

**SUMMARIZE LITERATURE**  
**SUMMARIZE INFORMATION**

**SEE TEXT ORGANIZATION**  
**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 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
<b>W1</b> <b>Launch</b> Introduce the <i>Reading Voice</i> and <i>Thinking Voice</i> and how they support comprehension of all text types.	<b>W5-6 • Round 1</b> <b>L</b> <b>SUMMARIZE LITERATURE</b> Summarize literature objectively, honoring that different characters with different motivations create subplots. <b>(7 days)</b>	<b>W9 • Round 1</b> <b>IT</b> <b>SYNTHESIZE IDEAS</b> Recognize the value of collecting information from multiple sources to deepen reader understanding on a topic. <b>(5 days)</b>	<b>W13 • Round 1</b> <b>L</b> <b>ANALYZE AUTHOR CHOICES</b> Readers recognize the influential role that perspective and point of view play in literature. <b>(6 days)</b>	<b>W17-18 • Round 2</b> <b>IT</b> <b>SYNTHESIZE IDEAS</b> Identify a synthesis as a new idea generated by the reader and based on multiple sources of information. <b>(6 days)</b>	<b>W19 • Round 3</b> <b>L</b> <b>SUMMARIZE LITERATURE</b> Flesh out a lesson topic into a universal theme statement supported with textual evidence. <b>(6 days)</b>	<b>W23-24 • Round 3</b> <b>IT</b> <b>TEXT ORGANIZATION</b> Analyze and evaluate an author's argument for its effectiveness. <b>(7 days)</b>	<b>W27-28 • Round 3</b> <b>IT</b> <b>SYNTHESIZE IDEAS</b> Integrate information from multiple sources in order to generate informative and argumentative responses. <b>(7 days)</b>	<b>Spring Break</b>	<b>W34 • Round 3</b> <b>L</b> <b>ANALYZE AUTHOR CHOICES</b> Author choices extend beyond words and details—they include analyzing how format and medium play into the messaging. <b>(5 days)</b>
<b>W2</b> Emphasize that readers pay attention to and record their thoughts during reading.	<b>W6 • Round 1</b> <b>IT</b> <b>SUMMARIZE INFORMATION</b> Summarize nonfiction text based on its most important information. <b>(5 days)</b>	<b>W10-11 • Round 2</b> <b>L</b> <b>SUMMARIZE LITERATURE</b> Infer a theme statement and support it using textual evidence about how the character changed. <b>(7 days)</b>	<b>W14-15 • Round 1</b> <b>L</b> <b>COMPARE TEXTS</b> Compare the plots of two different works of literature to infer similarities. <b>(6 days)</b>	<b>Winter Break</b>	<b>W20-21 • Round 2</b> <b>L</b> <b>IT</b> <b>ANALYZE AUTHOR CHOICES</b> Analyze <i>what</i> an author did (literary technique or tool) and <i>why</i> he did it. Identify the impact of an author's literary choices. <b>(6 days)</b>	<b>W25 • Round 3</b> <b>IT</b> <b>SUMMARIZE INFORMATION</b> Determine multiple main ideas within the same text and how one builds on the other. <b>(5 days)</b>	<b>W31 • Round 4</b> <b>L</b> <b>SUMMARIZE LITERATURE</b> Support theme statements with evidence from all story elements. <b>(6 days)</b>	<b>W35 • Round 3</b> <b>L</b> <b>IT</b> <b>COMPARE TEXTS</b> Compare whole texts with similar themes or topics presented in different genres. <b>(5 days)</b>	
<b>W3</b> Reveal how readers combine multiple thoughts to figure out something that the author never said—to make an inference.	<b>W7-8 • Round 1</b> <b>IT</b> <b>SEE TEXT ORGANIZATION</b> Analyze how an author organizes information to support his intended purpose. <b>(7 days)</b>	<b>W11-12 • Round 2</b> <b>L</b> <b>SEE TEXT ORGANIZATION</b> Analyze the <i>Story Structure</i> in various genres and evaluate how particular scenes contribute to the text's meaning. <b>(7 days)</b>	<b>W16 • Round 2</b> <b>IT</b> <b>SUMMARIZE INFORMATION</b> Infer the main idea of an informational text and support it with sentences from the original passage. <b>(5 days)</b>		<b>W21-22 • Round 2</b> <b>L</b> <b>COMPARE TEXTS</b> Collect specific text details to thoroughly compare story elements between two works of literature. <b>(7 days)</b>				
<b>W4</b> Introduce strategies to support readers making inferences—even with little to no background knowledge on the topic.									

