



AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<p><b>WEEK 1</b></p> <p><b>Launch</b></p> <p>5 days</p> <p>Introduce the <i>Reading Voice</i> and <i>Thinking Voice</i> and how they support comprehension of all text types.</p>	<p><b>Round 1</b> * L</p> <p><b>RETELL LITERATURE</b> 7 days RC.1<sup>E</sup>, 3<sup>E</sup>, CC.4<sup>E</sup></p> <p>Recall individual print and visual details to determine the type of problem a character faces and the manner in which it gets solved.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 1</b> * IT</p> <p><b>RETELL INFORMATION</b> 7 days RC.1<sup>E</sup>, 6<sup>E</sup>, CC.4<sup>E</sup></p> <p>Recall the key details about animals and important events as described in informational text.</p> <p><b>READERS WRITE</b> Informative response</p>	<p><b>Round 2</b> * IT</p> <p><b>RETELL INFORMATION</b> 7 days RC.1<sup>E</sup>, 6<sup>E</sup>, CC.4<sup>E</sup></p> <p>Recall the key details about important people and places as described in informational text.</p> <p><b>READERS WRITE</b> Informative response</p>	<p><b>Round 2</b> * IT</p> <p><b>ASK &amp; ANSWER QUESTIONS</b> 6 days   RC.1<sup>E</sup>, 9</p> <p>Predict the meanings of unfamiliar words using the context clues that authors provide.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 3</b> * L</p> <p><b>RETELL LITERATURE</b> 6 days RC.1<sup>E</sup>, 2, CC.4<sup>E</sup></p> <p>Retell a story using only the most important details restated in the order of the original text.</p> <p><b>READERS WRITE</b> Narrative response</p>	<p><b>Round 3</b> * IT</p> <p><b>RETELL INFORMATION</b> 7 days RC.1<sup>E</sup>, 6<sup>E</sup>, CC.4<sup>E</sup></p> <p>Retell the most important details about an informational text.</p> <p><b>READERS WRITE</b> Informative response</p>	<p><b>Round 4</b> * L</p> <p><b>RETELL LITERATURE</b> 5 days RC.1<sup>E</sup>, 2, CC.4<sup>E</sup></p> <p>Find evidence of an author's lesson or message taught through the character(s).</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Spring Break</b></p>	
<p><b>WEEK 2</b></p> <p>5 days</p> <p>Emphasize that readers pay attention to and record their thoughts during reading.</p>	<p><b>Round 1</b> * IT L</p> <p><b>ASK &amp; ANSWER QUESTIONS</b> 5 days   RC.1<sup>E</sup>, 4</p> <p>Make a prediction based on text clues. Read on to confirm or adjust the thinking.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 1</b> L IT</p> <p><b>SEE TEXT ORGANIZATION</b> 7 days   RC.7</p> <p>Identify print and digital text features that are found inside and outside the main text and the purpose each serves the reader.</p> <p><b>READERS WRITE</b> (None)</p>	<p><b>Round 2</b> * L</p> <p><b>RETELL LITERATURE</b> 7 days RC.1<sup>E</sup>, 3<sup>E</sup>, CC.4<sup>E</sup></p> <p>Recall individual print and visual details that describe the main character(s) and main setting of a story.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Winter Break</b></p>	<p><b>Round 2</b> L</p> <p><b>SEE TEXT ORGANIZATION</b> Days 1-3 only   RC.5</p> <p>Introduce the visible and physical differences between stories and poems.</p> <p><b>Days 4-6</b> FEEDS 2. RC.4<sup>E</sup></p> <p>Introduce the invisible organization of most stories.</p> <p><b>READERS WRITE</b> Round 2, Day 7 Persuasive response</p>	<p><b>Round 3</b> * L IT</p> <p><b>SEE TEXT ORGANIZATION</b> 7 days   RC.8<sup>E</sup></p> <p>Introduce the visible differences between fiction and nonfiction and the invisible ways authors organize nonfiction texts.</p> <p><b>READERS WRITE</b> Persuasive response</p>			
<p><b>WEEK 3</b> *</p> <p>5 days   RC.1<sup>E</sup></p> <p>Reveal how readers combine multiple thoughts to figure out something that the author never said— to make an inference.</p>									
<p><b>WEEK 4</b> *</p> <p>5 days   RC.1<sup>E</sup></p> <p>Introduce strategies to make inferences— even with little to no background knowledge on the vocabulary or topic.</p>									

**PLAYBOOK NOTATIONS**

L = Literature  
IT = Informational Text

L and IT codes correspond with the text type(s) stated in the "Text Considerations" column for that Round of instruction.

**INDIANA NOTATIONS**

\* The Round targets 1 or more ESSENTIAL Standards

NOT REQUIRED— Smekens recommended

Superscript /E/ denotes which standards are Essential versus those that are not. **RC.1<sup>E</sup>, RC.2, CC.4<sup>E</sup>**