Curriculum Sample Template – 8 Pages Max

Grade Level	Kindergarten	**Content Area**	English Language Arts
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).*	Synergy kindergarten students will be able to distinguish between the words and illustrations or photos in a book. With prompting and support, students should be able to describe the information that they get from each.		
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.*	Synergy teachers will engage students in cooperative learning structures throughout the lesson. Lessons will be built using the Gradual Release of Responsibility. Synergy teachers will monitor student understanding and adjust instruction based upon student responses. Instructional strategies such as cooperative learning, differentiation, questioning, and meta-cognition will be used consistently during instruction.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**K.RI.7**. **With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Chart paper, markers, various pictures: dog, cactus, black line masters of T-charts, writing paper for double bubble map Books: *What Lives in a Shell, America's Champion Swimmer, Mapping Penny's World*, *Me on the Map, Two Kinds of Forests*, *Different Kinds of Sharks*		

* ***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	**Objective: The students will describe the relationship between illustrations and words in a text with prompting and support. The students will identify the person, place, thing, or idea from the book that an illustration shows.** **<u>I-Do (Modeling):</u>** Explain to the students that in this lesson, they will learn how to connect the information from the words of a book to the information from the pictures. Tell the students that by using pictures and words to help them better understand the topic of the book. Show the students a picture of a cactus in a desert. Read the following text. (A cactus is a type of plant. It grows in very dry places like the desert. A cactus doesn't need much water to live. If you touch a cactus, you will prick your finger because a cactus has sharp points called spines sticking out.) Have students think, pair, and share: What is a cactus? Where does a cactus grow? What is unusual or different about a cactus? Record student answers on a T-Chart under the WORDS column. Show the students the pictures of the cactus and ask the same questions. Help students see that the same information can be learned from the picture as the text (e.g., What is this? /a cactus/ Where is the cactus growing /desert/. What are these sharp spikes all over the cactus? /spines/) Tell students that the photographer took the pictures to show important details that are in the text. Show the students that words and pictures work together to give information about a topic. **<u>We-Do (Guided Practice):</u>** Read the book, *What Lives in a Shell?* Tell the students that you are going to look for information in words and pictures when you read the book. Display pages 18-19 on the document camera and read them to the class. Ask the students to think, pair, and share what the words say on the document camera from the book. Show the pictures from the text and ask the students what they see in the pictures. Have students think, pair, and share what they see that gives more information about the topic. Ask the students, "How are the words and pictures connected?" Have students think, pair, and share with examples their answers. Randomly call on students to give answers with evidence. Have students discuss where the pictures give more details than the words. **<u>Check For Understanding</u>:** The teacher will monitor and observe the students when they are discussing the questions to see if additional we-do needs to happen. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice.	Students will listen to the text about a cactus. Students will think, pair, and share answers to questions posed by the teacher. Students will give responses for the teacher to record on the T-Chart. Students will give responses from questions about the picture of the cactus. Students will answer questions posed by the teacher. Students will listen to the book, *What Lives in a Shell?* Students will think, pair, and share details about what the text says. Students will think, pair, and share details about the pictures in the book. Students will answer questions about the way the text and the pictures are connected in the story. Students will discuss how pictures give more details than the words. Students are discussing questions about the pictures and words from the book. Students will listen to the pages in the book, America's Champion Swimmer.

	<u>You-Do (Independent Practice):</u> The teacher will read pages 16-17 of the book, *"America's Champion Swimmer".* Display the pages on the document camera. Have the students complete a page with the following questions: What information do you get from the words? What does the picture show? How are the words and picture connected? **<u>Discussion Circle:</u>** Using the same book used in the independent practice, read pages 18-19 to the students and have them discuss with a partner how the words and the pictures are connected.	Students will complete a worksheet that answers questions posed by the teacher. Students will listen to pages 18 & 19. Students will talk with a partner about how words and pictures are connected in the book.
2	**Objective: The students will describe the relationship between illustrations and words in a text with prompting and support. The students will identify the person, place, thing, or idea from the book that an illustration shows.** **<u>Introduction:</u>** Prompt students to recall how they have been using pictures to help understand the text when reading. Review previous lesson. Explain to the students that they are going to work with different informational text and pictures to learn about maps. **<u>I-Do (Modeling)</u>**: Show the students the book, Mapping Penny's World. The teacher will read the text to see what information the class can learn about the topic. Explain to the students that they are going to look at the pictures in the book to see if there is any other information that they will learn from the pictures that isn't in the text. Read the book. Ask the students the following questions: What was this book telling us about? What did we learn about maps from reading this book? Who created the maps in this book and why? How do the pictures in the book help us understand what the characters are talking about? Have students think, pair, and share their answers. Use random name sticks to call on students. Go back to the first part of the book and reread the part in the book where the girl makes a map of her bedroom. Say to the students, " Lisa created a map of her bedroom. Let's look at the book to see the map she drew and let's notice how she labeled the things that are in her room. She even drew a small key on the side of the map so we would know what each picture means. Explain to students that we gained more details to add to what we learned from the words by looking at the pictures in this book. Have students think, pair, and share what they have learned just from looking at the pictures in the book **<u>We-Do (Guided Practice):</u>** Show the next pages of the book to students and give students a graphic organizer with a T-Chart that has one side that says TEXT and the other side labeled PICTURES. Continue the same procedures as in the "I DO" of this lesson. Read the text to the students. Have students think, pair, and share what they have learned from the text. Have students write what they have learned in the TEXT column of the graphic organizer. Next, have the students look at the picture and think, pair, and share what they see in the picture. Ask the students write details that they have gained from the	Students will recall how they have used pictures and texts to support details of the story. Students will listen to the text Mapping Penny's World. Students will think, pair, and share answers to questions posed by the teacher. Students will give responses to the teacher. Students will give responses from questions about the pictures of the book. Students will answer questions posed by the teacher. Students will listen to the book, Mapping Penny's World? Students will think, pair, and share details about what the text & pictures say. Students will answer questions about the way the text and the pictures are connected in the story. Students will complete a T-Chart with details from the TEXT and the WORDS of the book.

	pictures in the PICTURE column of the T-Chart. Have students talk with partners about their t-chart. **Check For Understanding:** The teacher will monitor and observe the students when they are discussing the text and pictures to see if additional we-do questions. . If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice. **You-Do (Independent Practice):** The teacher will read the page of the book, "*Me on the Map"* that says, "This is my state." Display the page on the document camera. Have the students complete a T-Chart by asking the following questions: What information do you get from the words? What does the picture show? How are the words and picture connected? **Discussion Circle:** Using the same book used in the independent practice, read the page again to the students and have them discuss with a partner how the words and the pictures are connected. Ask the students to talk to their partners about how pictures help support the ideas, people, places, and things in text.	Students discuss how the text and pictures support the details of the story. Students complete a T-Chart answering the questions posed by the teacher. Students discuss with a partner how the words and pictures are connected in the book and support details in the book.
3	**Objective: The students will describe the relationship between illustrations and words in a text with prompting and support. The students will identify the person, place, thing, or idea from the book that an illustration shows.** **Introduction:** Explain to students that they are going to be reading informational text about trees. Show the students the book, *Two Kinds of Forests.* Explain that the information in the book is true and that makes it non-fiction. Have students look at the photograph on the front cover of the book. Have students think, pair, and share what they think the book will be about. The teacher will ask various students questions to guide their thinking. Ask a student to share what they think the book will be about based upon what they see in the picture. **I-Do (Modeling):** Explain to students that it is important to pay close attention to the photographs and words in a story. Tell students that using the text and the pictures, they will be answering the following questions, "What is a forest? What makes forests different from each other? We will use the words and the photographs to help us." The teacher will read chapter 1. "As I read this book, it doesn't directly say what a forest is. I can use the photographs and the text to help me understand what a forest is. There are pictures of places with lots of trees and the text says both woodland forests and rain forests have different types of trees. That means that a forest is a place with a lot of trees." Have the students look at the pictures. Have students think, pair, and share what they see in the pictures that help them tell the difference in the types of trees. Record answers on chart paper. The teacher will use a graphic organizer such as a Venn Diagram to show the similarities and differences of the two forests.	Students will look at the photographs. Students will think, pair, and share predictions about the book. Students will answer questions posed by the teacher. Students will think, pair, and share what they see in the photographs. Students will give responses to be used to fill in the graphic organizer.

	We-Do (Guided Practice): Explain to the students that together you are going to use the text and the pictures to help understand what the word CLIMATE means from the text. Read chapter 2 to the class and ask the students to listen to the words to see if they can determine what the word CLIMATE means from the text. Show the students the pictures from the text and ask them see if they can determine what the word CLIMATE means. Have students think, pair, and share. Continue this process with the students for chapters 3 & 4 as the book continues to show and talk about the different types of plants that grow in each of the forests. Students will use the photographs and the text to provide evidence of their ideas about the plants that grow in the different forests. Have students think, pair, and share their ideas and allow them to use evidence from the text and the pictures. Record student answers on the class graphic organizer. **Check For Understanding:** The teacher will monitor and observe the students when they are discussing the text and pictures to see if additional we-do questions are needed. . If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice. **You-Do (Independent Practice):** Give students a graphic organizer that contains two areas – one labeled rainforest and one labeled woodland forest. Reread the text. Tell the students that they are going to use the text and the pictures to write and draw the different animals that live in each one of the forests. Provide students an opportunity to talk to their partners about the text and the photographs before they begin writing/drawing/labeling. **Discussion Circle:** Ask students, "How did the photographs help you to understand the difference between woodland forests and rainforests?" Have students think, pair, and share answers. Ask the students to think about the different forests and tell details to their partners that they learned from the text and details that they didn't learn from the text but from the pictures. Have students think, pair, and share answers. Call on random students.	Students will listen to the text being read by the teacher. Students will think, pair, and share what they think CLIMATE means. Students will share ideas. Students will talk about different types of plants that grow in each forest. Students will use photographs and text to provide evidence. Students will think, pair, and share ideas. Students will answer questions posed by the teacher. Students are discussing and answering questions posed by the teacher. Students are filling in a graphic organizer about two types of forests. Students will talk to their partners about the text and photographs. Students will think, pair, and share answers of questions posed by the teacher. Students will share answers to the class.
4	**Objective: The students will describe the relationship between illustrations and words in a text with prompting and support. The students will identify the person, place, thing, or idea from the book that an illustration shows.** **Introduction:** Show the book, Reading A-Z, Different Kinds of Sharks to the students. Have students make predictions. Have students think, pair, and share what they think the book is going to be about based upon just the pictures. Explain to the students that as they are listening to the words, they want to listen for how the pictures can help them better understand the book. Tell the students that they will be reading about different kinds of sharks. **I-Do (Modeling):** Read the book. Ask the students to look at the pictures and think, pair, and share what they see in the pictures that prove that they are	Students will make predictions based upon the photographs. Students will think, pair, and share predictions.

	different kinds of sharks. Have students discuss with partners. Continue this process with the next couple of pages. With each shark, focus on the images. Focus students' attention on things that they cannot know from reading the article, but can learn from the images (e.g., size, color, shape, unique features of the shark). Have students use the think, pair, and share to talk about details that they have learned from the picture. With each page, ask the students if the picture shows what the text is telling them in the book and also what details they can gain just from the picture.	Students will think, pair, and share what they see in the pictures. Students will discuss with partners and share answers. Students will think, pair, and share structure to talk about details that they have learned from the picture.
	We-Do (Guided Practice): Have the students work with a partner and read pages 7 & 8 that talk about a blue shark and an angel shark. Have the students read the text. Using the graphic organizer of a double bubble map for the blue shark and the angel shark, the students will answer with a partner: What does the text say about the shark? What does the picture show about the shark? Have students work with a partner to talk about and write the details down. Ask students prompting questions to help them gather details from the pictures.	Students will work with a partner to read pates 7 & 8. Students will answer questions using a double bubble thinking map. Students will work with a partner to write details.
	Check For Understanding: The teacher will monitor and observe the partnerships when they are discussing and writing details from the text and pictures to see if additional we-do questions. If not, students will move to independent practice.	Students are discussing with partners.
	You-Do (Independent Practice): Give the students a piece of paper with a T-Chart that is labeled TEXT and PICTURE. Have the students read page 9 of the text that says, "A great white shark has sharp teeth." Have the students write what they learned from the text on one and what details they found from the picture on the other.	Students will complete a T-Chart about sharks.
	Discussion Circle: Ask students, "How did the text and photographs help you to understand the different kinds of sharks that are in the ocean?" Have students think, pair, and share answers. Ask the students to think about the different sharks and tell details to their partners that they learned from the text and details that they didn't learn from the text but from the pictures. Have students think, pair, and share answers. Call on random students.	Students will think, pair, and share answers from questions that are posed by the teachers. Students will share answers to the class.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	The summative assessment includes 4 items that will test student knowledge and understanding of standard **K.RI.7**. The students will be required to show that they understand that information can be learned from both a text and a picture. Students must score an 8 out of 10 to demonstrate mastery on this standard..

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes*

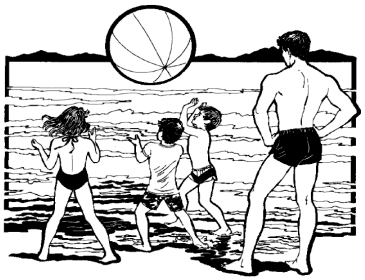
how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score): **(Student answers will vary. Students receive 1 pt. for each correct answer. Students should write 2 facts from the text and 2 facts from the picture) 4 points total**

Teacher reads the story.

Sam and Will are twins. They are four years old. They have a sister named Lucy. They also have a father. Sometimes he takes them to the beach. The family plays ball by the water. Then they eat lunch on the sand. After that they go home in the car. Sam and Will like to be with their family.

Fill in the T-Chart with details from the text and the picture.



Text (Sample Answers)	Picture (Sample Answers)
1. Sam and Will are twins.	1. The kids play with the ball.
2. Their sister is Lucy.	2. The family is at the beach.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): **(Student answers will vary. Students receive 1 pt. for each correct answer. Students should write 2 facts from the text and 2 facts from the picture) 4 points total**

Teacher reads the story.

Monkeys are animals. Some monkeys live in trees. Some monkeys live on the ground. Some monkeys have tails. Some monkeys have big eyes. Some monkeys eat fruit. Some monkeys are orange. Some monkeys have big families. It is fun to hear about monkeys!

Fill in the T-Chart with details from the text and the picture.

Look at the picture

Text (Sample Answer)	Picture (Sample Answer)
1. Some monkeys live in trees.	1. The monkey is on the tree branch.
2. Monkeys are animals.	2. The monkey has a long tail.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (Students receive 1 pt. for each correct answer.) 1 point total

Look at this picture:

What part of the story does this picture show?

a.) Monkeys live in big families.
b.) Some monkeys like water.
c.) Some monkeys eat fruit.
d.) Monkeys are fun to hear about.

Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score): (Students receive 1 pt. for each correct answer.) 1 point total

Look at this picture:

Scoring Guide		
Highly Proficient	10/10	100%
Proficient	8/10	80%
Minimally Proficient	6/10	60%
Not Proficient	<6/10	<60%

What part of the story does this picture show?

a.) Monkeys live in big families.
b.) Some monkeys live in trees.
c.) Some monkeys live on the ground.
d.) Monkeys are fun to hear about.