Grade Level	First Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Scholars are expected to have mastered Kindergarten skills such as naming an author and illustrator. Scholars are expected to define the role of an author and illustrator and presenting the ideas or information in text. Scholars are expected to have mastered that print has certain rules, such as reading is from left to write and from the top to the bottom. Scholars' knowledge includes knowing that we leave spaces between words, and words make up sentences. Scholars are expected to have mastered skills in knowing print conveys meaning. Scholars are expected to know every piece of text is written by a person called an author. The reason why authors write is to convey information to an audience. Scholars are expected to have prior knowledge in knowing that Illustrations can help the reader to develop a better understanding of the information written by an author. Illustrators create illustrations (pictures, drawings, or maps, etc.) that are often included in a piece of text.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	The Arizona College and Career English Language Art standards will serve as the basis for reading curriculum at The Grande Innovation Academy. The Arizona College and Career standards will also be used as the basis for choosing novels and read-aloud books. Scholars will spend 50% of their time learning standards that relate to informational text and 50% of their time learning standards that relate to literature as described by the Arizona College and Career standards. The curriculum at The Grande Innovation Academy will consist of the Arizona College and Career English Language Art standards for literature, informational text, and foundational reading skills including Key Ideas, Details, Craft and Structure, Integration of Knowledge and Ideas, Print Concepts, Phonological Awareness, Phonics and Word Recognition. Phonics and phonological awareness will be taught using the Reading Horizons program. Reading A-Z will be used for small group instruction and decodable word work. The Arizona College and Career sequence consists of higher-level novels, beginning in second grade. These novels will be read by the scholars in their respective grade levels or used as a read-aloud by the teacher. To meet the standards of informational text, our scholars will read authentic passages that align with Core Knowledge and the Arizona College and Career domains of study at each grade level. Scholars will be set to hook or engage in the direct instruction that provides systemic knowledge with modeling and various checks in understanding.		

Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**1. RI. 6** *Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	*Pictures of the Great Pyramid, Cleopatra, and The Sphinx from Core Knowledge Ancient Civilizations Read-Aloud *Reading passage of Cleopatra from ReadWorks.org *Chart paper *markers *Post It Notes *Poster of Chinese Proverb "One picture is worth ten thousand words." *Picture of King Tut from Core Knowledge Ancient Civilizations, small reading passage

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Anticipatory Set:** Teacher will (TW) place poster of ancient Chinese proverb," one picture is worth 10,000 words." TW call scholars to carpet. TW say, "scholars we have been studying ancient civilizations in Egypt, but here is an old saying that says one picture is worth 10,000 words. I want you to be thinking about what this proverb means. Today we're going to learn the effects of pictures and texts that work on their own or together." **Objective and Purpose:** Scholars will learn the effects and different purposes that authors and illustrators have with text and	**Anticipatory Set:** Scholars will sit at carpet actively engaged as teacher post ancient Chinese proverb," one picture is worth 10,000 words on the wall." Scholars will be thinking about what this proverb means with the effects of pictures and text. **Objective and Purpose** Scholars will learn the effects and different purposes that authors and illustrators have with text and pictures. **Instructional Delivery:** Whole Group: Scholars sit at the carpet looking at the word Great Pyramid that teacher has just written on

	pictures. **Instructional Delivery: Whole Group:** TW write the words Great Pyramid on the board. TW say, "scholars I want you to look at the words I just authored on the board, close your eyes and visualize what comes to mind when you think about the Great Pyramid in Egypt that we have been learning about in Core Knowledge. Give me thumbs up when you can think about five things pertaining to that famous noun. Scholars will give thumbs up when they think about five things pertaining to the Great Pyramid. TW write responses from several scholars. TW say, "awesome! Now let's see how many more words and descriptions you can give me when I show you the picture of The Great Pyramid. TW show scholars responses from picture and elicit responses after a two-minute wait. TW write responses from several scholars .TW says, wow we certainly do have more descriptions using the illustration." TW say, give me a thumbs up if you think illustrations can help us work together to create more words." **Key Points:** *Authors write text and illustrators create pictures that work together to transmit information to the reader. *A reader creates a mental image from written text based on their own life experiences **Modeling:** TW model consistently throughout lesson in demonstrating authors write text to transmit information and illustrations enhance a reader's understanding of what the author intends to convey. **Check for Understanding: (**Teach Like a Champ**)** TW cold call scholars in response to what they see in text and illustration. TW say, "Get ready, get ready, [scholar name] what do you see when you look at the words The Great Pyramid? What do you see when you look at the illustration?" TW wait 5 seconds for response, if no response, goes to another scholar, and then back to the nonresponsive scholar again. **Guided Practice: Small Group** TW distribute pictures of The Great Pyramid and short reading	the board. Scholars close eyes and visualize five things pertaining to Great Pyramid. Scholars give teacher thumbs up after they have five descriptions. Scholars will look at an illustration of The great Pyramid and think for 2 minutes. Scholars will respond to teacher with answers. Scholars will give teacher thumbs up if they came up with more words after looking at picture of The Great Pyramid. **Key Points:** *Authors write text and illustrators create pictures that work together to transmit information to the reader. *A reader creates a mental image from written text based on their own life experiences **Modeling:** Scholars will observe and listen to teacher modeling consistently throughout lesson in demonstrating authors write text to transmit information and illustrations enhance a reader's understanding of what the author intends to convey. **Check for Understanding: (**Teach Like a Champ**)** Scholars will get ready as teacher cold calls with the questions what do you see when you look at the words The Great Pyramid? What do you see when you look at the illustration?" **Guided Practice: Small Group** Scholars will receive pictures of The Great Pyramid and a short reading passage with writing area. Scholars will work with teacher in small groups to read the passages chorally. Scholars will think about what they can learn from the illustrator and the author of the text. Scholars that are assigned as odd will write down what they learned from the illustrator. Scholars that are assigned even will write down with a learned from the author. Scholars will get clarification from teacher as teacher circulates room. **Independent Practice:** TW distribute pictures of The Great Pyramid and short reading passage with writing area. Scholars will independently write at least three facts that they learned from both the illustrator and what they learned from author's purpose. **Closure/Exit Ticket:** Scholars will show their independent

	passage with writing area. TW work with scholars in small even groups to read the passages chorally. TW guide scholars to think about what they can learn from the illustrator and the author of the text. TW assign odds to write down what they learned from the illustrator and even scholars to write down what they learned from the author. TW circulate room to continually check for understanding. **Independent Practice:** TW distribute pictures of The Great Pyramid and short reading passage with writing area. TW say scholars I would now like you to write at least three facts that you have learned from the illustrators effect and also what you have learned from authors purpose and effect on the writing area provided to you .Scholars will independently write what they learned from both the illustrator and what they learned from the author. **Closure/Exit Ticket:** TW check independent practice with exit ticket being at least three things the scholar has learned from the illustrator and the author.	practice to the teacher and demonstrate it least three facts they have learned from the illustrator's effect and view and from the author's purpose and effect in the writing area distributed by the teacher.
2	**Anticipatory Set:** TW place chart paper and make a two column chart with one side saying illustration and the other side saying text. TW call scholars to carpet. TW say, "scholars I noticed during the exit ticket that most of you were able to write more than three facts from the author's word illustration of The Great Pyramid, rather than the illustration or picture itself. Great job! It looks like the proverb we heard yesterday is fairly accurate, but I don't know if 10,000 words would be appropriate." TW say," do you think we could get 10,000 words from one picture?" TW say," show me a quiet hand if you think we can!" **Objective and Purpose:** Scholars will compare their own mental images while reading with the images used by an author to illustrate ideas. **Instructional Delivery: Whole Group:** TW place a picture of the great Sphinx on the mimeo. TW say, scholars what's this picture of?" TW use class response hand signal showing three fingers. Scholars respond the great Sphinx." TW say, excellent we are looking at a picture of it and what we are going to do now is to come up with what we learn looking at the illustration and then we will compare it with our own mental images formed while we read	**Anticipatory Set:** Scholars sit at the carpet after teacher calls them and are actively engaged in listening and noting there were more scholars on yesterday's exit ticket that could provide more words or facts from the author's word illustrations of the Great Pyramid, rather than the illustration itself. Scholars think about response if they can really get 10,000 words from one picture. Scholars show teacher a quiet hand if they think they can get 10,000 words from one picture. **Objective and Purpose:** Scholars will compare their own mental images while reading with the images used by an author to illustrate ideas. **Instructional Delivery: Whole Group**: Scholars will sit at the carpet and observed a picture of the great Sphinx on the mimeo. Scholars will respond that is a picture of the great Sphinx. Scholars will be actively engaged listening to the teacher as the teacher clarifies illustrations and the illustrations that authors create with descriptive words even though they don't use an actual picture. Scholars will write as many things they learned from the picture or illustration of the great Sphinx as teacher directs them to do so

	with the images used by an author to illustrate their idea. The author uses descriptive words to bring life to their text that creates an illustration or picture to their audience even though they may not use an actual picture." TW use two column charts from anticipatory set. TW distribute post it notes and markers to each scholar. TW say, do now and write as many things you can learn from the picture or illustration of The Great Sphinx. TW call on each scholar to post to the illustration side of chart. TW say excellent. Now let me read a text passage about this picture and we will repeat this activity again. This time you will write what you have learned about the illustrations the author has written about and the mental images that you formed while I read the passage. TW say," let's compare now to see if the illustration or picture has more words or if our own mental images are more with the authors illustration using text." Scholars respond there's more using the author's text .TW say, "that's right how did you know that? Or why is that so?" Scholars respond, "because we used our imaginations in our heads to visualize when you read the authors illustration." TW say, "fantastic the authors illustration and the illustrations help us have a better understanding of what the author intends to convey or inform us of." **Key Points** *Illustrations enhance a reader's understanding of the information that an author intends to convey. *Illustrations enable a reader to compare their own mental images formed while reading with the images used by an author to illustrate their ideas. **Modeling**: Teacher consistently models throughout the lesson**.** TW write a visual on the post it note for illustrator and text side on two column chart as an example for scholars. **Check for Understanding: (**Teach Like a Champ**)** TW cold call scholars in response to what they learned in text and illustration. TW say, "Get ready, get ready, [scholar name] What do you visualize when you heard the passage about the Sphinx? What is the author trying to illustrate?" TW wait 5 seconds for response, if no response, goes to another scholar, and then back to	using Post-it notes and markers. Scholars will place Post-it notes on the illustration side of the chart after teacher calls on them. Scholars will repeat activity using text as teacher reads a passage about the picture. Scholars will form mental image based from author's illustration using text. Scholars will place new learning on the text after teacher calls on them to do so. Scholars respond to teacher comparison that the text side now has more words learned then the illustration side. Scholars respond we used our imaginations to visualize when you read the authors illustration. Scholars listen as teacher states the authors illustration and the illustrations help us have a better understanding of what the author intends to convey or inform us of. **Key Points** *Illustrations enhance a reader's understanding of the information that an author intends to convey. *Illustrations enable a reader to compare their own mental images formed while reading with the images used by an author to illustrate their ideas. **Modeling:** Scholars will observe teacher throughout lesson modeling and in particular modeling two column charts for illustration and text descriptions**.** **Check for Understanding: (**Teach Like a Champ**)** Scholars respond to Get Ready as teacher cold calls with question of: What do you visualize when you heard the passage about the Sphinx? What is the author trying to illustrate?" Scholar responds the author is trying to give us a picture of their ideas in words. **Guided Practice: Small Group (pair share)** Small Group (pair share) Scholars will observe an unlabeled picture first and describe the illustrations to each other. Then read the passage to construct the author's text illustration and how much more they have learned about than the first illustrated picture. Scholars will notify teacher if they have questions or will clarify with teacher as teacher circulates room. **Independent Practice:** Scholars receive an informative questionnaire based on the reading passage Cleopatra. Scholars

	the nonresponsive scholar again. **Guided Practice:** Small Group (pair share) TW distribute an unlabeled picture of Cleopatra to each pair. TW distribute reading passage about Cleopatra to each pair. TW direct scholars to observe an unlabeled picture first and describe the illustrations to each other. Then read the passage to construct the author's text illustration and how much more they have learned about than the first illustrated picture. TW will circulate room to check with each pair for understanding. **Independent Practice:** TW distribute and informative questionnaire to each scholar based on the reading passage for Cleopatra. TW say scholars now that we know authors illustrate with their words and illustrators illustrate with pictures I want to see what you have understood from our reading passage with five questions that you will need to answer about Cleopatra. I will read you the questions and you will circle A if you got the information from the text or B if you got the information by looking at the picture in your response. **Closure/Exit Ticket:** TW individually ask scholars who the author was trying to illustrate. Scholars will need to identify several pieces of information and where they got it from the text or picture. Cleopatra was a strong Queen of Egypt**.** The Great Pyramids are in Egypt .She was a queen in Africa at the age of 18. She spoke many languages. Nobody knows how she died. She was beautiful.	know authors illustrate with their words and illustrators illustrate with pictures and will show understanding from Cleopatra reading passage with five questions that you will need to Scholars will circle A if they got the information from the text or B if they got the information by looking at the picture in response to the passage. **Closure/Exit Ticket:** Scholars will individually respond to the teacher about who the author was trying to illustrate. Scholars will respond she was a strong Queen of Egypt Scholars will need to identify several pieces of information and where they got it from the text or picture. The Great Pyramids are in Egypt .She was a queen in Africa at the age of 18. She spoke many languages. Nobody knows how she died. She was beautiful.
3 **S.A.**	**Anticipatory Set:** TW say, "scholars you are all getting very good at discriminating what an author's illustration and what an illustrators pictures inform us. Today we will be having an assessment on King Tutankhamen. (King Tut) I have a picture and a small reading passage for you. After the reading passage you will tell me if you got your information from the text, the picture, or both by circling A, B, C." TW distribute picture and the reading passage about King Tutankhamen to scholars. **Objective and Purpose:** The scholars will distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**Anticipatory Set:** Scholars will listen to teacher directions in preparation for an assessment on King Tutankhamen (King Tut). Scholars will read a small passage and circle correct response with A, B, or C. **Objective and Purpose:** The scholars will distinguish between information provided by pictures or other illustrations and information provided by the words in a text

Summative Assessment Items and Scoring:

Summative Assessment Item 1: Given an illustration of King Tut projected on the board, the scholars will identify where they could find the answer to the following multiple choice questions: in either a) text b) illustration c) both. Each question is worth one point with 4 points possible. Mastery is set at 3 points. (75%)

a) How old King Tut was when he became king	Circle one	a. text	b. illustration	c. both
b) How old King Tut was when he died.	Circle one	a. text	b. illustration	c. both
c) What the mask looked like.	Circle one	a. text	b. illustration	c. both
d) Who King Tut's mother was.	Circle one	a. text	b. illustration	c. both

Assessment 1 correct answers: a, a, b (or c), a

Summative Assessment Item 2: Given a small reading passage and pictures about King Tut, the scholars will use the text and the illustrations to answer the following multiple choice questions from either the text or the illustrations. Each question is worth one point with 4 points possible. Mastery is set at 3 points. (75%)

a) King Tut was ----years old when he became king.	Circle one	a. 7	b. 26	c. 9
b) King Tut was ---- years old when he died.	Circle one	a. 19	b. 100	c. 32
c) The mask looks -----.	Circle one	a. green	b. shiny	c. purple
d) No one knows who King Tut's mother was.	Circle one	a. true	b. false	

Assessment 2 correct answers: c, a, b, a

Summative Assessment Item 3: Given a double-bubble map with 9 bubbles and an illustration of King Tut within the text, the scholars will use a double bubble map to compare their imagined image of King Tut's Mask to the image in the illustration. Answers will vary but should include details from the illustration. 9 points are possible for this assessment (1 point for each bubble in the bubble map) with mastery set at 7 points. (75% or greater)