

Standard 1: Reading

FIRST GRADE

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 1: The student uses skills in alphabets to construct meaning from text.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies sounds of both upper and lower case letters of the alphabet. (Letter-sound Relationships) 2. ▲ identifies names of both upper and lower case letters of the alphabet. 3. identifies and distinguishes between letters, words, and sentences. 4. ▲ identifies and manipulates <i>phonemes</i> in spoken words (e.g., <i>phoneme isolation, identification, categorization, ▲blending, ▲segmentation, ▲deletion, ▲addition, ▲substitution</i>). (<i>Phonemic Awareness</i>) 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) demonstrates <i>phoneme</i> manipulation, for example, students are shown a picture of a bee and are asked to take off the /b/ and add a /s/ to the word to create a new word using magnetic letters, letter tiles, or white boards with markers. (This is an on-going process throughout the school year.) (b) links sound symbols to students' names <ul style="list-style-type: none"> • ABC Charts • Individual ABC Books 2. (a) provides students with letter tiles. The teacher begins with auditory practice in demonstrating which words begin with the same sound, saying the first or last sound in a word or combining separate sounds to say the word or breaking the word into its separate sounds. The teacher then shows the students the connections between the letter tiles or letter cards with written word on the board or overhead. 3. (a) uses a flip chart or big book with words, letters, and sentences and has students identify each. (b) models <i>one-to-one match</i>. 4. (a) provides students with letter tiles. The teacher begins with auditory practice in determining which words begin with the same sound, saying the first or last sound in a word or combining separate sounds to say the word or breaking the word into its separate sounds. After the demonstration, the students manipulate their tiles to sound out and spell words. (b) provides students with letter tiles or letter cards, then...

- demonstrates segmenting words into sounds (e.g., What letters/sounds do you hear in the word "pet") at the beginning and at the end?
 - demonstrates sounds in short-term memory and combine them to form a word (e.g., What word do we have when you put these sounds together: /p/, /a/, /t/?)
 - demonstrates detecting and manipulating sounds within words (e.g., Is there a /k/ in the word bike?)
 - demonstrates sequences of sounds in words (e.g., How many sounds do you hear in the word "fish?" - /f/, /i/, /sh/)
 - demonstrates isolated beginning, middle, and ending sounds (e.g., "What are the first sound, medial, and ending sounds in "dog"?)
 - demonstrates using known words to make analogy for new words
- (These are on-going processes throughout the school year.)

(c) uses picture and word clues to identify unknown words and meanings.

(d) has students monitor their reading and self-correct when an incorrectly identified word does not fit with cues provided by either the letters in the word (visual) or the context surrounding the word (meaning and structure) by asking "Does it look right, sound right, and make sense?"

(e) provides initial practice in controlled connected text in which students can apply their newly learned skills successfully.

(f) provides learning activities in *phoneme isolation, phoneme identity, phoneme categorization, phoneme blending, phoneme segmentation, phoneme deletion, phoneme addition, phoneme substitution.*

(g) produces rhyming words and has students distinguish rhyming words from non-rhyming words.

(h) provides practice for locating rhyming patterns with poster, Big Books, and transparencies.

<p>5. ▲ identifies <i>onsets</i> and <i>rimes</i> in spoken words (e.g., <i>alliteration</i>, <i>intonation</i>, <i>rhyme</i>). (<i>Phonological Awareness</i>).</p> <p>6. ▲ uses knowledge of letter-sound correspondences (e.g., ▲consonant-vowel patterns, <i>blends</i>, ▲<i>digraphs</i>, <i>word families</i>) when reading unknown words. (<i>Phonics</i>)</p> <p>7. manipulates <i>onsets</i> and <i>rimes</i> in spoken words (e.g., <i>alliteration</i>, <i>intonation</i>, <i>rhyme</i>). (<i>Phonological Awareness</i>)</p>	<p>5. (a) reads nursery rhymes and riddles to students in order for them to hear the sounds.</p> <p>(b) makes class rhyming books and individual rhyming books for familiar reading.</p> <p>6. (a) helps students understand why they are learning the relationships between letters and sounds.</p> <p>(b) uses decodable text based on specific lessons in the early part of the first grade as an intervening step between explicit skill-acquisition and the student's ability to read quality trade books. Decodable steps should contain phonetic elements and sight words that students have been taught. However, the text should be unfamiliar to students so that they are required to apply word-analysis skills and not simply to reconstruct text they have mentioned.</p> <p>(c) provides repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences. (This is an on-going process throughout the school year.)</p> <p>(d) begins instruction with word families and word patterns (e.g., reading orthographic units of text: at, sat, rat, and fat). (This is an on-going process throughout the school year.)</p> <p>(e) demonstrates automatic recognition of <i>sight words</i>.</p> <p>(f) provides learning activities in graphophonemic relationships, letter-sound associations, letter-sound correspondences, sound-symbol correspondences, and sound-spellings.</p> <p>(g) uses leveled text with familiar content and high-utility vocabulary to establish meaning a clue source in reading.</p> <p>7. (a) will build a set of onset and rime cards and divide them through the middle like a small puzzle in order for students to put them back together.</p> <p>(b) will write a phonogram or word family ending on the board.</p>
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Students are given consonant, *consonant cluster*, or *digraph* cards and asked to raise their hands if they think they are holding a card with a letter or letters what will turn the rime into a real word. The teacher will put a new rime on the board, and repeat the activity.

(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

Standard 1: Reading

FIRST GRADE

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 2: The student reads fluently.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. applies <i>concepts of print</i> when reading (e.g., front-to-back, top-to-bottom, left-to-right, capitalization). 2. uses punctuation at <i>instructional or independent reading levels</i> while reading. 3. reads expressively with appropriate <i>pace, phrasing, intonation,</i> and rhythm of speech with familiar text. 4. uses knowledge of sentence structure to read fluently at <i>instructional or independent reading levels</i>. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) models fluent reading by reading aloud to demonstrate return sweep and <i>one-to-one match</i>. (b) provides experience with different genre through read-aloud books of different types that have been selected by a student in order to increase motivation of individual reading. (c) includes sufficient independent practice time to read familiar texts to develop fluency. (d) incorporates <i>assisted reading</i> with each reading passage. (e) models repeated oral reading. 2. (a) has students read in pairs. They may highlight punctuation before they read orally. 3. (a) provides books that makes use of a variety of text fonts. (b) introduces passage reading soon after students can read previously taught and irregular words. (c) introduces passages that contain commonly used high-frequency and low-frequency irregular words. 4. (a) provides opportunity for <i>choral reading</i> or <i>Reader’s Theatre</i>. (b) introduces fluency practice after students read words in passages correctly.

5. uses a variety of *word-recognition* strategies (e.g., practicing words in isolation) to read fluently.

(c) selects a story (at times several with the same theme and at different readability levels) for the students to read through guided reading. The teacher first selects unfamiliar words tailored to the needs of the students. Before reading of the text, the teacher initially introduces and often guides the students through the text. During and after reading the text, the teacher encourages discussion and questioning of the text. After discussions have taken place, the teacher may expand comprehension through a writing activity about the text.

(d) provides time for independent reading.

5. (a) uses *choral reading*.

(b) models a think aloud on what strategy is chosen and explains why this strategy is being used.

(c) uses analogy to get from known word to new word.

(d) uses meaning guided by syntax and visual information to read informational text.

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Teacher Notes:

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 1: Reading

FIRST GRADE

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. demonstrates automatic recognition of <i>sight words</i>. 2. determines the meaning of unknown words or phrases using picture clues and <i>context clues</i> from sentences. 3. identifies <i>synonyms</i> and <i>antonyms</i> to determine the meaning of words. 4. determines meaning of words through knowledge of word structure (e.g., <i>compound nouns</i>, contractions, inflectional endings). 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) asks students to locate <i>sight words</i> within the environment, familiar text, and new text. (b) offers a limited number of irregular words so that the students will not become overwhelmed and frustrated. (c) strategically separates high-frequency words (e.g., was, saw, them, they, and there) that are often confused by students. 2. (a) demonstrates checking picture clues with syntax and visual information to confirm meaning. 3. (a) builds <i>word walls</i> containing <i>synonyms</i> and <i>antonyms</i> and discusses the meaning of the new words. (b) assists students to construct (over a long period of time) an individual thesaurus. (c) will give groups of students cards on which several <i>synonyms</i> are written. The teacher will ask the students to pair them together like the game Concentration. The same could be done with <i>synonyms</i>. 4. (a) will use the <i>word wall</i> to demonstrate which of these words are nouns or contractions and which words have inflectional endings. (b) tells the students they are going to hear some words in a very strange way. The teacher starts by segmenting compound words, pausing for a second between syllables for a few seconds. (c) tells students that they are going to hear some harder words

now. The teacher uses words that are not compound words. The teacher tells students they have to be sound detectives and very good listeners to figure out these words. Students are then asked to pretend that their arms are popcorn and they will need to put one arm out to the side and say "pop". Leaving the first arm up, extend the other arm and say "corn". Students are directed to put both arms together and say the new word "popcorn".

(d) models uses text meaning to get through word structure.

(e) asks students to look for a familiar apart of the word (familiar chunk, known word within a word) in order to get through text structure of an unfamiliar word.

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Teacher Notes:

Standard 1: Reading

FIRST GRADE

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of text (*narrative, expository, technical, and persuasive*).

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. participates in discussions about <i>narrative, expository, and technical texts</i> read to them or text read independently. 2. locates and discusses title, author, illustrator, and illustrations. 3. uses pictures, content, and prior knowledge to make predictions. 4. responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after listening to or reading the text. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) sends notes home in the parents' home language encouraging volunteers to read to the students in the classroom. The teacher provides books in different languages available for volunteers to read to the student. (b) selects a story (at times several with the same theme and at different readability levels) for the students to read through guided reading. The teacher first selects unfamiliar words tailored to the needs of the students. Before reading of the text, the teacher initially introduces and often guides the students through the text. During and after reading the text, the teacher encourages discussion and questioning of the text. After discussions have taken place, the teacher may expand comprehension through a writing activity about the text. (c) models how students can respond through talk, movement, music, art, and drama to a variety of stories and poems in ways that reflect understanding and interpretation. 2. (a) models how to state the title, illustrator, and author when orally reading a book. 3. (a) asks the students to look at a picture or title and tell what they think will happen next. (b) explains that any logical prediction is a good prediction. (c) models predicting the outcome of an event or action and uses the text to confirm or contradict the prediction. 4. (a) assigns student <i>dyads</i>, where students ask each other questions about the story.

<p>5. uses picture clues, text, and prior knowledge to make inferences and draw conclusions.</p> <p>6. develops awareness of text structure (e.g., <i>sequence</i>, <i>problem-solution</i>, <i>comparison-contrast</i>).</p> <p>7. ▲ sequences events according to basic story structure of beginning, middle, and end.</p> <p>8. compares and contrasts information (e.g., <i>topics</i>, <i>characters</i>) between texts.</p>	<p>(b) designs instruction to teach children to answer "who", "what", "when", "where", and "how" questions.</p> <p>5. (a) show pictures before reading, ask students to share what is happening and why they believe that.</p> <p>(b) has the student organize sentence strips, word, or pictures depicting the main events after listening to or reading <i>narrative text</i>.</p> <p>(c) uses books that show strong emotions but do not state the emotion. Ask students what the <i>characters</i> are possibly feeling.</p> <p>(d) asks students to make text-to-self, text-to-text, or text-to-world connections.</p> <p>6. (a) has students act out important events in stories.</p> <p>(b) provides a <i>graphic organizer</i> (e.g., Venn Diagram).</p> <p>(c) provides a literary element chart that includes at least <i>setting</i> and main <i>character</i>.</p> <p>(d) models retelling, using the <i>setting</i>, <i>characters</i>, and important events as the recall anchors.</p> <p>7. (a) models <i>DRTA (Directed Reading Thinking Activity)</i>.</p> <p>(b) uses elements of story grammar as a structure for recalling and retelling the story.</p> <p>(c) has students discuss the elements orally and make comparisons with other stories.</p> <p>(d) uses graphs, charts, or signs to organize information.</p> <p>8. (a) assists the students in creating a timeline.</p> <p>(b) introduces text in which the components of text are explicit (beginning, middle, and end being obvious).</p>
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9. ▲ *retells* or role plays important events and *main ideas* from *narrative* and *expository* texts.

10. identifies the *topic* and *main idea* in appropriate-level texts.

(c) has the students discuss the elements orally and make comparisons with other stories.

9. (a) for *narrative text*, divide the class into small groups in order to create a play that retells the story, for *expository text*, act out the *main idea*.

(b) models the concept of retelling the story by *using* puppets to retell story.

10. (a) divides the class to identify the *topic* of a story read out loud and discuss *main idea*. This should happen on a regular basis.

(b) reads a story and prompts the students with the "wrong" information concerning the *topic* and *main idea*. Then the teacher asks the students to give the "correct" information.

(c) models how to identify *topic/main idea*.

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Teacher Notes:

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, "round-robin" oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 2: Literature

FIRST GRADE

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies and discusses <i>character(s)</i> in literature. 2. identifies and describes <i>setting</i>. 3. follows events in a <i>plot</i>. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) gains the assistance of the art and/or music teacher(s) to assist in creating a puppet show emphasizing the <i>characters</i> and <i>setting</i> of a story. 2. (a) has students draw the <i>setting</i>. They should show the picture as they describe the <i>setting</i> to the class 3. (a) teaches students to generate questions for a peer about a story that is read to them. (b) allows for class discussion regarding problem and solution. (c) reads aloud a variety of genres to the class. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 2: Literature

FIRST GRADE

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to various cultures.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. listens to or reads text to connect personal experiences and ideas with those of other cultures in literature.	<p>The teacher...</p> <ol style="list-style-type: none">1. (a) reads poems and nursery rhymes to the students.(b) enlists the assistance of the school librarian in locating read-aloud materials from a variety of cultures.(c) models personal experiences with other cultures.(d) models text-to-self, text-to-text, or text-to-world connections. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIRST GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The students use writing as a tool for learning throughout the curriculum.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. uses words and pictures to record thoughts, facts, and ideas.	<p>The teacher...</p> <ol style="list-style-type: none">1. provides the students with the supplies (e.g., stickers, pictures, and etc.) to demonstrate understanding of a book, story or concept, or utilizes a computer program that provides practice in labeling. <p>provides students with oral prompts to demonstrate understanding in the content areas.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIRST GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. uses some prewriting strategies to organize ideas on a <i>topic</i> or prompt (e.g., drawing a picture, discussing with a partner, listing). 2. organizes a draft with beginning, middle, and end. 3. revises writing with assistance, focusing on the six traits of writing. 4. edits for conventions such as capitalization, end punctuation, and spelling. 5. publishes a legible final copy. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. provides, models, and teaches the use of graphic organizers in preparing a writing task. 2. provides instruction in a graphic organizer. 3. helps the student create a revising checklist to improve voice, ideas, and content. 4. helps the student to identify the error that has been made. 5. locates appropriate computer software to enable the student to publish a legible final copy. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIRST GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The students use ideas that are well developed, clear and interesting.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. chooses ideas in which words are supported by some pictures.2. uses details in pictures and words to develop story.	<p>The teacher...</p> <ol style="list-style-type: none">1. structures task (e.g., several picture boxes) so that students can provide multiple pictures that tell a complex story.2. scaffolds the students' ideas to enrich the writing using supporting details. <p>uses literature to model how to choose a <i>topic</i> and written supporting details.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIRST GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The students will use organization that enhances the reader’s understanding.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. uses a variety of organizational strategies such as webbing or concept mapping.2. organizes ideas appropriately.	<p>The teacher...</p> <ol style="list-style-type: none">1. provides instruction in matching labels with pictures that tell a story.2. provides instruction in developing a story with a beginning, a middle, and an end. <p>uses literature (<i>narrative</i> and <i>expository</i>) to model beginning, middle, and end.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIRST GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 5: The students use *authentic* and appropriate voice.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">expresses <i>predictable</i> feelings through pictures and words.	<p>The teacher...</p> <ol style="list-style-type: none">structures a cooperative learning activity in which the students create a word list that reflects their feelings. <p>uses literature to model how author create voice in their writing.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIRST GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 6: The students use effective word choice.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. uses descriptive phrases/sentences to express ideas.2. identifies nouns and verbs in a sentence.	<p>The teacher...</p> <ol style="list-style-type: none">1. assists students in developing phrases that create mental pictures.2. assists students in selecting action words and naming words (adjectives). <p>uses literature to show/model how authors use different words to express thoughts, feelings, etc. to create a mental picture.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIRST GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The students use standard American English conventions.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes a simple sentence.2. capitalizes the beginning of a sentence.3. uses correct ending punctuation (period and question mark).	<p>The teacher...</p> <ol style="list-style-type: none">1. instructs students in writing sentences with one subject and one predicate.2. uses a learning activity that allows students to find and correct missing capital letters.3. creates learning activities that allow students to select the correct ending punctuation. <p>uses literature that models correct conventions.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIRST GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. uses words and pictures to produce journal entries, poetry, personal <i>narratives</i>, lists, notes, and letters with assistance.2. writes for a specific purpose and audience.	<p>The teacher...</p> <ol style="list-style-type: none">1. provides the opportunity for students to use words and pictures to produce journal entries, poetry, personal <i>narratives</i>, lists, notes, and letters.2. explains to students the difference between writing a letter to the principal and writing to a friend. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 4: Research

FIRST GRADE

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective research practices.

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. discusses curriculum <i>topics</i> or <i>topics</i> of interest. 2. asks questions about a <i>topic</i> being studied or an area of interest. 3. recognizes, with guidance, that different text formats exist. 4. locates information, with guidance, appropriate to task (e.g., print, non-print). 5. observes the recording of or independently records relevant information. 6. shares information. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) conducts a show-and-tell opportunity 2. (a) structures the classroom to promote student curiosity. 3. (a) has a variety of media in the classroom (e.g., books, magazines, videos, TV, internet, DVD's, and CD ROM's). 4. (a) works with librarian to assist students in locating information from books, magazines, videos, TV, internet, DVD's and CD ROM's. 5. (a) creates appropriate data-collection activities. 6. (a) allows time to report findings. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

