

# COMPREHENSION ROAD MAP

BASED ON INDIANA'S 2023 ACADEMIC STANDARDS

GRADE 2



## YEARLONG TARGET SKILLS

RETELL LITERATURE  
ASK & ANSWER QUESTIONS  
RETELL INFORMATION

SEE TEXT ORGANIZATION  
ANALYZE AUTHOR CHOICES  
COMPARE TEXTS

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<b>WEEK 1</b> <b>Launch</b> 5 days Introduce the <i>Reading Voice</i> and <i>Thinking Voice</i> and how they support comprehension of all text types.	<b>Round 1</b> * L <b>RETELL LITERATURE</b> 7 days   RC.1 <sup>E</sup> , 2 Recall individual print and visual details to determine the type of problem a character faces and the manner in which it gets solved.  <b>READERS WRITE</b> Persuasive response	<b>Round 1</b> L <b>TEXT ORGANIZATION</b> IT 6 days   RC.7 Identify print and digital text features that readers “see” inside and outside the main text—and the purpose each serves.  <b>READERS WRITE</b> (None)	<b>Round 1</b> L <b>ANALYZE AUTHOR CHOICES</b> 7 days   RC.3, 5 Identify the <i>F.A.S.T. Facts</i> that authors provide in literature to imply a character’s perspective.  <b>READERS WRITE</b> Persuasive response		<b>Round 3</b> * L <b>RETELL LITERATURE</b> 6 days   RC.1 <sup>E</sup> , 2 Retell a story using only the most important details restated in the order of the original text.  <b>READERS WRITE</b> Narrative response	<b>Round 2 *</b> IT <b>COMPARE TEXTS</b> 7 days   RC.10 Compare the details collected from two texts on the same topic.  * Use <b>NEW Round 2</b> insert available on <i>The Playbook</i> digital resources.  <b>READERS WRITE</b> Persuasive response	<b>Round 4</b> * L <b>RETELL LITERATURE</b> 5 days   RC.1 <sup>E</sup> , 2, 3 Find evidence of an author’s lesson or message taught through the character(s).  <b>READERS WRITE</b> Persuasive response	<b>Spring Break</b>	
<b>WEEK 2</b> 5 days Emphasize that readers pay attention to and record their thoughts during reading.	<b>Round 1</b> * IT L <b>ASK &amp; ANSWER QUESTIONS</b> 5 days   RC.1 <sup>E</sup> , 11 Make a prediction based on text clues. Read on to confirm or adjust thinking.  <b>READERS WRITE</b> Persuasive response	<b>Round 2</b> * IT <b>RETELL INFORMATION</b> 7 days   RC.1 <sup>E</sup> , 6 Recall the key details about important people and places as described in informational text.  <b>READERS WRITE</b> Informative response	<b>Round 2</b> * IT <b>ASK &amp; ANSWER QUESTIONS</b> 6 days   RC.1 <sup>E</sup> , 11 Predict the meanings of unfamiliar words using the context clues that authors provide.  <b>READERS WRITE</b> Persuasive response	<b>Winter Break</b>	<b>Round 2</b> * L <b>TEXT ORGANIZATION</b> 7 days   RC.4 <sup>E</sup> Introduce the visible and physical differences among stories, plays, and poems and the invisible organization of most stories.  <b>READERS WRITE</b> Persuasive response	<b>Round 3</b> * L IT <b>TEXT ORGANIZATION</b> Days 3-6 only RC.8 <sup>E</sup> , CC.7 <sup>E</sup> Introduce the visible differences between fiction and nonfiction and the invisible ways authors organize nonfiction texts.  <b>READERS WRITE</b> Persuasive response	<b>Round 4</b> * IT <b>RETELL INFORMATION</b> 6 days   RC.1 <sup>E</sup> , 6 Infer the one-sentence main idea of an informational text.  <b>READERS WRITE</b> Persuasive response		<b>Round 4</b> * IT <b>TEXT ORGANIZATION</b> 7 days   RC.9, CC.7 <sup>E</sup> Clarify that informational text includes opinion/persuasive writing where the author uses the <i>what-and-why</i> text structure.  <b>READERS WRITE</b> Persuasive response
<b>WEEK 3</b> * 5 days   RC.1 <sup>E</sup> Reveal how readers combine multiple thoughts to figure out something that the author never said—to make an inference.	<b>Round 1</b> * IT <b>RETELL INFORMATION</b> 7 days   RC.1 <sup>E</sup> , 6 Recall the key details about animals and important events as described in informational text.  <b>READERS WRITE</b> Informative response	<b>Round 2</b> * L <b>RETELL LITERATURE</b> 7 days   RC.1 <sup>E</sup> , 2, 3 Recall individual print and visual details that describe the main character(s) and main setting of a story.  <b>READERS WRITE</b> Persuasive response	<b>Round 1</b> L <b>COMPARE TEXTS</b> Days 1-3 only RC.10 Readers compare information with <i>T-Charts</i> .  <b>READERS WRITE</b> Persuasive response			<b>Round 3</b> * IT <b>RETELL INFORMATION</b> 7 days   RC.1 <sup>E</sup> , 6 Retell the most important details about an informational text.  <b>READERS WRITE</b> Informative response	<b>Round 2</b> L <b>ANALYZE AUTHOR CHOICES</b> Days 1-2 only RC.3, 5 Characters experiencing the same scene/situation can have different perspectives.  <b>READERS WRITE</b> Persuasive response	<b>PLAYBOOK NOTATIONS</b>  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.	<b>INDIANA NOTATIONS</b>  * The Round targets 1 or more ESSENTIAL Standards  NOT REQUIRED—Smekens recommended  Superscript /E/ denotes which standards are Essential versus those that are not. <b>RC.1<sup>E</sup>, RC.5, CC.7<sup>E</sup></b>
<b>WEEK 4</b> * 5 days   RC.1 <sup>E</sup> Introduce strategies to make inferences—even with little to no background knowledge on the vocabulary or topic.									