

RETELL LITERATURE
ASK & ANSWER QUESTIONS
RETELL INFORMATION

SEE TEXT ORGANIZATION
COMPARE TEXTS

L = Literature
IT = Informational Text

L and IT codes correspond with the text type(s) needed to execute that "week" of whole-class comprehension instruction.

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH 10
WEEK 1 Launch Introduce the <i>Reading Voice</i> and <i>Thinking Voice</i> and how they support comprehension of all text types.	Round 1 L RETELL LITERATURE (7 days) Recall individual print and visual details to determine the type of problem a character faces and the manner in which it gets solved. READERS WRITE Persuasive response	Round 1 L IT SEE TEXT ORGANIZATION (7 days) Identify print and digital text features that are found inside and outside the main text and the purpose each serves the reader. (No writing skill)	Round 2 L RETELL LITERATURE (7 days) Recall individual print and visual details that describe the main character(s). READERS WRITE Persuasive response		Round 3 L RETELL LITERATURE (7 days) Recall individual print and visual details that describe the setting(s) of a story. READERS WRITE Informative response	Round 3 L IT ASK & ANSWER QUESTIONS (5 days) Preview texts to "steal" information and predict what the text will be about. READERS WRITE Persuasive response	Round 3 L IT SEE TEXT ORGANIZATION (7 days) Introduce the visible differences between fiction and nonfiction and the invisible ways authors organize nonfiction texts. READERS WRITE Persuasive response	Spring Break	Round 4 L RETELL LITERATURE (7 days) Retell a story including only the most important details restated in order. READERS WRITE Narrative response
WEEK 2 Emphasize that readers pay attention to and record their thoughts during reading.	Round 1 IT L ASK & ANSWER QUESTIONS (5 days) Make a prediction based on text clues. Read on to confirm or adjust the thinking. READERS WRITE Persuasive response	Round 2 IT RETELL INFORMATION (7 days) Recall the key details about important people and places as described in informational text. READERS WRITE Informative response	Round 2 IT ASK & ANSWER QUESTIONS (6 days) Predict the meanings of unfamiliar words using the context clues that authors provide. READERS WRITE Persuasive response		Round 1 L COMPARE TEXTS (6 days) Compare the plots of two different works of literature to infer similarities. READERS WRITE Informative response	Round 3 IT RETELL INFORMATION (5 days) Retell a section of an informational text, stating only the most important details. READERS WRITE Informative response	Round 4 L ASK & ANSWER QUESTIONS (5 days) Juggle generating questions AND finding answers both before AND during reading. READERS WRITE Persuasive response	Round 4 IT RETELL INFORMATION (5 days) Generate a retelling of an informational text, including the most important information retold in order. READERS WRITE Informative response	Round 3 L COMPARE TEXTS (7 days) Compare the plots of two different works of literature to infer similarities. NOTE: This accurate for Kindergarten but does NOT match the overview statement at the top of Round 3 in the "Compare Texts" Play. K-1 standards require only the comparison of plots— not whole texts. READERS WRITE Informative response
WEEK 3 Reveal how readers combine multiple thoughts to figure out something that the author never said— to make an inference.	Round 1 IT RETELL INFORMATION (7 days) Recall the key details about animals and important events as described in informational text. READERS WRITE Informative response			Winter Break	Round 2 L SEE TEXT ORGANIZATION (7 days) Introduce the visible and physical differences between stories and poems and the invisible organization of most stories. READERS WRITE Persuasive response	Round 2 IT COMPARE TEXTS (7 days) Compare the details collected from two texts on the same topic. READERS WRITE Informative response	Round 4 IT TEXT ORGANIZATION (7 days) Clarify that informational text includes opinion/persuasive writing where the author uses the <i>what-and-why</i> text structure. READERS WRITE Persuasive response		
WEEK 4 Introduce strategies to support readers making inferences— even with little to no background knowledge on the topic.									

