

<p>3. categorizes <i>onsets</i> and <i>rimes</i> in spoken syllables. (<i>Phonological Awareness</i>)</p>	<p>fundamental stages of blending the word and then reading the whole word.</p> <p>(d) uses examples when the roots are familiar words to students (e.g., remake, and prepay, as opposed to record and recode) and separates <i>prefixes</i> that appear in initial instruction sequences (e.g., re-and pre-).</p> <p>(e) incorporates meaningful and content-focused spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters into print.</p> <p>(f) teaches explicit strategies to read multi-syllabic words by using <i>prefixes</i>, <i>suffixes</i>, and known word parts.</p> <p>(g) produces rhyming words and has students distinguish rhyming words from non-rhyming words.</p> <p>3. (a) creates a game by dividing the students into groups of four. Each group should have one person designated to be the "passer". Each group is given a consonant cluster and six word families. Students make as many words as they can until they hear the buzzer. If they think they have made a real word, they need to write the word down. The teacher gives the students 2 minutes per round. Each "passer" then passes his/her group's consonant cluster to the group sitting to his/her group's right. When each group has had every cluster, the words are read and can be challenged by other groups, but the dictionary settles any challenges.</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>
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Teacher Notes:

Standard 1: Reading

SECOND GRADE

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

Benchmark 2: The student reads fluently.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. ▲ uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at <i>instructional or independent reading levels</i>. 2. reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i>. 3. uses knowledge of sentence structure to read fluently at <i>instructional or independent reading levels</i>. 4. uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) has students make note cards with ending punctuation. The teacher writes sentences on the board omitting the ending punctuation. The students must hold up the card with the correct punctuation as the teacher reads the sentence from the board. (b) reads selected text using voice inflection for students to identify the correct punctuation represented by the inflection. (c) models phrased and fluent reading. (d) collaborates with another teacher from an upper grade to have the students from that grade partner and read to the younger students, thus, showing a demonstration of phrased and fluent reading. 2. (a) has students practice reading aloud with expression by reading text to younger students. 3. (a) gives opportunity for partner reading or <i>shared reading</i>. (b) allows time for silent reading. 4. (a) encourages the student to read into a tape recorder and to listen to himself/herself read orally using words comprised of phonemic elements and word types that have been previously introduced. (b) provides assisted reading of high-frequency irregular words commonly used. Then, encourages independent reading. (c) encourages repeated oral reading using irregular words that have been previously taught.

5. begins to adjust reading rate to support comprehension when reading *narrative* and *expository* texts.

5. (a) has each student put his/her name, book, title, and four signature lines on a 4x6 note card. The students collect signatures for each time he/she reads the story to anyone who would listen.

(b) encourages students to monitor his/her own comprehension and to act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help.

(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) guides student's comprehension of text by asking questions before reading. In a guided reading session, directs fluent readers to read parts of the text silently.

(e) uses *graphic organizers* to express word structure, for example, an organizer that asks the students to identify the word in context, from a dictionary or from content text.

(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:

****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.**

<p>3. identifies and uses <i>synonyms</i>, <i>antonyms</i>, and <i>homophones</i> to determine the meaning of words.</p> <p>4. ▲▲ uses a picture dictionary, ▲dictionary, or glossary to understand word meaning.</p> <p>5. ▲ determines meaning of words through knowledge of word structure (e.g., ▲base words, ▲<i>compound nouns</i>, ▲contractions, inflectional endings).</p>	<p>uses the rest of the sentence, picture, or paragraph to determine what the word could be and/or means. The teacher also asked the student to explain how he/she knew, what clues did the author give in the text, and what did students really know.</p> <p>(d) selects a passage from a story and covers or deletes selected words utilizing the <i>CLOZE method</i>. Students provide the missing word.</p> <p>(e) reads aloud and pauses periodically to allow students to predict the missing word.</p> <p>(f) provides repeated and multiple exposures to critical vocabulary.</p> <p>3. (a) conducts word search activities and word sorts. <i>Word walls</i> should be updated frequently and made a living part of the classroom.</p> <p>4. (a) has students use a dictionary to locate and substitute a <i>synonym</i> for underlined words in a sentence.</p> <p>5. (a) uses <i>word ladders</i> to express word structure.</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 1: Reading

SECOND GRADE

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

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

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. recognizes the differences between <i>narrative, expository, and technical texts</i>. 2. locates and discusses text features (e.g., title, graphs and charts, table of contents, boldface type, italics, glossary, index) to understand information. 3. uses pictures, content, and prior knowledge to make predictions. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and the authentic purposes over the course of the year. (b) connects prior knowledge skills and strategies with new context and text. (c) will ask the students to write fiction stories, write non-fiction stories, create recipes, explain timelines, or create how-to instructions. Once completed, these products are shared with the class. This could be a cross-curricular activity relating to science and social studies, or mathematics. 2. (a) uses a <i>guided reading</i> strategy to introduce parts of a book. (b) teaches explicit strategies to interpret information from graphs, diagrams, and charts. (c) uses science, mathematic, and social studies text to discuss the many charts and graphs. Students then create their own graph based on information relevant to them. (d) encourages students to use science, mathematic, and social studies texts to identify the table of contents, boldface type, italics, glossary, and index. 3. (a) has the student study the book's cover for clues about the story and encourages the student to use what he/she knows about the cover's subject to predict the story <i>plot</i> and what problems the <i>character(s)</i> could have. During the silent reading, the student identifies the <i>character's</i> problem and predicts how the <i>character</i> will resolve it. The teacher records the student's predictions on chart

<p>4. generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.</p> <p>5. ▲ uses ▲ illustrations, ▲ text, and prior knowledge to make inferences and draw conclusions.</p> <p>6. identifies text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>).</p>	<p>paper, asking students to justify his/her predictions. The teacher continues reading, stopping periodically to check initial predictions and allows the student to change his/her prediction based on the new information. After reading, the student completes a story map identifying the problem, main events, and resolution.</p> <p>(b) asks the students to identify the <i>character's</i> problem and predict how the <i>character</i> will solve the problem. The teacher records the student's predictions. The teacher continues reading, stopping periodically to check initial predictions and allows the students to change his/her prediction based on new information.</p> <p>(c) models predicting the outcome of an event or action and asks the student to use the text to confirm or contradict the prediction.</p> <p>4. (a) provides instruction before, during, and after reading comprehension strategies.</p> <p>(b) designs instruction to teach children to answer who, what, when, where, and how questions.</p> <p>(c) gives the students before reading, during reading, and after reading questions in order to provide opportunities for the students to respond to the text.</p> <p>(d) using informational text from science or social studies text, creates story mobiles using <i>topic, main ideas</i>, and supporting details from a book. The mobile begins at the top with the <i>main idea</i>, adds pieces to support the details of the story.</p> <p>5. (a) uses <i>literature circle</i> to have the students tell the <i>main idea</i> of the story after an initial reading.</p> <p>(b) guides the student in completing a <i>fishbone graphic organizer</i> depicting <i>main idea</i> and supporting details after reading a text.</p> <p>(c) engages students in a <i>DRTA (Directed Reading Thinking Activity)</i>.</p> <p>6. (a) creates a two-column note form or <i>T-Chart</i> with pictures from text</p>
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<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, characters</i>) between texts and within a single text.</p> <p>9. identifies cause-effect relationships in <i>narrative</i> and <i>expository</i> texts.</p> <p>10. ▲▲ <i>retells</i> or determines important events and <i>main ideas</i> from <i>narrative</i> and <i>expository</i> texts.</p>	<p>on the left side and inference about the pictures on the right side as a model for students to use.</p> <p>7. (a) has the student use a <i>graphic organizer</i> (story maps, flip boards, sequence chains, and/or causal chains) to retell the main events of a story in the correct order.</p> <p>(b) has the student organize sentence strips or pictures depicting main events in the correct order after listening to or reading <i>narrative text</i>.</p> <p>8. (a) uses graphs, charts, signs or captions and other informational devices to assist in comprehension.</p> <p>(b) during social studies class, has the students describe the physical and human characteristics of the local community (e.g., location, land, weather, seasons, people, jobs, houses, food, recreation, customs) compared to another in the text.</p> <p>(c) during social studies class, assists the students in creating a timeline utilizing information from reading text and other content area.</p> <p>9. (a) has the student retell the basic message of the texts in their own reading.</p> <p>(b) has the student organize sentences, words, or pictures depicting the main events after listening to or reading <i>narrative text</i> and <i>expository text</i>.</p> <p>(c) asks the students to retell a familiar nursery rhyme, detailing the cause and effects of the main <i>characters</i> in the story. Students could also change the ending of the rhyme.</p> <p>(d) uses <i>graphic organizers</i> such as a Web Chart to link causes and effects in text.</p> <p>10. (a) provides a <i>graphic organizer</i> (e.g., Venn Diagram).</p> <p>(b) uses text structure as a tool for promoting information to compare</p>
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<p>11. ▲ identifies the <i>topic</i>, <i>main idea</i>, and supporting details in appropriate-level texts.</p> <p>12. distinguishes between fact and opinion in various texts.</p>	<p>and contrast, organize information, and group related ideas to maintain a consistent focus.</p> <p>((c) reads aloud a familiar fable. Then asks the students to state one detail from the story. The suggestions are listed on chart paper. The teacher helps the students to determine the <i>main idea</i> of the story. The teacher writes the <i>main idea</i> with a different color of ink, under all of the details. Then, rereads the story and asks the students to listen carefully to determine if the <i>main idea</i> is stated in the story. The teacher directs the students to see that the details support the <i>main idea</i>.</p> <p>(d) provides an assortment of magazines, newspapers, and etc. and has the students form small groups to read and discuss one article. The students are to list details and/or facts about their text and identify the <i>main idea</i>.</p> <p>11. (a) has the students organize sentences, word, or pictures depicting the main events after listening to or reading <i>narrative text</i> and <i>expository text</i>.</p> <p>12. (a) provides a <i>graphic organizer</i> to assist students in distinguishing facts and opinions.</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> <p>**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.</p>	

<p>3. <i>retells the plot of a story.</i></p>	<p>a detailed illustration and writes a sentence in each frame to complete a story board.</p> <p>(b) creates <i>learning dyads</i> where students generate questions for a peer about a story.</p> <p>(c) has the student illustrate a selected passage from a text to demonstrate his/her understanding of the <i>main idea</i> of the passage.</p> <p>(d) creates <i>learning dyads</i> where students generate questions for a peer concerning the <i>setting</i> of the story.</p> <p>(e) discusses with the students that most stories have more than one <i>setting</i>. The teacher asks the students to imagine they are going to create a play or movie about a story they have read. The teacher directs the students to think about four different <i>settings</i> from the book and asks them to draw each of them. The teacher explains to the students that they are not to draw the <i>characters</i> into their pictures.</p> <p>3. (a) asks students to compare and contrast different versions of the same fairy tale, similar stories, and/or text covering the same <i>topic</i>.</p> <p>(b) creates a large music note for each student. The teacher explains to the students to write the important events on each note as they happened in the story. The teacher can arrange the music notes on the bulletin board.</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 2: Literature

SECOND 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.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. reads to connect personal experiences and ideas with those of other cultures in literature. 2. identifies various languages, traditions, and cultures found in literature. 3. makes connections between specific aspects of literature from a variety of cultures and personal experiences. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) enlists the assistance of the school librarian in locating read-aloud materials from a variety of cultures. (b) during social studies, uses a story map to map out the story of a historically significant person's life. 2. (a) leads students to compare and contrast different versions of the same fairy tale, similar stories, and/or text covering the same topic. 3. (a) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text. <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

SECOND 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.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes notes, graphics organizers, journal entries, learning logs and self-reflections while learning in content areas.	<p>The teacher...</p> <ol style="list-style-type: none">1. (a) provides the students with the supplies (stickers, pictures, and etc.) to demonstrate understanding of a book, story or concept, or utilizes a computer program that provides practice in labeling. (b) provides students with written/oral prompts to demonstrate understanding in the content areas. <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

SECOND 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.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. uses prewriting strategies to organize ideas on a <i>topic</i> or a prompt (e.g., mapping, listing, clustering). 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 (e.g., hamburger). 3. helps the student create a revising checklist to improve voice, ideas, and concepts. 4. states the error that has occurred based on conventions thru conferencing with the student then finds the errors and makes the corrections. 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

SECOND 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.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. chooses an idea about which to write.2. develops one clear <i>main idea</i>.3. includes details to develop <i>main idea</i>.	<p>The teacher...</p> <ol style="list-style-type: none">1. structures tasks (e.g., several picture boxes) so that students can provide multiple pictures words that tell a complex story.2. scaffolds the student ideas to enrich the writing.3. models the completion of a graphic organizer to determine the <i>main idea</i> with supporting details. <p>uses literature to model a clear <i>main idea</i> and 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

SECOND 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.

Second 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. writes a series of sentences, with the ideas presented in a logical order.	<p>The teacher...</p> <ol style="list-style-type: none">1. provides instruction with graphic organizers that tell a story.2. provides instruction in developing a story with a beginning, a middle, and an end. <p>uses literature to model a story with beginning, middle, and end or sequencing (<i>expository/narrative</i>).</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

SECOND 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.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes expressively.	<p>The teacher...</p> <ol style="list-style-type: none">1. structures a cooperative learning activity where the students create a word list of feelings, colors, and other words that reflect how the student would talk in their writing. <p>uses literature to model emotions/feelings in 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

SECOND GRADE

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

Benchmark 6: The students use effective word choice.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. attempts new words to make writing more interesting.2. understands concept of a verb.3. uses verbs and nouns and verbs in a sentence.	<p>The teacher...</p> <ol style="list-style-type: none">1. assists students to develop phrases that create mental pictures.2. assists students in selecting action words and naming words (adjectives).3. uses sentence strips and has students identify the nouns and verbs. <p>introduces synonyms (good/nice).</p> <p>uses literature to model different words and to convey meaning/interest.</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

SECOND GRADE

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

Benchmark 7: The students use clear and fluent sentences.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. writes a complete sentence with subject/verb agreement. 2. writes sentences that are easy to read aloud. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. models writing sentences of varying lengths. 2. models and explains a complete sentence using sentence strips. <p>uses student writing samples to model different ways to start sentences (check the first four sentences and write these words on the overhead and ask students how each sentence started).</p> <p>uses literature that models sentences fluency (different ways to begin sentences, variation in sentence length).</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

SECOND 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.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes complete sentences.2. capitalizes the beginning of a sentence.3. uses correct ending punctuation.4. correctly spells commonly used words.	<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.4. develops a word wall for commonly used words and encourages students to write these words in their self-made dictionary. <p>models how a paragraph is indented and constructed.</p> <p>models correct grammar/usage through shared writing activities and student samples.</p> <p>uses literature to model 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

SECOND 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.

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. writes for a specific purpose and audience. 2. writes descriptive pieces (e.g., journal entries, and learning logs). 3. writes <i>narrative</i> pieces that may include personal <i>narratives</i>. 4. writes <i>expository</i> pieces (e.g., lists, math problems, and directions). 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. uses different text types literature (<i>narrative</i> and <i>expository</i>) that models different author's purposes/audiences. 2. periodically during the school year, has the student brainstorm (in groups or individually) <i>topics</i> about which to write. The student keeps his/her list in their writing folder or binder so that it is accessible. <i>Topics</i> may be organized under categories nominated by the teacher or defined by the student(s). Possible categories could include: family, friend, sports, hobbies, holidays, special places, favorite activities, pets, learning <i>topics</i>, and books read. provides the opportunity for students to use words and pictures to produce journal entries, poetry, personal <i>narratives</i>, lists, notes, letters, and etc. 3. has students write stories about personal experiences. 4. has the students write out directions from the office to the classroom, from the playground to the classroom, or the bathroom to the classroom. Then uses provides new students to the classroom with these notes. <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

SECOND GRADE

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

Benchmark 1: The student uses effective research practices.

Second 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. formulates broad and specific questions that relate to the <i>topic</i> under discussion and seeks answers. 3. recognizes, with guidance, that different text formats exist. 4. locates, with guidance, appropriate information (e.g., print, non-print). 5. records information. 6. organizes and shares information 7. selects relevant information. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) conducts a show-and-tell opportunity. (b) allows for opportunities to discuss current events and gives the students time to discuss the source of the information. (c) provides an opportunity for students to contribute to the classroom newspaper. 2. (a) structures the classroom to promote student curiosity. (b) provides a <i>graphic organizer</i> that allows the students to generate questions about the <i>topic</i> being discussed and the sources of information that can be used in order to answer the question. 3. (a) has a variety of media in the classroom (e.g., books, magazines, videos, TV, Internet, DVD's, CD ROM). 4. (a) works with librarian to help students locate information from books, magazines, videos, TV, Internet, DVD's, or CD ROM. 5. (a) creates appropriate data collection activities. 6. (a) allows time for reporting of findings. 7. (a) model a retelling that contains relevant and irrelevant information, for example, "going to the grocery store." The teacher directs the students to discuss the details of the story that are important and those parts of the story that are not important. This activity should springboard into a writing assignment that asks for specific details.

	<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>
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Teacher Notes:

Standard 4: Research

SECOND GRADE

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

Benchmark 2: The student uses ethical research practices.

cond Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. discusses the differences between the author’s work and the student’s work. (<i>Plagiarism</i>) 2. expresses information in own words using complete sentences 3. gives credit to the author, title, or website. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) inquires about the source of the student’s information. 2. (a) models how to write expressions in own words. 3. (a) explains the connection between the author and title before reading a book. <p>(b) creates a "How would you feel..." question and answer session. Questions might include. "How would you feel if someone turned in your art work as their own"? or "How would you feel if your math assignment was taken by someone and turned it in as their own"? The teacher could direct this activity using a discussion <i>web graphic organizer</i>.</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>	