



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><b>WEEKS 1-2</b></p> <p><b>Launch</b></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><b>WEEKS 3-4</b> *</p> <p>5 days</p> <p>RC.1<sup>E</sup>, 9, 12<sup>E</sup>, 13</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><b>Round 1</b> * L</p> <p><b>SUMMARIZE LITERATURE</b> 7 days   RC.1<sup>E</sup>, 2<sup>E</sup>, 12<sup>E</sup></p> <p>Summarize literature objectively, honoring that different characters with different motivations create subplots.</p> <p><b>READERS WRITE</b> Narrative response</p>	<p><b>Round 1</b> * IT</p> <p><b>SUMMARIZE INFORMATION</b> 5 days RC.1<sup>E</sup>, 4, 9, 13, CC.5</p> <p>Summarize nonfiction text based on its most important information.</p> <p><b>READERS WRITE</b> Informative response</p> <hr/> <p><b>Round 1</b> * IT</p> <p><b>SYNTHESIZE IDEAS</b> 5 days   W.5<sup>E</sup>, CC.5</p> <p>Recognize the value of collecting information from multiple sources to deepen reader understanding on a topic.</p> <p><b>READERS WRITE</b> Informative response</p> <hr/> <p><b>Round 2</b> * L</p> <p><b>SUMMARIZE LITERATURE</b> 7 days   RC.1<sup>E</sup>, 2<sup>E</sup></p> <p>Infer a theme statement and support it using textual evidence about how the character changed.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 2</b> L</p> <p><b>SEE TEXT ORGANIZATION</b> 7 days   RC.3</p> <p>Analyze the <i>Story Structure</i> in various genres and evaluate how particular scenes contribute to the text’s meaning.</p> <p><b>READERS WRITE</b> Persuasive response</p> <hr/> <p><b>NEW Round 1</b> * IT</p> <p><b>TRACK IDEAS</b> 6 days   RC.5</p> <p>Track the development and impact an idea, individual, event, or concept throughout an informational text.</p> <p>* Teach the <b>NEW Round 1</b> of <b>TRACK IDEAS</b> available on <i>The Playbook</i> digital resources.</p> <p><b>READERS WRITE</b> Persuasive response</p> <hr/> <p><b>Round 2</b> * IT</p> <p><b>SUMMARIZE INFORMATION</b> 5 days   RC.1<sup>E</sup>, 4, CC.5</p> <p>Infer the main idea of an informational text and support it with sentences from the original passage.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 1</b> IT</p> <p><b>SEE TEXT ORGANIZATION</b> 7 days   RC.6</p> <p>Analyze how an author organizes information to support his intended purpose.</p> <p><b>READERS WRITE</b> Persuasive response</p> <hr/> <p><b>Round 3</b> * L</p> <p><b>SUMMARIZE LITERATURE</b> 6 days   RC.1<sup>E</sup>, 2<sup>E</sup></p> <p>Flesh out a lesson topic into a universal theme statement supported with textual evidence.</p> <p><b>READERS WRITE</b> Persuasive response</p> <hr/> <p><b>Round 2</b> * IT</p> <p><b>SYNTHESIZE IDEAS</b> 6 days   W.5<sup>E</sup>, CC.5</p> <p>Identify a synthesis as a new idea generated by the reader and based on multiple sources of information.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 3</b> * IT</p> <p><b>TEXT ORGANIZATION</b> 7 days RC.7, CC.5, 6, 8<sup>E</sup></p> <p>Analyze and evaluate an author’s argument for its effectiveness.</p> <p><b>READERS WRITE</b> Persuasive response</p> <hr/> <p><b>Winter Break</b></p>	<p><b>Round 4</b> * L</p> <p><b>SUMMARIZE LITERATURE</b> 6 days   RC.1<sup>E</sup>, 2<sup>E</sup></p> <p>Support theme statements with evidence from all story elements.</p> <p><b>READERS WRITE</b> Persuasive response</p> <hr/> <p><b>Round 2</b> * L IT</p> <p><b>ANALYZE AUTHOR CHOICES</b> 6 days RC.6, 12<sup>E</sup>, 13, CC.6</p> <p>Analyze <i>what</i> an author did (literary technique or tool) and <i>why</i> he did it.</p> <p>BEFORE beginning—Teach <i>F.A.S.T. Facts</i> from <b>ANALYZE AUTHOR CHOICES</b> Round 1, Days 1-2 only.</p> <p><b>READERS WRITE</b> Persuasive response</p> <hr/> <p><b>Round 3</b> * IT</p> <p><b>SUMMARIZE INFORMATION</b> 5 days   RC.1<sup>E</sup>, 4, CC.5</p> <p>Determine multiple main ideas within the same text and how one builds on the other.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 3</b> * IT</p> <p><b>SYNTHESIZE IDEAS</b> 7 days   W.5<sup>E</sup>, CC.5</p> <p>Integrate information from multiple sources in order to generate informative and argumentative responses.</p> <p><b>READERS WRITE</b> Persuasive response</p> <hr/> <p><b>Round 3</b> L IT</p> <p><b>COMPARE TEXTS</b> 5 days   RC.8</p> <p>Compare whole texts with similar themes or topics presented in different genres.</p> <p><b>READERS WRITE</b> Persuasive response</p> <hr/> <p><b>Round 3</b> * L</p> <p><b>ANALYZE AUTHOR CHOICES</b> 5 days   CC.5, 8<sup>E</sup></p> <p>Author choices extend beyond words and details—they include analyzing how format and medium play into the messaging.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>SAT</b></p>	<p><b>Spring Break</b></p>	
							<p><b>PLAYBOOK NOTATIONS</b></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>	<p><b>INDIANA NOTATIONS</b></p> <p>* The Round targets 1 or more ESSENTIAL Standards</p> <p>NOT REQUIRED—Smekens recommended</p> <p>Superscript /E/ denotes which standards are Essential versus those that are not. <b>RC.1<sup>E</sup>, 4, CC.5</b></p>	



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<p><b>WEEKS 1-2</b></p> <p><b>Launch</b></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>	<p><b>Round 1</b> * IT</p> <p><b>SUMMARIZE INFORMATION</b> Days 1-2 only RC.1<sup>E</sup>, 4, 9, 13, CC.5</p> <p>Summarize nonfiction text based on its most important information.</p> <p><b>Round 1</b> * IT</p> <p><b>SYNTHESIZE IDEAS</b> 5 days   W.5<sup>E</sup>, CC.5</p> <p>Recognize the value of collecting info from multiple sources to deepen reader understanding on a topic.</p> <p><b>READERS WRITE</b> Informative response</p>	<p><b>Round 2</b> * IT</p> <p><b>SUMMARIZE INFORMATION</b> 5 days   RC.1<sup>E</sup>, 4, CC.5</p> <p>Infer the main idea of an informational text and support it with sentences from the original passage.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 2</b> * IT</p> <p><b>SYNTHESIZE IDEAS</b> Days 1-5 only W.5<sup>E</sup>, CC.5</p> <p>Identify a synthesis as a new idea generated by the reader.</p> <p><b>Round 3</b> * IT</p> <p><b>Days 5-7 only</b> W.5<sup>E</sup>, CC.5</p> <p>Integrate information from multiple sources to generate argumentative responses.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 3</b> L</p> <p><b>COMPARE TEXTS</b> IT 5 days   RC.8</p> <p>Compare whole texts with similar themes or topics presented in different genres.</p> <p><b>READERS WRITE</b> Persuasive response</p>				<p>Spring Break</p>	
<p><b>WEEKS 3-4</b> *</p> <p>5 days RC.1<sup>E</sup>, 9, 12<sup>E</sup>, 13</p> <p>Reveal how readers combine multiple thoughts to infer something — even with little to no background knowledge on the vocabulary or topic.</p>	<p><b>Round 2</b> * L</p> <p><b>SUMMARIZE LITERATURE</b> Days 1-3 only   RC.1<sup>E</sup>, 2<sup>E</sup></p> <p>Infer a theme statement and support it using evidence about how the character changed.</p> <p><b>Round 3</b> * L</p> <p><b>6 days</b>   RC.1<sup>E</sup>, 2<sup>E</sup></p> <p>Flesh out a lesson topic into a universal theme statement supported with textual evidence.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 1</b> IT</p> <p><b>SEE TEXT ORGANIZATION</b> Days 5-6 only   RC.6</p> <p>Analyze how an author organizes info to support his intended purpose.</p> <p><b>Round 3</b> * IT</p> <p><b>ANALYZE AUTHOR CHOICES</b> Day 1 only   CC.5, 8<sup>E</sup></p> <p>Analyze how format and medium play into the messaging.</p> <p><b>Round 3</b> * IT</p> <p><b>TEXT ORGANIZATION</b> 7 days RC.7, CC.5, 6, 8<sup>E</sup></p> <p>Analyze and evaluate an author's argument for its effectiveness.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 4</b> * L</p> <p><b>SUMMARIZE LITERATURE</b> 6 days   RC.1<sup>E</sup>, 2<sup>E</sup></p> <p>Support theme statements with evidence from all story elements.</p> <p><b>Round 1</b> L</p> <p><b>ANALYZE AUTHOR CHOICES</b> Days 1-2 only</p> <p>Readers recognize the influential role that perspective plays in literature.</p> <p><b>Round 2</b> * L</p> <p><b>6 days</b> RC.6, 12<sup>E</sup>, 13, CC.6</p> <p>Analyze <i>what</i> an author did and <i>why</i> he did it.</p> <p><b>READERS WRITE</b> Persuasive response</p>	<p><b>Round 3</b> * IT</p> <p><b>SUMMARIZE INFORMATION</b> 5 days   RC.1<sup>E</sup>, 4, CC.5</p> <p>Determine multiple main ideas within the same text and how one builds on the other.</p> <p><b>READERS WRITE</b> Persuasive response</p>					<p>Winter Break</p>
<p><b>Round 1</b> * L</p> <p><b>SUMMARIZE LITERATURE</b> Days 3-6 only RC.1<sup>E</sup>, 2<sup>E</sup>, 12<sup>E</sup></p> <p>Summarize literature, honoring that different characters create subplots.</p> <p><b>Round 2</b> L</p> <p><b>SEE TEXT ORGANIZATION</b> Days 3-6 only   RC.3</p> <p>Analyze the <i>Story Structure</i> and evaluate how particular scenes contribute to the text's meaning.</p> <p><b>READERS WRITE</b> Persuasive response</p>									

# CONDENSED

**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

Superscript /E/ denotes which standards are Essential versus those that are not. **RC.1<sup>E</sup>, 4, CC.5**