

COMPREHENSION ROAD MAP

BASED ON INDIANA'S 2023 ACADEMIC STANDARDS

GRADES 11-12



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
<p>WEEKS 1-2</p> <p>Launch</p> <p>5 days</p> <p>Introduce how to “read” different text types (i.e., <i>Reading Voice</i>) and record their thinking (i.e., <i>Thinking Voice</i>).</p> <hr/> <p>WEEKS 3-4 *</p> <p>5 days</p> <p>RC.1^E, 11, 13, 14^E</p> <p>Reveal how readers combine multiple thoughts to infer something — even with little to no background knowledge on the vocabulary or topic.</p> <hr/> <p>Round 1 * L</p> <p>SUMMARIZE LITERATURE</p> <p>7 days RC.1^E, 13</p> <p>Summarize literature objectively, honoring that different characters with different motivations create subplots.</p> <p>READERS WRITE</p> <p>Narrative response</p>	<p>Round 1 * IT</p> <p>SUMMARIZE INFORMATION</p> <p>Days 1-2 only</p> <p>RC.1^E, 5^E, 11, 14^E</p> <p>Summarize nonfiction text based on its most important information.</p> <hr/> <p>Round 1 * IT</p> <p>SYNTHESIZE IDEAS</p> <p>5 days RC.9, 10, W.5^E</p> <p>Recognize the value of collecting info from multiple sources to deepen reader understanding on a topic.</p> <hr/> <p>READERS WRITE</p> <p>Informative response</p> <hr/> <p>Round 3 * L</p> <p>6 days RC.1^E, 2</p> <p>Flesh out a lesson topic into a universal theme statement supported with textual evidence.</p> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>Round 2 * IT</p> <p>SUMMARIZE INFORMATION</p> <p>5 days RC.1^E, 5^E</p> <p>Infer the main idea of an informational text and support it with sentences from the original passage.</p> <p>READERS WRITE</p> <p>Persuasive response</p>	<p>Round 2 * L</p> <p>SEE TEXT ORGANIZATION</p> <p>7 days RC.3^E</p> <p>Analyze the <i>Story Structure</i> in various genres and evaluate how particular scenes contribute to the text’s meaning.</p> <hr/> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>NEW Round 1 * IT</p> <p>TRACK IDEAS</p> <p>Days 1-2 only RC.6</p> <p>Track the development of an individual, event, idea, or concept.</p> <p>* Teach the NEW Round 1 of TRACK IDEAS available on <i>The Playbook</i> digital resources.</p> <hr/> <p>Round 3 * IT</p> <p>SUMMARIZE INFORMATION</p> <p>5 days RC.1^E, 5^E</p> <p>Determine multiple main ideas within the same text and how one builds on the other.</p> <p>READERS WRITE</p> <p>Persuasive response</p>	<p>Round 2 * L IT</p> <p>ANALYZE AUTHOR CHOICES</p> <p>6 days</p> <p>RC.3^E, 7, CC.5^E, 8^E</p> <p>Analyze <i>what</i> an author did and <i>why</i> he did it.</p> <hr/> <p>BEFORE beginning—Teach <i>F.A.S.T. Facts</i> from ANALYZE AUTHOR CHOICES Round 1, Days 1-2 only.</p> <hr/> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>Round 3 * IT</p> <p>TEXT ORGANIZATION</p> <p>7 days</p> <p>RC. 7^E, 8, CC.5^E, 8^E</p> <p>Analyze and evaluate an author’s argument for its effectiveness.</p> <hr/> <p>Then teach how format and medium play into the messaging from ANALYZE AUTHOR CHOICES Round 3, Day 1 only.</p> <hr/> <p>READERS WRITE</p> <p>Persuasive response</p>	<p>Round 4 * L</p> <p>SUMMARIZE LITERATURE</p> <p>6 days RC.1^E, 2</p> <p>Support theme statements with evidence from all story elements.</p> <hr/> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>Winter Break</p>	<p>Round 2 * IT</p> <p>SYNTHESIZE IDEAS</p> <p>6 days</p> <p>RC.9, 10, W.5^E</p> <p>Identify a synthesis as a new idea generated by the reader and based on multiple sources of information.</p> <hr/> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>Round 2 L IT</p> <p>COMPARE TEXTS</p> <p>Days 1-3 RC.2</p> <p>Collect specific text details to thoroughly compare story elements between two works of literature.</p> <hr/> <p>Then teach how to compare similar themes from COMPARE TEXTS Round 3, Days 3-5 only.</p> <hr/> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>Round 3 * IT</p> <p>SYNTHESIZE IDEAS</p> <p>7 days</p> <p>RC.9, 10, W.5^E</p> <p>Integrate information from multiple sources in order to generate informative and argumentative responses.</p> <hr/> <p>READERS WRITE</p> <p>Persuasive response</p>	<p>Round 3 L IT</p> <p>COMPARE TEXTS</p> <p>Days 1-2 only</p> <p>RC.4, 10</p> <p>Compare whole texts with similar themes or topics presented in different genres.</p> <hr/> <p>Round 3 * L</p> <p>ANALYZE AUTHOR CHOICES</p> <p>Days 2-5</p> <p>RC.4, 9, CC.8^E</p> <p>Author choices extend beyond words and details—they include analyzing how format and medium play into the messaging.</p> <hr/> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>NEW Round 4 * IT</p> <p>COMPARE TEXTS</p> <p>7 days RC.5^E</p> <p>Compare info presented by two authors on the same informational topic.</p> <hr/> <p>* Find this NEW Round 4 of COMPARE TEXTS on <i>The Playbook</i> digital resources.</p> <hr/> <p>READERS WRITE</p> <p>Persuasive response</p>	<p>SAT</p>	<p>Spring Break</p>	<p>MAY</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.4, 9, CC.8^E**



AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
<p>WEEKS 1-2</p> <p>Launch</p> <p>5 days</p> <p>Introduce how to “read” different text types (i.e., <i>Reading Voice</i>) and record their thinking (i.e., <i>Thinking Voice</i>).</p> <hr/> <p>WEEKS 3-4 *</p> <p>5 days</p> <p>RC.1^E, 11, 13, 14^E</p> <p>Reveal how readers combine multiple thoughts to infer something — even with little to no background knowledge on the vocabulary or topic.</p> <hr/> <p>Round 1 * L</p> <p>SUMMARIZE LITERATURE</p> <p>Days 3-6 only</p> <p>RC.1^E, 13</p> <p>Summarize literature, honoring that different characters create subplots.</p> <p>Round 2 * L</p> <p>SEE TEXT ORGANIZATION</p> <p>Days 3-7 only RC.3^E</p> <p>Analyze the <i>Story Structure</i> and evaluate how particular scenes contribute to the text’s meaning.</p> <p>READERS WRITE</p> <p>Persuasive response</p>	<p>Round 1 * IT</p> <p>SUMMARIZE INFORMATION</p> <p>Days 1-2 only</p> <p>RC.1^E, 5^E, 11, 14^E</p> <p>Summarize nonfiction text based on its most important information.</p> <p>Round 1 * IT</p> <p>SYNTHESIZE IDEAS</p> <p>5 days RC.9, 10, W.5^E</p> <p>Recognize the value of collecting info from multiple sources to deepen reader understanding on a topic.</p> <p>READERS WRITE</p> <p>Informative response</p> <hr/> <p>Round 3 * L</p> <p>SUMMARIZE LITERATURE</p> <p>Days 1-2 only</p> <p>RC.1^E, 2</p> <p>Flesh out a lesson topic into a universal theme statement.</p> <p>Round 4 * L</p> <p>6 days RC.1^E, 2</p> <p>Support theme statements with evidence from all story elements.</p> <p>READERS WRITE</p> <p>Persuasive response</p>	<p>Round 2 * IT</p> <p>SUMMARIZE INFORMATION</p> <p>5 days RC.1^E, 5^E</p> <p>Infer the main idea of an informational text and support it with sentences from the original passage.</p> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>Round 2 * IT</p> <p>SYNTHESIZE IDEAS</p> <p>Days 1-5 only</p> <p>RC.9, 10, W.5^E</p> <p>Identify a synthesis as a new idea generated by the reader.</p> <p>Round 3 * IT</p> <p>Days 5-7 only</p> <p>RC.9, 10, W.5^E</p> <p>Integrate information to generate argumentative responses.</p> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>Round 2 * L</p> <p>ANALYZE AUTHOR CHOICES</p> <p>6 days</p> <p>RC.3^E, 7, CC.5^E, 8^E</p> <p>Analyze <i>what</i> an author did and <i>why</i> he did it.</p> <p>BEFORE beginning—Teach <i>F.A.S.T. Facts</i> from ANALYZE AUTHOR CHOICES Round 1, Days 1-2 only.</p> <p>READERS WRITE</p> <p>Persuasive response</p>	<p>Round 3 * IT</p> <p>SUMMARIZE INFORMATION</p> <p>Days 1-3 RC.1^E, 5^E</p> <p>Determine multiple main ideas within the same text and how one builds on the other.</p> <p>NEW Round 4 * IT</p> <p>COMPARE TEXTS</p> <p>7 days RC.5^E</p> <p>Compare info presented by two authors on the same informational topic.</p> <p>* Find this NEW Round 4 of COMPARE TEXTS on <i>The Playbook</i> digital resources.</p> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>Round 3 * IT</p> <p>TEXT ORGANIZATION</p> <p>7 days</p> <p>RC. 7^E, 8, CC.5^E, 8^E</p> <p>Analyze and evaluate an author’s argument for its effectiveness.</p> <p>Then teach how format and medium play into the messaging from ANALYZE AUTHOR CHOICES Round 3, Day 1 only.</p> <p>READERS WRITE</p> <p>Persuasive response</p>	<p>Round 2 L</p> <p>COMPARE TEXTS</p> <p>Days 1-3 RC.2</p> <p>Collect specific text details to thoroughly compare story elements between two works of literature.</p> <p>Round 3 L</p> <p>Days 3-5 only</p> <p>RC.2</p> <p>Compare whole texts with similar themes.</p> <p>READERS WRITE</p> <p>Persuasive response</p> <hr/> <p>Round 3 L IT</p> <p>COMPARE TEXTS</p> <p>Days 1-2 only</p> <p>RC.4, 10</p> <p>Compare whole texts with similar themes or topics presented in different genres.</p> <p>Round 3 * L IT</p> <p>ANALYZE AUTHOR CHOICES</p> <p>Days 2-5</p> <p>RC.4, 9, CC.8^E</p> <p>Analyze how format and medium play into the messaging.</p> <p>READERS WRITE</p> <p>Persuasive response</p>			<p>SAT</p>	<p>Spring Break</p>	
<h1>CONDENSED</h1>					<p>PLAYBOOK NOTATIONS</p> <p>L = Literature IT = Informational Text</p> <p>L and IT codes correspond with the text type(s) stated in the “Text Considerations” column for that Round of instruction.</p> <hr/> <p>INDIANA NOTATIONS</p> <p>* The Round targets 1 or more ESSENTIAL Standards</p> <p>Superscript /E/ denotes which standards are Essential versus those that are not. RC.4, 9, CC.8^E</p>				

Winter Break