

# COMPREHENSION ROAD MAP

BASED ON INDIANA'S 2023 ACADEMIC STANDARDS

GRADE 4



## YEARLONG TARGET SKILLS

SUMMARIZE LITERATURE  
SUMMARIZE INFORMATION  
SEE TEXT ORGANIZATION  
TRACK IDEAS

ANALYZE AUTHOR CHOICES  
COMPARE TEXTS  
SYNTHESIZE IDEAS

AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL | MAY

ILEARN CHECKPOINT #1

ILEARN CHECKPOINT #2

ILEARN CHECKPOINT #3

ILEARN

**WEEK 1**

### Launch

5 days

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

**WEEK 2**

5 days

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

**WEEK 3**

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.

**WEEK 4**

5 days | RC.1<sup>E</sup>, 10, 12

Introduce strategies to make inferences—even with little to no background knowledge on the vocabulary or topic.

**Round 1** \* L

**SUMMARIZE LITERATURE**  
7 days | RC.1<sup>E</sup>, 2<sup>E</sup>

Recognize the important details authors provide within individual story elements.

**READERS WRITE**  
Narrative response

**Round 1** \* IT

**SUMMARIZE INFORMATION**  
5 days  
RC.1<sup>E</sup>, 5<sup>E</sup>, 10, 12, CC.3<sup>E</sup>

Summarize a single section of text based on its most important information.

**READERS WRITE**  
Informative response

**Round 2** \* L

**SUMMARIZE LITERATURE**  
7 days | RC.1<sup>E</sup>, 2<sup>E</sup>

Generate a succinct 1-2 sentence summary including only the most important story details.

**READERS WRITE**  
Narrative response

**Round 2** \* IT

**SUMMARIZE INFORMATION**  
5 days | RC.1<sup>E</sup>, 5<sup>E</sup>, CC.3<sup>E</sup>

Summarize informational text based on its most important information per section/paragraph.

**READERS WRITE**  
Informative response

**Round 1** L

**ANALYZE AUTHOR CHOICES**  
Days 1-4 only  
RC.3, 13

Identify the *F.A.S.T. Facts* that authors provide to imply a character's perspective.

Then teach **TRACK IDEAS** Round 1, Days 1-2 only.

**READERS WRITE**  
Round 1, Day 7  
Persuasive response

**Round 3** \* L

**SUMMARIZE LITERATURE**  
7 days | RC.1<sup>E</sup>, 2<sup>E</sup>

Find evidence of an author's lesson or message based on character change.

**READERS WRITE**  
Persuasive response

**Round 2** L

**TRACK IDEAS**  
5 days | RC.3

Track a single character's actions to determine how they impact the plot.

**READERS WRITE**  
Persuasive response

**Round 1** \* IT

**TEXT ORGANIZATION**  
4 days  
RC.6, 10, CC.3<sup>E</sup>, W.5<sup>E</sup>

Review the perks & purposes of print & digital text features and when they are utilized in the reading process.

**READERS WRITE**  
(None)

**Round 3** \* IT

**SUMMARIZE INFORMATION**  
7 days  
RC.1<sup>E</sup>, 5<sup>E</sup>, CC.3<sup>E</sup>

Infer the main idea of an informational text and identify its textual support.

**READERS WRITE**  
Persuasive response

**Round 1** \* IT

**SYNTHESIZE IDEAS**  
5 days  
RC.9, W.5<sup>E</sup>, CC.3<sup>E</sup>

Recognize the value of collecting info from multiple sources to deepen reader understanding.

**READERS WRITE**  
Informative response

**Round 3** \* IT

**TEXT ORGANIZATION**  
7 days | RC.7<sup>E</sup>

Study the six informational-text structures. Connect organizational patterns to overall author purposes.

**READERS WRITE**  
Persuasive response

**Winter Break**

**Round 4** \* IT

**TEXT ORGANIZATION**  
6 days  
RC.8, CC.7<sup>E</sup>

Accurately and objectively explain an author's argument, identifying his position, reasons, and corresponding evidence.

**READERS WRITE**  
Persuasive response

**Round 3** L

**TRACK IDEAS**  
5 days | RC.3

Track the setting and analyze how it influences character actions and the overall plot.

**READERS WRITE**  
Persuasive response

**Round 4** \* L

**SUMMARIZE LITERATURE**  
5 days | RC.1<sup>E</sup>, 2<sup>E</sup>

Recognize a theme statement (versus a lesson topic) and identify its textual support.

**READERS WRITE**  
Persuasive response

**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.

**Round 2** \* L

**ANALYZE AUTHOR CHOICES**  
7 days | RC.4<sup>E</sup>

Recognize the influential role that point of view and perspective play in stories and poems.

**READERS WRITE**  
Persuasive response

**Round 2** \* IT

**SYNTHESIZE IDEAS**  
6 days  
RC.9, W.5<sup>E</sup>, CC.3<sup>E</sup>

Identify a synthesis as a new idea generated by the reader and based on multiple sources of information.

**READERS WRITE**  
Persuasive response

**Round 1** \* L

**COMPARE TEXTS**  
6 days | RC.4<sup>E</sup>

Compare the plots\* of two different works of literature to infer similarities.

\* On Days 4-5, replace the "plot" row on the *T-Chart* with "points of view."

**READERS WRITE**  
Persuasive response

**Spring Break**

**Round 2** \* IT

**ANALYZE AUTHOR CHOICES**  
Days 1-3 only  
FEEDS 5, CC.7<sup>E</sup>

Analyze how format and medium play into the messaging.

**READERS WRITE**  
Persuasive response

**Round 3** L

**COMPARE TEXTS**  
7 days | FEEDS 5, RC.5

Collect specific text details to thoroughly compare similarities and differences between two works of literature.

**READERS WRITE**  
Persuasive response

**Round 2** L

**SEE TEXT ORGANIZATION**  
7 days | FEEDS 5, RC.2<sup>E</sup>

Review the invisible text structure of literature to identify where types of details are revealed in a plot map.

**READERS WRITE**  
Persuasive response

**Round 3** IT

**ANALYZE AUTHOR CHOICES**  
Days 1-3 only  
FEEDS 5, CC.7<sup>E</sup>

Analyze how format and medium play into the messaging.

**READERS WRITE**  
Persuasive response

**Round 3** L

**COMPARE TEXTS**  
7 days | FEEDS 5, RC.5

Collect specific text details to thoroughly compare similarities and differences between two works of literature.

**READERS WRITE**  
Persuasive response

**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.8, CC.3<sup>E</sup>**