Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	Second Grade	**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 second grade students will be able to use the illustrations and details in a text to describe its most important details. They should also be able to identify main ideas and details supports the ability to summarize what is read. They are able to examine illustrations in an informational text and record or discuss details they believe are provided in the illustrations about the 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.*	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.*	**2. RI. 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Different text and pictures of diagrams (fire truck, inclined plane, wheels and axle, levers and pulleys) see below. Book: What Shapes the Land?		

* ***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 be able to use a picture that goes with a text to help better understand what is read.** **Introduction:** Explain that when you read, sometimes there are pictures or other images that can be as important as the words. Explain that they can support, or help explain information in the text. Show students a diagram of a fire truck. Explain that this is a diagram and that a diagram is a drawing that shows the different parts of something. Diagrams can also show how something works. Explain that they are going to use the text and the picture together to help better understand information. **I-Do (Modeling)**: Put the text and the diagram of the fire truck under the document camera. Read the sentences chorally, "The driver of a fire truck sits in the cab. A ladder and a hose are connected to the main part of the truck. The hose is long and can stretch far from the truck." Ask students to look at the diagram of the fire truck. Ask students to read the text again. Using a T-Chart (labeled *What the Text Tells and What the Diagram Shows*), have the students think, pair, and share what they would put in the different places on the T-Chart. Model what could be placed in each part of the T-Chart by doing a think aloud. For example, say, "The text tells me that the driver sits in the cab of the truck, so I'm going to write that detail under the column of What the Text Tells. Next to that, I am going to write that the cab is at the front of the fire truck and that it has a door under What the Diagram Shows because when I look at the picture, I can see those details. I know that by using the picture along with the text, I gather more information and details about what I am reading." Continue each detail in the text and scaffold to begin to get student responses about the text and pictures as they are ready. **We-Do (Guided Practice):** Explain that they are going to be partner reading a passage titled The Inclined Plane. Explain that they are going to underline two sentences that tell what an inclined plane is and then they are going to circle the inclined plane on the diagram. Partners will work together to fill in the T-Chart. Have students begin partner reading the text and filling in the T-Chart. Once students have completed the T-Chart, ask whole group, "How does the diagram show what you read about in Paragraph 2?" **Check For Understanding:** The teacher will monitor and observe the students as they are partner reading and filling in the T-Chart to see if additional we-do questions are needed to drive the standard. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small	Students will listen to the teacher introduce the lesson. Students will look at the diagram of the fire truck. Students will look at the diagram of the fire truck. Students will read the passage chorally. Students will think, pair, and share their ideas for the T-Chart. Students will listen to the teacher as she models her thinking. Students will respond to the teacher and help provide answers for the T-Chart about the passage of the fire-truck. Students will partner read the passage. Students will underline sentences that show what an inclined plane is and circle parts of the inclined plane on the diagram. Students will work together by reading the passage and filling in the T-Chart with details from the text and details from the pictures. Students will answer the question about how the diagram shows what was read about in Paragraph 2. Students will use the text, picture, and T-Chart to answer the various questions about how an incline plane works. Students will write responses to the various questions about inclined planes

	group for re-teaching or more we-do practice **You-Do (Independent Practice):** Students will use the text, The Inclined Plane and the completed T-Chart for independent practice. The student will use diagram, T-Chart, and the text and answer the questions, "What are inclined planes used for?" "How does the diagram help you to understand how an inclined plane works?" "How do the diagram and the text work together to help you understand the information you read?" Students will write responses to the questions in complete sentences with thorough thoughts. **Discussion Circle:** Have students think, pair, and share with partners, the answer to the question they answered during independent practice. Show them the fire-truck diagram and the inclined plane diagram under the document camera and ask them, "How do the diagrams help support the text that you have read?" Have students think, pair, and share the answer to the question and call on random students to answer. Talk about how important it is to use pictures, images and diagrams when reading to help us understand the information better.	and how the diagrams and text work together to give information. Students will think, pair, and share the answer to the question they answered during independent practice. Students will think, pair, and share the answer to the question, "How do the diagrams help support the text that you have read?" Student will listen to discussion from the class.
2	**Objective: The students will understand how the images support and clarify the information that is read in the text.** **Introduction:** Ask students if they know what axle is and how it relates to a wheel. Call on random students. Explain to students that they will use images and diagrams as support during their reading to help clarify the information that they will be reading about in the text. **I-Do (Modeling)**: Show the students the passage, Wheels and Axles, under the document camera. Invite students to explain how they work together. Have the students partner read the passage, clarifying words as needed during the reading. Have students use their strategies to help figure out confusing words. Gather students and read the passage aloud to them as they follow along. As you are reading, explain that you are going to put a box around the paragraph that tells how a wheel and an axle work. Put a box around paragraph 3 and do a think aloud to explain that you chose the third paragraph because that paragraph provides details as to how a wheel and an axle work together. Next, explain that you are going to look at the diagram and circle the labels that show the two parts of this simple machine. Explain that the reason you are using the diagram is because it helps to give a visual to the information in the text and that it allows you to better understand the information in the text. **We-Do (Guided Practice):** Reread the passage, Wheels and Axles. Explain that they are going to be answering questions about how the diagram is helping them understand the text better. Once completed, ask the students to look at the diagram once again. Explain that you are going to give them a sentence and they are going to talk with their partners about how the diagram helps to explain that sentence. Share the sentence, "The axle goes through the center	Student will think about what they know about a wheel and an axle. Students will respond to the teacher's questions. Students will listen to the teacher's discussion. Students will share what they know about how a wheel and an axle work together. Students will partner read the passage, clarifying words as needed during the reading. Students will use their strategies to help figure out confusing words. Students will follow along as the teacher reads the passage. Students will follow along as the teacher models the skill. Students will reread the passage. Students will look at the diagram. Students will work with a partner and talk about how the diagram helps to explain the sentence, "The axle goes through the center of the wheel." Students will think, pair, and share what the diagram shows.

	of the wheel." Have students think, pair, and share how the diagram helps explain that sentence. Have the students look at the diagram. Ask them, "What information is given in the diagram, but not in the passage." Students will think, pair and share about what the diagram shows. **Check For Understanding:** The teacher will monitor and observe the students to see if additional we-do questions are needed to drive the standard. 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. If not, students will move to independent practice. The teacher will work with individual students, providing scaffolds if needed. **You-Do (Independent Practice):** Have students write a short response to the following questions, "How does this article help you understand how wheels and axles work? Use one detail from the diagram and one detail from the text to support your answer." **Discussion Circle:** Show students the wheel/axle diagram under the document camera and ask them, "How do the diagrams help support the text that you have read?" Have students think, pair, and share the answer to the question. Talk about how important it is to use pictures, images and diagrams when reading to help us understand the information better.	Students will orally respond to the question. Students will partner read and talk about the question. Students will write responses to the independent practice questions about wheels and axles in complete sentences. Students will look at the diagram. Students will think, pair, and share the answer to the question, "How do the diagrams help support the text that you have read?" Students will randomly respond to the question.
3	**Objective: The students will understand how the images support and clarify the information that is read in the text.** **Introduction:** Explain to students that they are going to be reading a science passage about levers and pulleys. Ask students if they know what lever and pulleys are. Explain to the students that they are going to continue to use images and diagrams as support during their reading to help clarify the information that they will be reading about in the text. **I-Do (Modeling)**: Show the students the passage, Levers and Pulleys, under the document camera. If students knew what levers and pulleys were earlier in the lesson, then invite them to explain how they work together. If not, then explain to the students that they will be learning about how the two items work together from their reading passage. Have students partner read paragraph 1&2 in the passage, clarifying words as needed during the reading. Have students use their strategies to help figure out confusing words. Read the two paragraphs aloud to them as they follow along. As you are reading, explain students that you are going to use a T-Chart to write the information that you have learned from reading paragraphs 1 & 2 (labeled *What the Text Tells and What the Diagram Shows*). Look at the diagrams that are shown and fill in the T-Chart by using a think aloud to explain details that you are gathering from the diagrams that are not explained in the text. For example, explain that a fulcrum can be any shape. In the one diagram of the see saw, it is a triangle and in the other diagram it is a ball or stone. Tell students that the reason you	Student will think about what they know about a lever and pulley. Students will respond to the teacher's questions. Students will listen to the teacher's discussion. Students will share what they know about levers and pulley Students will partner read the passage, clarifying words as needed during the reading. Students will use their strategies to help figure out confusing words. Students will follow along as the teacher reads the passage. Students will follow along as the teacher models the skill by filling in the T-Chart.

	are using the diagram is because it helps to give a visual to the information in the text and that it allows you to better understand the information in the text. Complete the T-Chart for paragraph #2.	
	We-Do (Guided Practice): Have students read paragraph #3 of the passage, Levers and Pulleys. Explain that they are going to be using the text and the diagram to complete the T-Chart (labeled *What the Text Tells and What the Diagram Shows*). Once students have completed the reading, ask the students to look at the diagram once again. Tell the students that you want them to work with their partner to complete the information on the T-chart about pulleys. Have students begin working.	Students will read paragraph #3. Students will look at the diagram. Students will work with their partner to complete the information on the T-chart about pulleys.
	Check For Understanding: As the teacher is monitoring, stop and ask students, "How does the diagram support the information from the text?" The teacher will monitor and observe the students when they are partner reading and talking about the T-Chart to see if additional we-do questions are needed to drive the standard. 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 respond to the teacher's questions.
	You-Do (Independent Practice): Reread the passage all the way through. Have students complete the following questions about the passage and the diagram. 1. What do the diagrams of a lever and a pulley in the article show? 2. Use the diagram of the person moving a rock. What does it show about using a lever with the fulcrum to lift something? 3. How do the text and the diagrams help you understand the meaning of the word load? 4. How does the diagram of the pulley help you understand how to use a pulley?	Students will reread the passage. Students will complete the questions given in the independent practice.
	Discussion Circle: Show students the lever and pulley diagram under the document camera and ask them, "How do the diagrams help support the text that you have read?" Have students think, pair, and share the answer to the question and call on random students to answer. Talk about how important it is to use pictures, images and diagrams when reading to help us understand the information better.	Students will think, pair, and share the answer to the question, "How do the diagrams help support the text that you have read?"
4	**Objective: The students will understand how the images support and clarify the information that is read in the text.** **Introduction:** To begin the lesson, the students will watch the video: https://www.youtube.com/watch?v=ZgD8hrI67fE Explain that are going to be learning all about the Earth and that it contains many interesting and unusual landforms. This video will showcase some of these interesting landforms using interesting images. Photos, diagrams and pictures are all types of images. But in this video, only one type of image has been used. Explain that you want the students to watch the video carefully and be ready to share their favorite image/photo/picture. Have students think, pair, and share their favorite image.	Students will watch the video and think about their favorite landform. Students will think, pair, and share their favorite image.
	I-Do (Modeling): During the modeling, it is important to help students see how	

	the images and diagrams connect to help them understand concepts more efficiently. Say to the students, "*Words are not the only way an author communicates ideas. Photos, images and diagrams can be used to make the ideas even more clear and easy to understand. I am going to read you a book about different landforms and how they were made. I will be showing you the photos, images and diagrams. I want you to be thinking of how each of these images help you to understand what I am reading better."* Begin to read the book, *What Shapes the Land?* By Bobbie Kalman. During the reading, stop periodically and make connections between the text and the photos in the book. Read the page: Looking at Earth. Show the students the photo/diagram as you are reading the book. Tell students that you learned that from the text, the earth has layers: crust, which is made of rock, mantle that contains magma, which is red-hot melted rock. Then explain that you are also going to use the picture that shows the different layers. Explain that the picture has details that were not told in the passage. Point out that the picture tells us that we live on the earth's crust. Say, "We also learn in the diagram that the earth has a crust, along with an inner core and an outer core." Show students that they were not told in the text about the inner core and outer core and that by using the diagram, they have learned more about the inside of the earth. Continue modeling throughout the first few pages of the book, pointing out the things that are discovered through the photos on top of the text.	Students will listen to the teacher model how the skill is demonstrated throughout the book.
	We-Do (Guided Practice): Show page 10 under the document camera and have the pictures covered up – Volcanoes Create Land. Have the class read the text and then have them read the text with a partner. Ask the students, "What details have you learned from the text?" Have the students think, pair, and share the details from the text. As the students say the details, write them on a chart paper for the whole class to see. Continue to call on students until all of the details are said. Take the covers off of the pictures and have the students study the pictures for a few minutes. Have students think, pair, and share the different details that they have learned just from the pictures. Prompt students to look at details of the pictures (colors, places, what is happening in the photo, etc.). Continue this process with the different landforms throughout the next few pages of the book. During this part of the lesson, remind students that it is just as important to get details from the pictures as it is from the text. Explain that they can understand the information better with the support from the text.	Students will read the text as a whole group. Students will think, pair, and share the details from the text and answer the question, What details have you learned from the text? Students will answer questions randomly. Students will think, pair, and share the different details that they have learned just from the pictures.
	Check For Understanding: The teacher will monitor and observe the students as they are answering questions to see if additional we-do questions are needed to drive the standard. 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 answer questions.

	You-Do (Independent Practice): Show page 24 & 25 about glaciers to the students. Give the students a T-Chart and have students read the passage text about glaciers. Have them independently give at least 3 details that they receive from the text in one column and then have them write at least 3 details that they receive from the photos/pictures on those pages that teacher them about glaciers. At the bottom of the page, have the question, "How do the images support and clarify the text about glaciers in this book?" Have the students write their answer in complete sentences and thoughts. **Discussion Circle:** Show students the cover of the book you are using under the document camera and ask them, "How do the diagrams help support the text that you have read?" Have students think, pair, and share the answer to the question and call on random students to answer. Talk about how important it is to use pictures, images and diagrams when reading to help us understand the information better.	Students will read the passage about glaciers. Students will fill in the T-Chart with details about what they learn from the text and also from the pictures. Students will answer the question, "How do the images support and clarify the text about glaciers in this book?" Students will write their answers. Students will think, pair, and share the answer to the question, How do diagrams help support the text that you have read? Students will answer the questions in front of the whole 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 **2. RI. 7**. Students will show proficiency of the standard if they can answer questions about how images help clarify text. Students will show high proficiency of the standard if they are able to explain how the images support and clarify the text.

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. (IMAGES ON THIS ASSESSMENT WILL BE LARGE ENOUGH FOR STUDENTS TO EASILY READ.)*

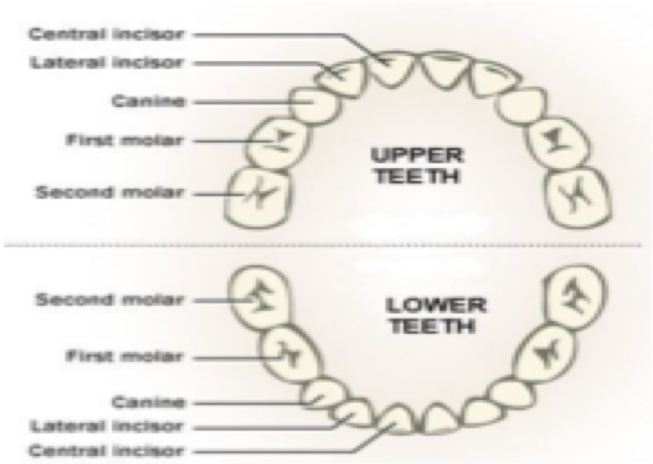
Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score): (Student answers will vary. Student should provide three details from the text and three details from the image. Each detail is worth 1 pt.) 6 points total

Read the passage and use the picture to fill in the T-Chart.

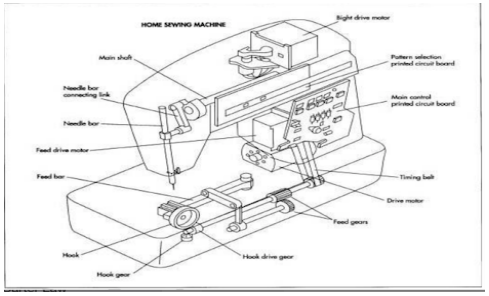
Provide 3 details on each side of the chart.

Children's mouths see a lot of changes in the first 12 years of their lives. Babies are born with teeth, but they start to come out when a baby is about six months old. Children have 20 baby teeth in total. The flat front teeth (incisors) are for biting into food. The pointy teeth (canines) are for tearing food apart. The big teeth (molars) help crush and grind food. At about six years old, the baby teeth start falling out. Then, the permanent teeth come in. Grownups have 32 teeth.

What the Text Tells Us	What the picture shows us
1. Babies are born with teeth. 2. Canines tear food. 3. Molars crush food.	1.Children have 20 teeth 2. shows where each tooth is located 3. You have the same teeth on top and bottom



Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): (Student will receive one point for correct answer.) 2 points total



Sewing machines have many parts. The needle goes in and out of the fabric to put the stitch on your material. There are hooks and gears that allow this to happen. Small motors in the machine help to make the parts move. It is a series of parts and motors that drive your sewing machine.

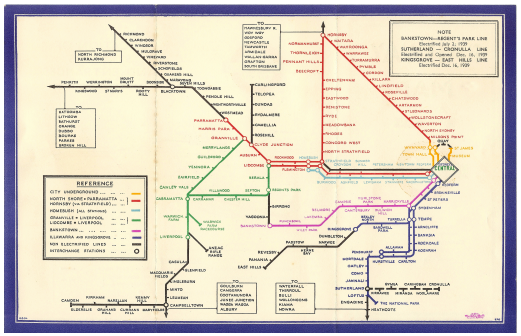
1. **What part helps the needle go up and down?** Answer: C (1 pt.)
   a. Feed Gears C. Needle Bar
   b. Timing Belt D. Drive Motor

2. **How did the diagram of the sewing machine help you answer the question?** (Answers will vary 1pt.)
   (Sample Answer: The diagram gave the specific name of the part and the text did not.)

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): 1 point total

Read this and then look at the picture.

Have you ever used a map? A map can show you how to get somewhere. Some maps show where trains go in a city. Some maps show how far away something is. Some maps show you what the whole world looks like from far away. Maps help people answer questions. This map shows where trains go:



What information did you gain from the picture that supported the text? _____
(Sample Answer: The text tells that maps can show where trains go. The picture is a map of the different detailed routes of the train. It shows where the specific trains go in the city.)

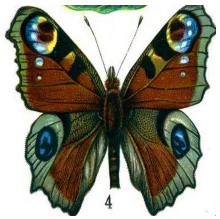
Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed): 1 point total

Read this. Then look at the picture.

Butterflies are interesting bugs. They come in lots of different colors. Some butterflies have marks on their wings. The marks help to scare away bigger animals that want to eat the butterflies.

What do you learn from the picture that is not stated in the text?

a.) Animals are afraid of the marks on the butterfly.
b.) Butterflies have different colors.
c.) The marks that animals can be afraid of.
d.) Animals may want to eat butterflies.



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