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

Grade Level	First 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 first grade students will be able to identify stated details in a text with prompting and support, identify in details in illustrations with prompting and support, and describe the relationship between illustrations and words with prompting and support.		
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.*	**1.RI.7**. Use the illustrations and details in a text to describe its key ideas.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Books*: Elizabeth Leads the Way*, *Cowboys and Cowgirls Yipee-Yay*, *Simple Machines* – Reading Passage, *Bats: Furry Fliers of the Night.* Black-line masters of worksheets, chart paper, pictures of simple machines (see lesson), sticky notes		

* ***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 use details from the words and illustrations/pictures in a text to tell about key ideas and understand how they words and illustrations/pictures work together to help readers describe the key ideas.** **Introduction:** Review with the students what they have previously learned about finding picture and word details in stories that they have read. Explain to the students that thinking about how the words and pictures fit together will help them better understand the details that they are reading about. **I-Do (Modeling):** Read the book, *Elizabeth Leads the Way* to the class. Have an anchor T-Chart ready for the students to help complete as the teacher reads the book aloud. The teacher will stop and model asking questions about word and picture details. Explain to the students that you are going to ask yourself what you learn from the words and pictures in the text. Explain to the students that you will use the word and picture details to describe a key idea. Say this as a think aloud, "The words tell about a new idea – that women could vote and change laws. The picture shows that Elizabeth is very excited and so I think this might be her idea. The words along with the picture tell me that she has a new idea that women should vote." Use this information to help fill in the T-Chart – listing that the words tell them that if women could vote, they could help change laws. Tell them that the picture shows that Elizabeth is excited because she is talking and holding up her arms. The teacher can also point to the large red letters and show students that they are coming from Elizabeth and so that is another clue to show that the idea was hers. Continue this process throughout the book while reminding the students that asking questions about the words and picture details can help them describe the key ideas. **We-Do (Guided Practice):** Show page 23 of the book, *Elizabeth Leads the Way* up on the Document camera. Read the page aloud with the class. Remind students that asking questions about word and picture details can help them describe key ideas. Tell the students that you are going to read the page with them one more time and then they are going to discuss with their partners the answers to the questions that you are going to ask them about the words and the pictures. Explain to the students that on this page Elizabeth has an idea. Ask the students, "What do the words say about Elizabeth's idea?" Have students think, pair, and share the answers to the questions. Next, ask the students, "What do the pictures show you about Elizabeth's friends?" Have students think, pair, and share their ideas with evidence. The teacher will want the students to respond with ideas such as – their faces and hands show that they are surprised. Continue the conversation with students about the words and the pictures of this page.	Students will actively listen to the teacher. Students will listen to the book Elizabeth Leads the Way. Students will answer questions about the book. Students will actively listen to the teacher model. Students will listen to the book. Students will discuss with partner the answers to the questions. Students will think, pair, and share the answers to the questions. Students will discuss what words in the text provide evidence. Students will think, pair, and share their responses to questions posed by the teacher.

	Continue this process with different pages of the book to ensure students understand the relationship between the words and the pictures of the text. During this process, add important information to the T-Chart with details from words and details from pictures. **Check For Understanding:** The teacher will monitor and observe the students when they are discussing the questions posed to see if additional we-do questions are needed. If not, students will move to independent practice. **You-Do (Independent Practice):** Revisit why it is important to ask questions about the text and the pictures/photos details. Refer back to the T-chart and go over different parts of the book and review how using the words and the pictures helped them to understand the information better. Show the page of the book where the people are joining in the meeting place on the document camera. Give the students a worksheet that has three questions: What do the words say on this page? What does the picture show? How do the words and pictures work together to tell about the details on this page? Repeat as needed. Have students answer the questions on their worksheet **Discussion Circle:** Using the completed T-Chart from the book, refer back to the different pages and review what the words tell and what the pictures show. Ask the question, "In this informational text, how do the words and the pictures together help you understand the details better?	Students think, pair, and share their answers.
2	**Objective: The students will use details from the words and illustrations/pictures in a text to tell about key ideas and understand how they words and illustrations/pictures work together to help readers describe the key ideas.** **Introduction:** Project a few pictures of simple machines using the Document camera (wheel, incline, pulley). Ask the class, what kinds of things they could do with these simple machines? Remind students that having text would give them more information. Explain that they will continue to read text and look at illustrations/pictures to learn more about simple machines. **I-Do (Modeling)**: Students look at the first picture of the two men moving the piano up the ramp. Students think, pair, and share what they see happening in this picture. Call on random students. Ask the students to read the first two sentences under the picture and discuss if it is easier to push a piano up a ramp or lift it. Continue reading the next two paragraphs together as a class. Explain how simple machines are used every day. Have students look at the next picture of the lever. Ask the students, "What does the picture show?" Use a think aloud to say, "When I look at this picture, I see that this is a simple machine that is being used to crack a walnut. Continue reading. Use Think- Alouds when asking questions about the text, reinforce how the words and text work together to give the reader information. Use a Circle map to illustrate how words and text work together to give information. **We-Do (Guided Practice):** Ask students to look at the picture of the wheel. Have	Students will think, pair, and share with their partner what kinds of things they could do with simple machines. Students will give responses. Students will actively listen to the teacher. Students will look at the pictures of simple machines. Students will think, pair, and share what they see happening in this picture. Students will read the first two sentences under the picture and discuss if it is easier to push a piano up a ramp or lift it. Students will actively listen to the teacher. Students will chorally read text. Students will answer questions posed by the teacher.

	students talk about what a wheel is used for from the picture. Then, have the students read the text under the picture about the wheel. Have the students begin to use the strategies of looking at the image, reading/rereading the text, or reading the caption. The students will use these strategies to gather information. Have students share what they have read about wheels from the text. Create an anchor chart of a circle map with the word wheels in the middle. Students share the information about wheels that they have learned from the text and illustration/pictures. Continue this process with the pulley and the inclined plane section of the text. Have students read the text with their partners and add their details to individual circle maps for each simple machine. As students are working together, monitor and prompt students to share what they see in the pictures. Prompt for details not explicit in the text. Students share details on the circle map characteristics of the simple machines. **Check For Understanding:** The teacher will monitor and observe the students when they are discussing the details from the pictures and text to see if additional we-do questions are needed to drive the standard. If not, students will move to independent practice. **You-Do (Independent Practice):** Give students a circle map that has Wedge and Screw listed in the center of the circle. Students will look at the picture and read the text that goes with the two simple machines. Students fill in details from the text and illustrations/pictures to tell about each of the simple machines. Students will respond to the question at the bottom of the circle map, "How do you use the words and the pictures of that same text to learn important details **Discussion Circle:** Teacher asks, "How do you specifically find information in a text using the illustrations as well as the text? Prompt students to recall some of the strategies of rereading or looking at the illustrations to make connections about details.	Students will look at the picture of the wheel. Students will think, pair, and share what they see in the picture of the wheel. Students will talk about what a wheel is used for from the picture. Students will read the text under the picture about the wheel. Students will begin to use the strategies of looking at the image, reading/rereading the text, or reading the caption. Students will use these strategies, one at a time to gather information. Students will think, pair, and share what they have learned from the words in the text. Students will begin to share what they have read about wheels from the text. Students will work together. Students will share details for the circle map. Students will answer questions posed by the teacher. Students will complete a circle map with details from the Wedge and Screw passage. Students will respond to questions in writing. Students will recall some of the strategies of rereading or looking at the illustrations to make connections about details.
3	**Objective: The students will use details from the words and illustrations/pictures in a text to tell about key ideas and understand how they words and illustrations/pictures work together to help readers describe the key ideas.** **Introduction:** Remind students that they have been learning about how to use illustrations and text together to gain valuable details and information about a topic. Students will look at a picture of a cowboy from the book and share information that they gather from the picture. Students share and the teacher records responses on a circle map. Tell students they will be using the details from the pictures and the text to gain information about cowboys. **I-Do (Modeling)**:. Read the text at the bottom of the page to the students. Say, "In the picture, I see a cowboy with different types of clothing on. I just read that cowboys had to wear clothing that was built for wear and tear. Also, I read that cowboys wore their clothes for long periods of time, like months! They were	Students will look at the picture and tell you what they see. Students will think, pair, and share information that they gather from just the picture. Students will randomly share out details from the picture. Students will actively listen to the teacher model the skill.

	smelly and dirty and had to be burned after a long time. I'm going to add these details to my circle map because these are important details that I have learned from the text (add them to the circle map). Now I am going to look at the picture and see if the words that go with the picture help me to gain more details about their clothing." Explain to the students that each piece of clothing that a cowboy wears has a purpose for the cowboy. Add details to the circle map. Point out that the pictures help us to better understand the text when we read. Explain that the pictures give us an image to refer to when we read and that by using the picture with the text, we gain more details about the topic. **We-Do (Guided Practice):** Students will work with a partner for the guided practice. Display picture of the cowboy with the horse. Students will partner read the text, look at the pictures, and write as much information they can gather from the text and the pictures about cowboys. Students will work together to make a circle map. Students write Cowboys/Horses in the middle of the circle map, students partner read the text at the bottom of the page and retell to one another what they read about and what details they understood from the text. Students share out their details to the class. Students will write the details that they read about onto their circle map. Repeat this process as needed. Have a class discussion about how they used both the picture and the text to help them learn about cowboys and riding horses and what things needed to be on the horse in order for it to be ready to ride. Point out that the text gave different information than the captions but both are important to the details of the topic. **Check For Understanding:** The teacher will monitor and observe the students when they are discussing the details from the pictures and text to see if additional we-do questions are needed. If not, students will move to independent practice. **You-Do (Independent Practice):** Show picture on Document camera. Ask the students to think about what they see in the picture. Read the captions with the students. Read the text at the bottom of the page with the students aloud. Reread the text again. Ask students what they learned from the text and what they learned from the pictures. Use a circle map and have students write down details from both the text and the picture. Encourage students to use strategies such as rereading and analyzing the picture to give as much information as possible. Explain you are looking for details from the text as well as from the picture. **Discussion Circle:** Have students write two details from the book that they learned on sticky notes. Have a T-Chart with two columns labeled Details from Text and Details from Pictures. Have students come up to the chart paper and place their sticky note in the column of where they learned their detail. When all sticky notes are placed, go over the details and explain that you need both text and pictures to learn as much as you can about a topic. Point out all of the information that they learned from the text as well as the information that they learned from the pictures and that they work together to help us understand a topic better.	Students will work with a partner for the guided practice. Students will work together to make a circle map. Students will write Cowboys/Horses in the middle of the circle map. Students will partner read the text at the bottom of the page and retell to one another what they read about and what details they understood from the text. Students will share out their details to the class randomly while asking students to add on to the details or give new details. Students will write the details from their picture on their circle map. Students will answer questions posed by the teacher. Students will think about what they see in the picture. Students will read aloud. Students will write down the details from both the text and the picture that they learned from this page. Students will write two details from the book that they learned. Students will come up to the chart paper and place their sticky note in the column of where they learned their detail.

4	**Objective: The students will use details from the words and illustrations/pictures in a text to tell about key ideas and understand how they words and illustrations/pictures work together to help readers describe the key ideas.** **Introduction:** Remind students that they have been learning about how to use illustrations and text together to gain valuable details and information about a topic. Show an image of a bat from the book *Bats: Furry Fliers of the Night.* Cover the text. Ask students to look at the picture and tell you what they see. Students will share and teacher will record responses **I-Do (Modeling)**: Read the book, on page 1 show students the picture and read the words, "It's nearly night. The sky is darkening." Say to the students, "The bold words tell me that it is night time. I also see in the picture that there are so many tall trees in a forest. I'm already learning about where we might find a bat and we are only on the first page." Look at the picture on the next page. Tell the students we can learn a lot just from the picture. Say, "I notice that the bat is hanging upside down in the tree. They must have strong claws. I see shiny skin that looks like leather and their head and tummy is made of fur. I also notice that it is dark. The bat can still see. Bats must be able to see in the dark. Continue reading and point out that the word *"nocturnal*" looks different from the other words (in italics). Say, "Let's use the picture to learn about what that word means. I see that the bat is wide-awake even though it is night. I would be sleeping. I wonder if the word *"nocturnal*" means that they stay awake at night?" Reread the text to confirm. We used the picture as a clue to help us with that tricky word. **We-Do (Guided Practice):** Students will work together to use pictures to help understand the text. Show the next page under the document camera. Explain that the page has a picture of a diagram of a bat. Students discuss. As students share record their responses. Explain that bats have body parts like we do and that is something we learned from just the picture. Read the text whole group, have students share and record responses. **Check For Understanding:** The teacher will monitor and observe the students when they are discussing the details from the pictures and text to see if additional we-do questions are needed. **You-Do (Independent Practice):** Show the students the next page. Have students look at the picture and think of one thing that they learned from the picture. Students read the text and write one thing that they learned. **Discussion Circle:** Students are seated on the carpet and the teacher asks, "How do you specifically find information in a text using the illustrations as well as the text?" Prompt students to recall some of the strategies of rereading or looking at the illustrations to make connections about details	Students will think, pair, and share information that they gather from just the picture. Students will randomly share out details from the picture. Students will actively listen to the teacher model the skill. Students will think, pair, and share the different things that they notice from the picture. Students will read the text. Students will answer questions posed by the teacher. Students may use anchor if needed. One thing I learned from the text is_____. One thing I learned from the picture is _____. Student share with one another how the text and the picture are related. Students will look at the picture and read the text. Students will write one thing learned from the text and from the picture.

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 **1. RI. 7**. Students will demonstrate understanding by answering questions about text and pictures that includes information on a topic. Students will show high proficiency of the standard by answering questions, providing evidence, and understanding how the text and pictures work together.

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 should state that butterflies are a type of bug in the answer to receive 1 pt.) 1 point total

Read the story. Then look at the pictures.

Butterflies are a kind of bug. Butterflies have wings. Some butterflies have lots of colors. Many butterflies are pretty. But they don't always look that way. Their babies are not colorful. Instead of wings they have lots of little legs. Then the babies grow. They turn into beautiful butterflies!

Grown-Up Butterfly

Baby Butterfly

What are butterflies? _____

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): (Student answers will vary. Students should provide two characteristics. Each characteristic is worth 1 pt.) 2 points total

Use the passage above.

What do most grown-up butterflies look like? Give two answers. _____

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

Use the passage above.

What do baby butterflies look like? Choose 3 answers.

a.) They have lots of bright colors.
b.) They are hairy.
c.) They are long.
d.) They have wings.

e.) They have lots of legs.

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

Read the story. Then look at the picture.

Lots of people hear about King Arthur. He was a real man who lived a long time ago. No one knows what his life was really like. Most of the stories about him are made up. One story tells about how he pulled a sword out of a rock. There were special words written on the sword. Then he became a king! Even though some of the stories may not be true, it is still fun to hear about King Arthur!

What did King Arthur wear on his head? (Students receive 1 pt. for correct answer.) 1 point total

a.) a hat
b.) flowers
c.) a crown
d.) leaves

Scoring Guide		
Highly Proficient	10/10	100%
Proficient	8/10	80%
Minimally Proficient	6/10	60%
Not Proficient	<5/10	<60%

Who is Arthur? (Students receive 1 pt. for each correct answer.) 2 points total

a.) a made-up person
b.) a person who writes stories
c.) a person who is alive today
d.) a person who is in a lot of stories
e.) a person who lived long ago
f.) a made-up king

How do the text and the picture work together to help you understand information about King Arthur? _____ (Student answers will vary, 1 pt. for correct answer. Students state that sometimes you need to look at the picture to gain more details than what the text shows.) 1 point total