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

Grade Level	Third 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 how words and pictures work together to present information. Identify the information illustrated in visual features, such as diagrams. In second grade students learning revolved around an emphasis on making connections between diagrams and the texts in which they appear.		
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.*	**3.RI.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	T-charts, maps, colored pencils, advertisements, *On Board the Titanic* by Shelley Tanaka,		

* ***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 use maps and illustrations to understand text.** **Introduction:** The teacher will put up a picture of a woman looking sad. The teacher will say to the students we don't have any background information about this picture but what information can we gather. The teacher will call on numbered heads to share information. Sometimes the pictures can give us additional information. The teacher will then read a passage that goes with the picture. Now that we have heard the text do we know anything else about the picture? **I-Do (Modeling):** The teacher will show the students a map. The teacher will go over basic map reading skills and how to use the map key. Students will read the text that goes with it with partners. **We Do (Guided Practice):** Teacher posts a chart that says *What the Text says/ What the pictures show.* The teacher will write the first piece of information on the chart. Students will then work with a partner in the Rally Table structure to add ideas to the chart. Teacher will ask students to share ideas to add to the class 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 not, students will move to independent practice. . 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 be given a second map and short text to answer questions on their own. **Discussion Circle:** Why would authors include maps and photographs in their text?	Students will think, pair, and share to discuss what information the picture gives them. Numbered heads will be selected to share responses. Teacher will call on students to answer some basic questions about the map. Students will partner read text. Students use the Rally Table Structure to add ideas to the chart. Students will complete independent practice. Students will participate in discussion circle to share their ideas
2	**Objective: The students will use information gathered from illustrations to understand the text.** **Introduction:** Yesterday, we looked at how maps can give us a better understanding of what we are reading. Today, we will look at other text features that give us supporting information from the text we are reading. **I-Do (Modeling):** We will continue to add to our anchor chart today **What the Text says/ What the pictures show.** Today we will work on how advertisements can use text features to help us understand more about a product. The teacher presents the first example. The teacher reads the text that accompanies the picture to the students. After reading the text the	Students tell the teacher where they feel specific pieces of information should be included. Students use numbered heads to share the benefits of the photograph that was

	teacher uses metacognition to help fill out the chart for the students. How did the picture help clarify our understanding of the benefits of this product? Teacher calls on numbered heads to share thoughts. **We Do (Guided Practice):** The teacher gives the students a second advertisement. Students read the text with their partner. Teacher gives the students a copy of the chart to fill out together. Teacher asks students to find one idea that is found in the text. Teacher calls on students to add to the chart. The teacher then asks for a detail that we learned from the picture. The teacher adds it to the 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 be given several other advertisements and short text to answer questions on their own. The teacher will assess student's progress and ask questions to take anecdotal notes. **Discussion Circle:** How did the advertisement help you better understand the text?	included. Students share responses. Students read passage with a partner. Students are given two different colored pencils. Students work together to add details to the chart. Students will complete their independent practice. Students will share responses with class.
3	**Objective: The students will use information from text and text features to fill out a Venn Diagram.** **Introduction:** We have been looking over shorter pieces of text the past few days. Today we are going to read a book called *On Board the Titanic*. As we are reading we often discount the importance of the text features throughout the book. In the book we will read today there will be a variety of text features used to clarify information or give us more details. **I-Do (Modeling):** The teacher will read pages 8 and 9 of the book. A Venn Diagram poster will be posted on the board. Today we will look for information that is in the text, in a text feature, or both. We have found that sometimes they are included in both places. We will also try to determine why the author selected that particular text feature to include. Where would we find information about the size of the Titanic? Teacher will call on students to add information to the Venn Diagram. Why was the picture on the top of page 8 added to the book? **We Do (Guided Practice):** Students will partner read pages 10 and 11. After the students have read the text the teacher asks students to find evidence from the text that is clarified in the picture on page 10. Students will share the answers with the class. The teacher adds information to the Venn diagram. Students are instructed to work in their team to find information to add to the Venn. Students help add information to the class Venn. **Check For Understanding:**	Students listen and follow along with the teacher as she reads pages 8 and 9. Students will talk with a partner to find the information. Students will share responses. Students will talk with a partner to find the information. Students will share responses. Partner read pages 10 and 11. Students will team discuss how the picture clarified information that had been read. Students fill in one piece of information to each part of the Venn with their team.

	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 be read pages 12 and 13 alone to answer questions on their own. The teacher will assess student's progress and ask questions to take anecdotal notes. A small group may be pulled for students that are at a lower reading level to add support. **Discussion Circle:** How would your understanding of the information on page 13 be different if the author did not include the diagram?	Students will complete independent practice. Students share thoughts during discussion circle.
4	**Objective: Students will use information from text and illustrations to answer questions.** **Introduction:** Today we will continue reading *On Board the Titanic*. Yesterday we focused on how the different text features supported our understanding of the text. We will continue that today and also determine what information would be omitted without the text features. **I-Do (Modeling):** The teacher will model reading page 14 and 15 to the students. The students will be asked who, what, when, where, why questions to determine their understanding of the text. **We Do (Guided Practice):** Students will work in partnerships to answer questions from the text on pages 16 and 17. The teacher will check for student understanding during the partner practice. **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 be read pages 18 and 19 alone to answer questions on their own. The teacher will assess student's progress and ask questions to take anecdotal notes. A small group may be pulled for students that are at a lower reading level to add support. **Discussion Circle:** Which text feature to you find the most helpful when reading text? Why? Teacher will call on students in the discussion circle to share answers.	Students will partner read pages 16 and 17. Students will use the Kagan structure Sage and Scribe to answer questions from pages 16 and 17. Students will complete their independent practice worksheet. Students will talk with a partner to share their answer.
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*	The summative assessment includes 4 items that will test student knowledge and understanding of standard **3.RI.7**. Students will show proficiency of the standard if they can answer questions about how illustrations 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.

	administered.	

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 point for correct answer, 1 point for evidence provided) 2 points total

From the text *The Amazing Canal*

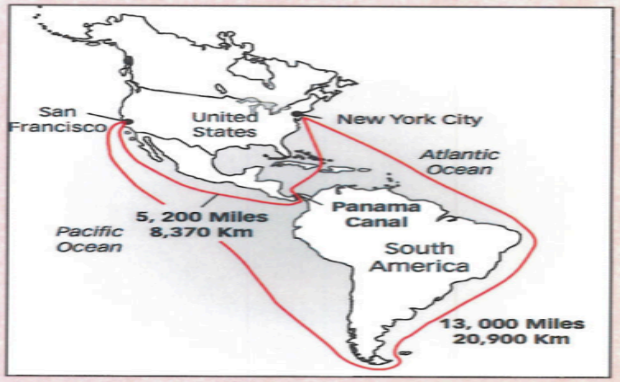
Genre: **History**

The Amazing Canal

by Dell Sutclif

1 Right up there with the wheel, the road, and the steam engine, the canal is one of the greatest inventions in the world. A canal is a passageway for water. It creates a shortcut to allow people and goods to travel easily by boat from one place to another. Some of the first canals for travel were built in Egypt nearly 4,000 years ago.

2 Completed in 1914, the Panama Canal is one of the most famous modern canals. It cuts 51 miles across the Isthmus of Panama and connects the Atlantic and Pacific Oceans. Before the Canal was built, ships had to go around the tip of South America. The Canal made the trip much shorter, faster, and safer.



Question: According to the map and the text explain what the Panama Canal connects? Use evidence to support your answer.

Answer: The Panama Canal connects the Atlantic and Pacific Oceans. Student provides evidence from the map.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): (1 pt. for correct answer) 1 point total

From the text *The Amazing Canal*

Based on what you learned in the map and the text, what did you learn about canals?

A) After the Panama Canal was built, most people still traveled around the tip of South America.
B) The Panama Canal created a shorter but more dangerous route.
C) Canals help people and goods to go to different places.
D) Parts of canals can go over large bodies of water.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (1 pt. for correct answer, 1 pt. for evidence provided) 2 points total

From the text *The Amazing Canal*

Why are canals an important invention? Use evidence from the text and diagrams to support your answer.

Sample Answer: Canals make it easier for people to travel and for goods to be moved from one place to another. The diagram shows how far it was to travel around the tip of South America before the canal was built. Canals made travel quicker as well.

Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score): (2 pts. for identifying 2 piece of information you would not have known without the diagram, 3 pts. for short answer that articulates a change of understanding) 5 points total

From the text *The Amazing Canal*

What information would you not know if the diagram had not been included? Write a short answer to tell how this would change your understanding.

Sample Answer: The diagram shows how far in miles it is around the South America in comparison to the miles through the canal. The diagram also shows me the exact location of the canal, which I might not have known if I did not see the picture. I also gained a greater understanding of how canals make travel easier.

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