea generated by the reader and based on multiple sources of information.
(6 days)

MONTH 7

W23-24 · Round 2 (L)
ANALYZE AUTHOR CHOICES
Characters experiencing the same scene/situation can have different perspectives. Connect perspective to point of view.
(6 days)

W24 · Round 2 (L)
TRACK IDEAS
Track a single character's actions to determine how they impact the plot.
(5 days)

W25-26 · Round 3 (L)
SUMMARIZE LITERATURE
Find evidence of an author's lesson or message based on character change.
(7 days)

MONTH 8

W27-28 · Round 3 [IT]
SUMMARIZE INFORMATION
Infer the main idea of an informational text and identify its textual support.
(7 days)

W28-29 · Round 3 (L) [IT]
SEE TEXT ORGANIZATION
Introduce the visible differences between fiction and nonfiction and the invisible ways authors organize nonfiction texts.
(7 days)

W30 · Round 3 [IT]
SYNTHESIZE IDEAS
Synthesize the big ideas presented by different authors across multiple texts.
(5 days)

MONTH 9

Spring Break

W31 · Round 4 (L)
SUMMARIZE LITERATURE
Recognize a theme statement (versus a lesson topic) and identify its textual support.
(5 days)

W32-33 · Round 4 [IT]
TEXT ORGANIZATION
Clarify that informational text includes opinion/persuasive writing where the author uses the *what-and-why text* structure.
(7 days)

MONTH 10

W34 · Round 3 (L)
ANALYZE AUTHOR CHOICES
Recognize when a character is telling the story versus a narrator.
(5 days)

W35 · Round 3 (L)
TRACK IDEAS
Track the setting and analyze how it influences character actions and the overall plot.
(5 days)

W36 · Round 3 (L)
COMPARE TEXTS
Collect specific text details to thoroughly compare similarities and differences between two works of literature.
(7 days)

COMPREHENSION ROAD MAP

GRADE 4

MONTH 1

W1

Launch

Introduce the *Reading Voice* and *Thinking Voice* and how they support comprehension of all text types.

W2

Emphasize that readers pay attention to and record their thoughts during reading.

W3

Reveal how readers combine multiple thoughts to figure out something that the author never said— to make an inference.

W4

Introduce strategies to support readers making inferences— even with little to no background knowledge on the topic.

MONTH 2

W5-6 · Round 1 (L)

SUMMARIZE LITERATURE
Recognize the important details authors provide within individual story elements.
(7 days)

W6 · Round 1 [IT]

SUMMARIZE INFORMATION
Summarize a single section of text based on its most important information.
(5 days)

W7 · Round 1 [IT]

SEE TEXT ORGANIZATION
Review the perks and purposes of print and digital text features and when they are utilized in the reading process.
(4 days)

MONTH 3

W9 · Round 1 [IT]

SYNTHESIZE IDEAS
Recognize the value of collecting information from multiple sources to deepen reader understanding on a topic.
(5 days)

W10-11 · Round 2 (L)

SUMMARIZE LITERATURE
Generate a succinct 1-2 sentence summary including only the most important story details.
(7 days)

W11-12 · Round 1 (L)

ANALYZE AUTHOR CHOICES
Identify the *F.A.S.T. Facts* that authors provide to imply a character's perspective and ultimately impact the overall message.
(7 days)

MONTH 4

W13 · Round 1 (L)

TRACK IDEAS
Track the development of one character from beginning to end to infer his character traits.
(5 days)

W14-15 · Round 2 (L)

SEE TEXT ORGANIZATION
Review the invisible text structure of literature to identify where types of details are revealed in a plot map.
(7 days)

W16 · Round 1 (L)

COMPARE TEXTS
Compare the plots of two different works of literature to infer similarities.
(6 days)

MONTH 5

W17-18 · Round 2 (L)

ANALYZE AUTHOR CHOICES
Recognize the influential role that point of view and perspective play in stories and poems.
(7 days)

Winter Break

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YEARLONG TARGET SKILLS

SUMMARIZE LITERATURE
SUMMARIZE INFORMATION
SEE TEXT ORGANIZATION
TRACK IDEAS

ANALYZE AUTHOR CHOICES
COMPARE TEXTS
SYNTHESIZE IDEAS

(L) = Literature
IT = Informational Text

L and IT codes correspond with the text type(s) needed to execute that "week" of whole-class comprehension instruction.

MONTH 6

W19 · Round 2 | IT
SUMMARIZE INFORMATION
Summarize informational text based on its most important information per section/paragraph.
(5 days)

W20 · Round 3 | (L) IT
ANALYZE AUTHOR CHOICES
Author choices extend beyond words and details—they include analyzing how format and medium play into the messaging.
(6 days)

W21-22 · Round 2 | IT
COMPARE TEXTS
Compare the details collected from two texts on the same topic.
(7 days)

MONTH 7

W23-24 · Round 2 | IT
SYNTHESIZE IDEAS
Identify a synthesis as a new idea generated by the reader and based on multiple sources of information.
(6 days)

W25 · Round 2 | (L)
TRACK IDEAS
Track a single character's actions to determine how they impact the plot.
(5 days)

W25-26 · Round 3 | (L)
SUMMARIZE LITERATURE
Find evidence of an author's lesson or message based on character change.
(7 days)

MONTH 8

W27-28 · Round 3 | IT
SUMMARIZE INFORMATION
Infer the main idea of an informational text and identify its textual support.
(7 days)

W28-29 · Round 3 | IT
SEE TEXT ORGANIZATION
Study the six informational-text structures. Connect organizational patterns to overall author purposes.
(7 days)

W30 · Round 3 | IT
SYNTHESIZE IDEAS
Synthesize the big ideas presented by different authors across multiple texts. **(5 days)**

MONTH 9

Spring Break

W31 · Round 4 | (L)
SUMMARIZE LITERATURE
Recognize a theme statement (versus a lesson topic) and identify its textual support.
(5 days)

W32 · Round 4 | IT
TEXT ORGANIZATION
Accurately and objectively explain an author's argument, identifying his position, reasons, and corresponding evidence.
(6 days)

MONTH 10

W33 · Round 4 | IT
ANALYZE AUTHOR CHOICES
Infer the author's perspective and point of view within informational text (i.e., firsthand v. secondhand).
(5 days)

W34 · Round 3 | (L)
TRACK IDEAS
Track the setting and analyze how it influences character actions and the overall plot.
(5 days)

W35-36 · Round 3 | (L)
COMPARE TEXTS
Collect specific text details to thoroughly compare similarities and differences between two works of literature.
(7 days)

COMPREHENSION ROAD MAP

GRADE 5

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5

MONTH 1

W1

Launch

Introduce the *Reading Voice* and *Thinking Voice* and how they support comprehension of all text types.

W2

Emphasize that readers pay attention to and record their thoughts during reading.

W3

Reveal how readers combine multiple thoughts to figure out something that the author never said— to make an inference.

W4

Introduce strategies to support readers making inferences— even with little to no background knowledge on the topic.

MONTH 2

W5-6 · Round 1 (L)

SUMMARIZE LITERATURE
Recognize the important details authors provide within individual story elements.
(7 days)

W6 · Round 1 [IT]

SUMMARIZE INFORMATION
Summarize nonfiction text based on its most important information.
(5 days)

W7-8 · Round 1 [IT]

SEE TEXT ORGANIZATION
Review the perks and purposes of print and digital text features and when they are utilized in the reading process.
(4 days)

MONTH 3

W9 · Round 1 [IT]

SYNTHESIZE IDEAS
Recognize the value of collecting information from multiple sources to deepen reader understanding on a topic.
(5 days)

W10 · Round 2 (L)

SUMMARIZE LITERATURE
Generate a succinct plot summary including only the most important story-element details.
(6 days)

W11-12 · Round 1 (L)

ANALYZE AUTHOR CHOICES
Identify the *F.A.S.T. Facts* that authors provide to imply a character's perspective and ultimately impact the overall message.
(7 days)

MONTH 4

W13 · Round 1 (L)

TRACK IDEAS
Track the development of one character from beginning to end to infer his character traits.
(5 days)

W14-15 · Round 2 (L)

SEE TEXT ORGANIZATION
Review the invisible text structure of literature to identify where types of details are revealed in a plot map.
(7 days)

W15-16 · Round 1 (L)

COMPARE TEXTS
Compare the plots of two different works of literature to infer similarities.
(6 days)

MONTH 5

W17-18 · Round 2 (L)

ANALYZE AUTHOR CHOICES
Recognize the influential role that point of view and perspective play in stories and poems.
(7 days)

Winter Break

YEARLONG TARGET SKILLS

SUMMARIZE LITERATURE
SUMMARIZE INFORMATION
SEE TEXT ORGANIZATION
TRACK IDEAS

ANALYZE AUTHOR CHOICES
COMPARE TEXTS
SYNTHESIZE IDEAS

(L) = Literature
[IT] = Informational Text

L and IT codes correspond with the text type(s) needed to execute that "week" of whole-class comprehension instruction.

MONTH 6

W19 • Round 2 [IT]

SUMMARIZE INFORMATION
Infer the main idea of an informational text and support it with sentences from the original passage.
(5 days)

W20-21 • Round 3 (L) [IT]

ANALYZE AUTHOR CHOICES
Author choices extend beyond words and details—they include analyzing how format and medium play into the messaging.
(6 days)

W21-22 • Round 2 [IT]

COMPARE TEXTS
Compare the details collected from two texts on the same topic.
(7 days)

MONTH 7

W23-24 • Round 2 [IT]

SYNTHESIZE IDEAS
Identify a synthesis as a new idea generated by the reader and based on multiple sources of information.
(6 days)

W24 • Round 2 (L)

TRACK IDEAS
Track and analyze how a main character and the setting impact the plot within a work of literature.
(5 days)

W25-26 • Round 3 (L)

SUMMARIZE LITERATURE
Infer a theme statement and support it using textual evidence about how the character changed.
(7 days)

MONTH 8

W27 • Round 3 [IT]

SUMMARIZE INFORMATION
Determine multiple main ideas within the same text and how one builds on the other.
(5 days)

W28-29 • Round 3 [IT]

SEE TEXT ORGANIZATION
Study the six informational-text structures. Connect organizational patterns to overall author purposes.
(7 days)

W30 • Round 3 [IT]

SYNTHESIZE IDEAS
Synthesize the big ideas presented by different authors across multiple texts. **(5 days)**

MONTH 9

Spring Break

W31 • Round 4 (L)

SUMMARIZE LITERATURE
Flesh out a lesson topic into a theme statement supported with textual evidence.
(6 days)

W32 • Round 4 [IT]

TEXT ORGANIZATION
Accurately and objectively explain an author's argument, identifying his position, reasons, and corresponding evidence.
(6 days)

MONTH 10

W33 • Round 4 [IT]

ANALYZE AUTHOR CHOICES
Infer the author's perspective and point of view within informational text (i.e., firsthand v. secondhand).
(5 days)

W34 • Round 3 [IT]

TRACK IDEAS
Track and analyze how an individual or setting impacts a scientific concept or historical event.
(5 days)

W35-36 • Round 3 (L)

COMPARE TEXTS
Collect specific text details to thoroughly compare similarities and differences between two works of literature.
(7 days)