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

Grade Level	Fourth Grade	**Content Area**	ELA
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 students will already understand making connections between maps and photographs and the texts in which they appear. Students are asked to identify information from visual media and show how the information helps them answer key questions about a 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.*	**4.RI.7. Interpret information presented visually, orally, or quantitatively *(e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)* and explain how the information contributes to an understanding of the text in which it appears.**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Colored pencils, *A One-Room School House* by Bobbie Kalman, document camera, showdown cards with questions, whiteboard, markers, Time for Kids, *Features of the Ocean Floor* by Connie Rather Genre: Science Article		

* ***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: Students will gather information from a time line to determine how it helps them understand the text.** **Introduction:** Teacher will post a timeline of the student's daily activities. The teacher will refer to the timeline and state that everyday I post the timeline for the day's schedule. This helps you to know what we will be doing for the day and keeps me on track. If a substitute can in and saw the timeline for the day it would give her information on the events for the day. We use timelines for many reasons. One way we use timelines is in Social Studies to put events in a chronological order. **I-Do (Modeling):** A passage about the history of the American school progression will be read by the students. After reading the passage with the students the teacher will post the timeline to show students how the timeline helps clarify information for readers. As we read the passage there was a lot of information given. The timeline helps to organize the information in a way that it is easy for the reader to make sense of what they read. The teacher will ask additional questions and answer then for the students using metacognition to model her thinking. **We Do (Guided Practice):** The students will be given an additional timeline with a short passage. As they read the passage with their partner they will use different colored pencils to match events in the story to events on the timeline. **Check For Understanding:** The teacher will observe students recording their answers on the timeline and text to see if any additional we-do is 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):** Students will answer questions at various DOK levels about the timeline and text. **Discussion Circle:** How did the timeline support our ability to interpret and understand information that was presented?	Before the students are given the timeline the teacher will ask them about key information and dates that were given in the passage. The students will talk with a partner to find key information from the timeline. Students will select one colored pencil for each event and match the text evidence to the timeline. Students will use the Mix Pair Freeze structure to discuss with partners how the timeline helped them interpret and understand information in todays lesson.
2	**Objective: The students will read *A One-Room School House* using charts, pictures, and time lines to understand the text**. **Introduction:** Yesterday we used a timeline to help sequence important information from a text to visually represent events in a text. Today we will read *A One-Room School House*. This book has many of the text features we have seen throughout the year. You will see charts, timelines, photographs, and	

	charts to name a few. **I-Do (Modeling):** The teacher will read pages 5 through 9 of the story. As the teacher reads she points out how the photographs are used to support the students understanding of the text. She points out the caption on page 7 that gives additional information that was not included in the text. The teacher continues reading to page 9. On page 9 the text says that the students used a quill pen to write with. A drawing of a quill pen is on the bottom of page 9. Before showing the students the picture of the quill pen ask the students what they know about quill pens. After students use the information from the text to discuss what they think the pen will look like the teacher will show the drawing on the document camera for students to see. Point out how the drawing helped us to visually understand what the text had referred to.	Students will think, pair, and share to discuss what they think a quill pen is.
	We Do (Guided Practice): Students will partner read pages 10- 11. Students will work in teams to answer questions that use both the text and text features to gather information. The teacher will listen to student responses to take notes on student progress. **Check For Understanding:** The teacher will observe students recording their answers on their whiteboards and answers during team discussion to see if any additional we-do is 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.	Students will select cards with questions and use the Kagan Show Down structure to work through the questions. Students will write responses on their whiteboards.
	You-Do (Independent Practice): Students will read pages 14 and 15 to answer multiple questions that include text and the features on this page, which include photographs, drawings, captions, sidebars, and diagrams.	Students will discuss which events that they would like to include on a timeline for pages 14 and 15.
	Discussion Circle: If you added a timeline to page 12 and 13 which key events would you add to it and why?	Students will use a mix-pair-freeze do discuss their timeline and participate in discussion circle.
3	**Objective: The students will read Time for Kids using a variety of visual aids to help students understand the text.** **Introduction:** Today we are going to go on a scavenger hunt. We are going to find information and text features in an article we will read. **I-Do (Modeling):** The teacher gives the students a copy of Time for Kids. We will try to find all of the elements listed on the chart and also tell what the purpose of including that feature. Teacher posts anchor chart of all the text features they have used throughout the year. Students will be given a chart that lists the element and then has blanks for where it was located and how it enhanced the passage. The teacher will model the first two elements. Students will not add these to their chart. The teacher will use a think aloud to explain why that text feature was used and how it helped us to understand what we read.	Students will help the teacher to identify text features located in the I Do portion. Students will fill in their scavenger hunt chart.

	We Do (Guided Practice): Students will locate the next two features with the teachers support. Both teacher and student will add the information to their scavenger hunt chart. **Check For Understanding:** The teacher will observe students recording their answers on the chart to see if any additional we-do is 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):** Students will continue to fill in the chart and determine why the author included that feature. **Discussion Circle:** Which text feature was used the most in this article? Why do you think that occurred?	Students will complete the scavenger hunt chart independently. Students will participate in a Stand Up Hand Up Pair Up structure (Kagan) to find a partner to discuss the given question.
4	**Objective: The students will use animations and interactive features to understand the text.** **Introduction:** This year we have been using technology to read passages. Sometimes websites will give special features that are interactive. These features work similar to the ones we have used in the books we have read. **I-Do (Modeling):** The teacher will have students go to http://www.mountvernon.org/washingtons-world#ww||lat%3A-77.0232537|lng%3A38.8934039|zoom%3A13. After all of the students have got to the website the teacher will have the students follow as she navigates through the site. We have been reading text in books this week and the text features have been located on the same page. When you use a website sometimes it will have popup windows or take you to another page to get information. I'm going to select under historic maps Washington, DC. Right now I can locate rivers, directions, and key points of interest. Do you notice that there are orange circles on the map? I am going to select one. The teacher will select the one that is the US Capitol. When I clicked on that circle a text box popped up on the side of the map. Lets read what it says. What additional information did we get from the text? Students will share key points that teacher will post on a chart. **We Do (Guided Practice): I** am going to assign each team a different location on that map and you will find the key points to share with the class. The students will be given 10 minutes to read and find key points. The teacher will then have the students use the 1 Stay 3 Stray structure to regroup classmates to share information. **Check For Understanding:** The teacher will observe students recording their answers on the worksheet to see if any additional we-do is needed. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for	The students will select Washington, DC under historic maps. Students will select the US Capitol. Students chorally read the text with the teacher. Students will use the Round Robin structure in their teams to share ideas. Students will work with their team to find key information fro interactive web elements. Students will then act as an expert on the location they worked on with their team to share with students from other groups.

	re-teaching or more we-do practice. **You-Do (Independent Practice):** Students will then change to the maps of Boston and find locations the teacher has selected and answer questions that involve both the text and the maps. **Discussion Circle:** How were the interactive features and the features we used in the books similar? Did the author include them in the same way?	Students will find locations on a map and answer questions independently. Students will discuss the question will a partner and then share answers with the group.
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 **4.RI.7.** Students will show proficiency of the standard if they can answer questions about how visual representations 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.*

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

WHIRLIGIG

Pioneers were definitely handy with a needle and thread, as clothes, blankets, pillows, and most other items were made by hand. Frontier children made this toy if their mother had an extra button. If she didn't, they might have been lucky enough for their father to whittle them a button, and then the same toy was called a buzzsaw.

Stuff You Need
- piece of string twice as long as your arm
- large button with two holes

Make it:
1. Thread the string through the buttonholes. Tie the ends in a knot, forming a loop.
2. Hold each end of the string, so that the button is in the middle.
3. Swing the button in a circle to wind up the string.
4. Pull your hands apart and push them together again. The button will whirl and sing as it swings.

Scoring Guide

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

The illustration **best** helps the reader to understand

A. **Step** 1
B. **Step** 2
C. **Step** 3
D. **Step** 4

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): (1 pt. for Part A, 1 pt. for Part B) 2 points total

Read: *Going Down, Down, Down by* Justin Oh
Genre: Science Article

Genre: **Science**

Going Down, Down, Down

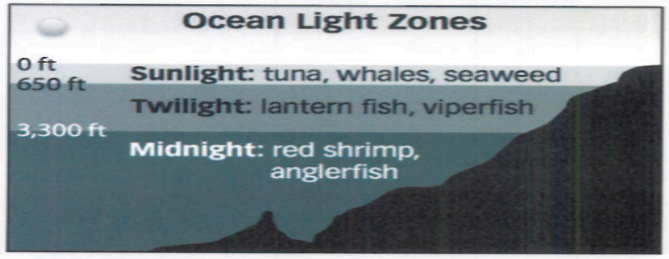
by Justin Oh

1 The ocean has three main zones. These zones are distinguished by the amount of sunlight they receive.

2 In the **sunlight zone**, the sun's rays penetrate from the surface to a depth of 650 feet. The light lets plants grow here, and these plants provide food for animals. Here you will find sea mammals and schools of fish.

3 The **twilight zone** stretches from 650 feet to 3,300 feet below the ocean surface. There is almost no sunlight, so no plants grow. Animals that live here wait for dead plants and animals to drift down from the sunlit zone. The animals here have ways of surviving difficult conditions. Many can produce their own light, which helps them search for food.

4 Below 3,300 feet, the **midnight zone** lies in complete darkness. There is very little food, the water is cold, and the water pressure is enormous. Some animals at this level are soft, so the pressure doesn't affect them as much. Many are blind or have no eyes, but they can feel the smallest movement of food that might brush up against them.



Question:
Part A: Describe at least one type of information you can find in the diagram that the passage does not give you.
Part B: How does the diagram help you better understand the differences in the three zones?

Sample Answers:

Part A: The diagram shows that tuna, whales and seaweed all are located in the Sunlight zone.

Part B: The diagram shows you the location of the zones. Where they zones are located in relation to one another and the amount of light that penetrates in the zone.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (3 pts. for correct Venn diagram, 3 pts. for details) 6 points total

Read: *Going Down, Down, Down by* Justin Oh
Genre: Science Article

Compare and contrast information that is provided by the text and the diagram, organize your response in a Venn diagram. Use at least three details and at least one of those details must be supported in both the passage and the diagram, highlight your detail.

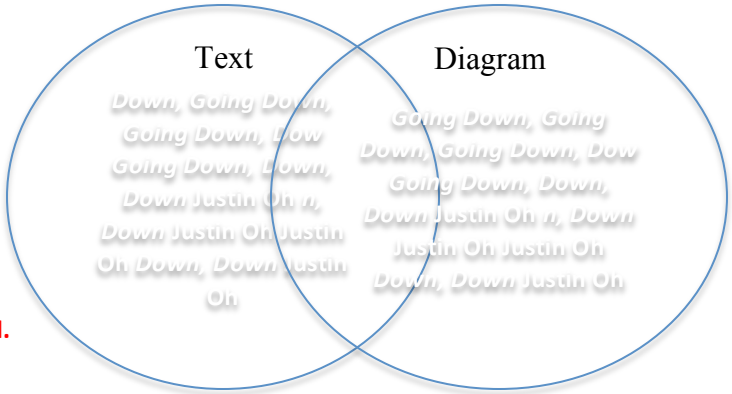
Sample Answers:

Details that are in both passage & diagram:

1. **Both show the three zones**
2. **They both show the depth in feet**
3. **They both show the location of the zones**

Details that are no in both

1. **Diagram lists specific animals that live in each zone**
2. **The text gives information about how animals survive at each level.**



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

Read: *Going Down, Down, Down by* Justin Oh
Genre: Science Article

Which ocean animals listed in the diagram is most likely to live among creatures that have soft bodies and no eyes?

A. red shrimp and anglerfish
B. viperfish and lantern fish
C. tuna and whales
D. red shrimp and tuna