

6a. Benchmarks to Achieve by Grade 2

Standard 1: Inquire, think critically, and gain knowledge.
Strand 1.1: Skills
Indicator 1.1.1: Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
<ul style="list-style-type: none"> Follow a modeled inquiry process during each visit to the library to do research.
Indicator 1.1.2: Use prior and background knowledge as context for new learning.
<ul style="list-style-type: none"> Connect ideas to own interests. Share what is known about the general topic to elicit and make connections to prior knowledge. Identify one or two key words about a topic, problem, or question.
Indicator 1.1.3: Develop and refine a range of questions to frame the search for new understanding.
<ul style="list-style-type: none"> Formulate questions related to listening activities. Ask "I wonder" questions about the research topic.
Indicator 1.1.4: Find, evaluate, and select appropriate sources to answer questions.
<ul style="list-style-type: none"> Understand the basic organizational structure of books. Distinguish between fiction and nonfiction books. Associate Dewey numbers with areas of interest. Select and use appropriate sources, including picture dictionaries, beginning encyclopedias, magazines, maps, and globes, to answer questions.
Indicator 1.1.5: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
<ul style="list-style-type: none"> Recognize facts. Find facts that answer specific questions. Interpret information represented in pictures, illustrations, and simple charts.
Indicator 1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
<ul style="list-style-type: none"> Use simple note-taking strategies as demonstrated by librarian. Write, draws or verbalize the main idea and supporting details.
Indicator 1.1.7: Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
<ul style="list-style-type: none"> Summarize or retell key points.
Indicator 1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
<ul style="list-style-type: none"> Recognize the purpose of the online catalog to locate materials. Use online encyclopedias and magazine databases with guidance.
Indicator 1.1.9: Collaborate with others to broaden and deepen understanding.
<ul style="list-style-type: none"> Listen to others with respect. Share knowledge and ideas with others by discussion and listening.

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Strand 2.1: Skills

Indicator 2.1.1: Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

- Find facts to answer questions in more than one source.
- Write, draw, or verbalize supporting details.
- Note similarities and differences in information from different sources.
- Answer the question, "What is this mostly about?"

Indicator 2.1.2: Organize knowledge so that it is useful.

- Demonstrate simple organizational skills such as sorting and categorizing.
- Organize information into different forms (charts, drawings).

Indicator 2.1.3: Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

- Revisit and complete K-W-L or other graphic organizer using the new ideas that were learned during the inquiry experience.
- Compare new ideas with what was known at the beginning of the inquiry.
- Make inferences regarding the topic at the conclusion of a theme or research project with guidance.
- Draw a conclusion about the main idea with guidance.

Indicator 2.1.4: Use technology and other information tools to analyze and organize information.

- Use word processing and drawing tools to create written product.

Indicator 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

- Share information and ideas with others by discussion and listening.
- Create individual or collaborative projects to share with others.
- Work in groups to create and evaluate simple information products (poster, diorama).

Indicator 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

- Follow steps of writing process modeled by librarian or teacher: pre-writing, drafting, revising, editing, publishing.
- Begin to understand concept of "audience."
- Use basic grammar conventions.
- Identify the names of sources used.
- Make changes based on teacher/librarian feedback and suggestions.
- Use multiple intelligences to create end products.

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Strand 3.1: Skills

Indicator 3.1.1: Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

- Present facts and simple answers to questions.
- Use simple rubrics to assess work.
- Identify own strengths and set goals for improvement.
- Reflect at the end of an inquiry experience about new ideas to wonder about and investigate.

Indicator 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.

- Participate in discussions and listen well.
- Show respect for the ideas of others.
- Give positive feedback.
- Respect rules and procedures as responsible library users.
- Share favorite literature, both fiction and nonfiction.
- Participate in discussions on fiction and nonfiction related to curriculum.
- Begin to create collaborative projects.
- Share research and creative products with others, using diverse formats, both print and non-print.

Indicator 3.1.3: Use writing and speaking skills to communicate new understandings effectively.

- Choose and maintain a focus in a piece of writing.
- Add details from personal experience and research to support ideas.
- Present information and main ideas in a variety of ways (e.g., art, music, podcast, poetry, movement, verbally, and/or written language).

Indicator 3.1.4: Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

- Begin to use technology to meet information needs.
- Use a variety of developmentally appropriate media to communicate ideas relevant to the curriculum, classmates, families, and others.

Indicator 3.1.5: Connect learning to community issues.

- Find personal connection to inquiry topic.
- Identify a real-world need and pursue questions and answers about it.

Indicator 3.1.6: Use information and technology ethically and responsibly.

- Respect ideas of others.
- Recognize the right to express own opinion in an appropriate manner.
- Answer research questions with words and phrases from sources, but not by copying whole sentences.
- Credit sources by citing author and title.
- Follow school guidelines related to use of technology.
- Demonstrate how to work cooperatively with peers, family members, and others when using technology in the classroom, library, or home.
- Distinguish between acceptable and unacceptable computer use.

Standard 4: Purse personal and aesthetic growth.
Strand 4.1: Skills
Indicator 4.1.1: Read, view, and listen for pleasure and personal growth.
<ul style="list-style-type: none"> • Discuss favorite books and authors through the exposure to author studies and series books. • Distinguish between what is real and what is not real. • Begin to seek information to find out about/learn about an area of personal interest. • Request/choose materials related to personal interests. • Begin to recognize that different genres require different reading, listening, or viewing strategies. • Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information.
Indicator 4.1.2: Read widely and fluently to make connections with self, the world, and previous reading.
<ul style="list-style-type: none"> • Demonstrate understanding that authors and illustrators of both narrative and expository texts are real people. • Read widely to find out about self and the surrounding world. • Make predictions about what will happen next in a story. • Draw conclusions about main idea of a story. • Connect an illustration to a story. • Compare characters in two different stories, or plots in two stories by the same author. • Retell a story using own words and pictures.
Indicator 4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.
<ul style="list-style-type: none"> • Listen to/read multicultural texts from various genres. • Express feelings about characters and events in a story. • Make connections between literature and own experiences. • Respond to imaginative stories and performances. • Retell stories using the correct sequence of events. • Identify plot, characters, times, and places in a story.
Indicator 4.1.4: Seek information for personal learning in a variety of formats and genres.
<ul style="list-style-type: none"> • Select picture, fiction, and information books on a regular basis; try some books in other genres (poetry, fairy tales). • Select texts in various formats based on suggestions from teacher or librarian and personal interest. • Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment. • Begin to explore and examine the various genres and formats based on personal interests. • Explain personal criteria for selecting a book, poem, or story. • Select books, poems, tapes or other formats based on teacher-selected criteria, or because the stories or authors are favorites.
Indicator 4.1.5: Connect ideas to own interests and previous knowledge and experience.
<ul style="list-style-type: none"> • When starting to read a book, tap into previous knowledge about the author or subject by discussing with friend, teacher, or parent. • Demonstrate comprehension of stories read independently and stories read by the librarian. • Develop criteria for deciding if a book matches interests and reading level. • Find fiction and nonfiction books that are interesting (subject, text, pictures, graphics). Read them independently or ask for them to be read aloud by librarian or parent.
Indicator 4.1.6: Organize personal knowledge in a way that can be called upon easily.
<ul style="list-style-type: none"> • Take notes using graphic organizer provided by teacher or librarian. • Draw pictures of main ideas.
Indicator 4.1.7: Use social networks and information tools to gather and share information.
<ul style="list-style-type: none"> • Identify ways that technology can help solve problems. • Identify personal interest and seek help in using technology to find information about it. • Utilize print, non-print, and electronic sources with guidance from the librarian to find information. • Begin to experiment with online catalog and Internet resources to locate information.

Indicator 4.1.8: Use creative and artistic formats to express personal learning.

- Express feelings about a story through pictures and words.
- Use technology tools to create and present ideas.
- Express own ideas through creative products in a variety of formats.

Action Example: Kindergarten

GRADE: K

LIBRARY CONTEXT:

- Fixed Flexible Combination Individualized Instruction
- Stand-alone lesson Lesson in a unit Multiple lessons in a unit

COLLABORATION CONTINUUM:

- None Limited Moderate Intensive

CONTENT TOPIC: Community helpers

STANDARDS FOR THE 21ST-CENTURY LEARNER GOALS

Standard: 1 Inquire, think critically and gain knowledge

Skills Indicator(s):

1.1.2 Use prior and background knowledge as context for new learning.

Benchmark(s):

- Derive meaning from information presented creatively in a variety of formats.
- Ask and respond appropriately to basic questions.
- Use graphic organizers.

Dispositions Indicator(s):

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

Responsibilities Indicator(s):

2.3.1 Connect understanding to the real world

Self-Assessment Strategies Indicator(s):

2.4.3 Recognize new knowledge and understanding

SCENARIO:

When meeting with the Kindergarten teachers during their monthly planning meeting, the school library media specialist (SLMS) participates in the planning of an upcoming unit on community helpers and what they do for our community. The curriculum objectives state that students should not only be able to name various community helpers such as the doctor, nurse, policeman, firefighter, teacher, and principal, but also identify what helpers contribute through their actions to make them a vital part of our community. The SLMS states that there are several literature choices that will support these objectives and volunteers to work with the teachers to create a lesson. The SLMS goes on to brainstorm with the teachers on this lesson idea. They agree that the SLMS will identify appropriate resources for the team, select literature for the lesson, and design a graphic organizer that will be used on the interactive whiteboard during the lesson. The teachers plan to introduce the unit and then visit the media center for a lesson during the second week of the unit. Following the lesson, the teachers will continue to build on what

students have learned and also identify areas where students might need further assistance. Since flexible scheduling is in place, each teacher will sign up for a time that works for her class.

CONNECTION TO LOCAL OR STATE STANDARDS

(List here relevant content, information literacy, and technology standards)

- Content Standards for Grade K Social Studies: The students can identify various workers and their jobs in the community
- Content Standards for Grade K Health: The student can name people in the school and community who provide health support for others
- Content Standards for Grade K Language Arts: The student can use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes

OVERVIEW:

In a theme unit on community helpers, Kindergarten students will name a range of community helpers and be able to describe how they perform their major roles. The essential questions for this unit include: Who are community helpers? How do they help us?

FINAL PRODUCT:

Students complete an SLMS-created graphic organizer that connects community helpers with the tools they need to do their jobs. Each student will choose one helper to explain how he or she uses their tools in their role they play in the community.

LIBRARY LESSON(S):

Students will learn that they need to recall prior knowledge from their own experiences, and classroom learning.

ESTIMATED LESSON TIME:

30 minutes

ASSESSMENT

- **Product**
 - SLMS and teacher assess the completed graphic organizers on the following criteria: (1) correct match of helper with tool, (2) checklist that each student illustrates understanding of how their chosen community helper uses their tools to make a contribution to the community.
- **Process**
 - SLMS and teacher observe students as they work on their graphic organizers and listen as they describe the connection between the tools their chosen community helper uses and their role in the community.
- **Student self-questioning**
 - Did I understand my task?
 - Did I listen carefully enough to find the information I need?
 - Did I use information I already knew?
 - Did I participate and contribute to the group learning activity?

INSTRUCTIONAL PLAN

- **Resources students will use:**

- Online subscription database(s) Web sites Books Reference
- Nonprint Periodicals/newspapers
- Other (list):

- **Instruction/activities**

- **Direct Instruction:** Engage students by showing the book cover chosen for the lesson on the interactive whiteboard with photographs of community helpers rotating through as class comes in. Begin with a discussion about what they know about community helpers from personal experience or from classroom instruction. SLMS and teacher review with students what they have been learning in their classroom to make connections and identify purpose for the lesson. The SLMS then reads the literature selection questioning and emphasizing key points throughout the story.
- **Modeling and guided practice:** SLMS explains the graphic organizer and demonstrates how to use it and the interactive whiteboard by modeling an example with the teacher.
- **Independent practice:** To demonstrate what they have learned by accurately completing the graphic organizer, students volunteer to come up to the whiteboard and connect the community helper picture with the tools that they need to do their job
- **Sharing and reflecting:** Students each chose one helper and explain to the group how the helper uses those tools to play their part in a community.

Action Example: Grade 1

GRADE: 1

LIBRARY CONTEXT:

- Fixed Flexible Combination Individualized Instruction
- Stand-alone lesson Lesson in a unit Multiple lessons in a unit

COLLABORATION CONTINUUM:

- None Limited Moderate Intensive

CONTENT TOPIC: Insect investigation

STANDARDS FOR THE 21ST-CENTURY LEARNER GOALS

Standard: 3 Share knowledge and participate ethically and productively as members of our democratic society.

Skills Indicator(s):

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Benchmark(s):

- Use simple rubrics to assess work.
- Present information and main ideas in a variety of ways (e.g., art, music, podcast, poetry, movement, verbally, and/or written language).
- Use a variety of developmentally appropriate media to communicate ideas relevant to the curriculum, classmates, families, and others.

Dispositions Indicator(s):

2.2.4 Demonstrate personal productivity by completing products to express learning.

Responsibilities Indicator(s):

1.3.4 Contribute to the exchange of ideas within the learning community.

Self-Assessment Strategies Indicator(s):

1.4.2 Assess the quality and effectiveness of the learning product.

SCENARIO:

First graders discover a strange looking insect on the school playground during recess. Their teacher captures the bug in a jar and asks for three student volunteers to be the “bug detectives” for the class. She enlists the help of the school library media specialist (SLMS) to assist the trio. The students and the SLMS browse through the library’s resources with no luck. Ultimately, the SLMS helps the students email an entomologist at the local university, who identifies the insect

as an assassin bug. This really excites the students and motivates them to search for more information. The SLMS not only helps the students gather details on the bug but she gets the technology resource teacher to help the students prepare a two-minute video on the bug for airing on the school's closed circuit television system. The SLMS takes the lead in working with the three students as they draft their script, rehearse it, and critique their work before taping it. The teacher releases these students to work in the library while other students in the class are working on science-related activities.

CONNECTION TO LOCAL OR STATE STANDARDS

(List here relevant content, information literacy, and technology standards)

- Content Standards for Grade 1 Science: The student can ask questions about objects, organisms, events, places, or relationships in the environment.
- Content Standards for Grade 1 Language Arts: The student can construct meaning by asking and answering who, what, when, why, where, and how questions about what is read.
- Content Standards for Grade 1 Language Arts: The student can present ideas in a logical order or sequence that is easy to follow.
- Content Standards for Grade 1 Technology: The student can demonstrate creative thinking and construct knowledge using technology.

OVERVIEW:

First grade students undertake a mini-investigation in which they identify a strange looking insect, collect information on the insect, and communicate their findings to the rest of their class and the entire school. The young investigators fashion their presentation around the essential question: What should people know about this insect? Why would it be important for people to know these facts about it?

FINAL PRODUCT:

Students develop a two-minute video on their findings that is aired on closed circuit television.

LIBRARY LESSON(S):

Students work with the SLMS in a series of five sessions focusing on the creation of the video presentation. In these sessions the students collaboratively select the major facts they wish to share about the insect, divide the scripting work, draft the segments, rehearse the parts, and critique each other's performance.

ESTIMATED LESSON TIME:

Five sessions, times vary from 30 to 60 minutes.

ASSESSMENT

- **Product**
 - Classmates critique the final video performance using a simple rubric devised by the SLMS. The rubric includes criteria on content accuracy, organization, delivery, and visual support used.
- **Process**
 - The SLMS and the three students producing the video also use the same rubric to critique performances during rehearsals.

- **Student self-questioning**
 - Are all my facts correct?
 - Will others understand my message?
 - Am I making the presentation interesting?

INSTRUCTIONAL PLAN

- **Resources students will use:**
 - Online subscription database(s) Web sites Books Reference
 - Nonprint Periodicals/newspapers
 - Other (list):

- **Instruction/activities**

Note: This particular session focuses on having the students analyze their writing and speaking skills as they rehearse for the video performance.

- **Direct instruction:** Tap prior knowledge by asking students what would make a good video performance. Create a list. Share the rubric created by the SLMS and compare the criteria on the rubric with the list that the students have contributed. Go over the criteria together.
- **Modeling and guided practice:** Have the students use the rubric to critique the SLMS as she models a mock performance that requires more work. Share the critiques.
- **Independent practice:** Have each student, in turn, rehearse his or her performance. Along with the SLMS, the students critique each other's performance using the rubric.
- **Sharing and reflecting:** As a group, the students and SLMS exchange critiques. Have students identify areas where they did well and areas that they need to work on. Encourage them to practice in front of their families at home and invite critiquing of performances.

Action Example: Grade 2

GRADE: 2

LIBRARY CONTEXT:

- Fixed Flexible Combination Individualized Instruction
- Stand-alone lesson Lesson in a unit Multiple lessons in a unit

COLLABORATION CONTINUUM:

- None Limited Moderate Intensive

CONTENT TOPIC: African American history

STANDARDS FOR THE 21ST-CENTURY LEARNER GOALS

Standard: 1 Inquire, think critically, and gain knowledge.

Skills Indicator(s):

1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.

1.1.3 Develop and refine a range of questions to frame the search for new understandings.

1.1.4 Evaluate information found in selected sources on the basis of appropriateness for needs and importance

1.1.6 Read, view and listen for information presented in any format in order to make inferences and gather meaning.

Benchmarks

- Find facts to answer questions in more than one source.
- Organize information into different forms (charts, drawings).
- Make inferences regarding the topic at the conclusion of a theme or research project with guidance.
- Follow steps of writing process modeled by librarian or teacher: pre-writing, drafting, revising, editing, and publishing.
- Identify the names of sources used.
- Make changes based on teacher/librarian feedback and suggestions.

Dispositions Indicator(s)

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

4.2.3 Demonstrate creativity by using multiple resources and formats.

1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources or strategies when necessary to achieve success.

1.2.6 Display emotional resilience by persisting in information searching despite challenges.

Responsibilities Indicator(s):

1.3.3 Follow ethical guidelines in gathering and using information.

1.3.5 Use information technology responsibly.

Self-Assessment Strategies Indicator(s):

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.4 Seek appropriate help when it is needed.

2.4.1 Determine how to act on information (accept, reject, modify)

2.4.3 Recognize new knowledge and understanding

SCENARIO:

The school library media specialist (SLMS) meets with each grade level during their planning meetings at least once a month. Second grade teachers ask the SLMS to help them plan the final social studies unit of the year that covers famous African American historical figures. The SLMS suggests that this would be a great opportunity to reinforce some information literacy skills previously taught in the year and to address additional skills with a research process project. Since these students have already completed some minor projects this year, they have previous experience in working with graphic organizers, reading biographies, using the table of contents and index, locating information in encyclopedias and taking notes.

The SLMS and the teachers work together to plan out the unit and what role each will play in the teaching and assessment. The teachers will introduce the unit with a book about Rosa Parks and a basic streaming video about famous African Americans and the struggle for civil rights. The SLMS and teachers create a list of historical names based on curricular standards. The teacher will have students choose a historical figure and introduce the project before coming to the media center. The teachers and the SLMS work together to create a graphic organizer that the students will use to organize the information they find. Research questions will be developed through a guided brainstorming activity. The SLMS will pull all related materials for this project and house them on a reserve shelf for the students. The SLMS will also create a hotlist of websites for each famous person that students can access at school or at home. The SLMS and teachers work together to create assessment rubrics. Since flexible scheduling is in place teachers work with the SLMS to schedule the various lessons and research time.

CONNECTION TO LOCAL OR STATE STANDARDS

(List here relevant content, information literacy, and technology standards)

- Content Standards for Grade 2 Social Studies: The students will read about and describe the lives of historical figures in history.
- Content Standards for Grade 2 Social Studies: The student will give examples of how historical figures under study demonstrate positive citizenship traits (honesty, dependability, persistence, honor, civility...)
- Content Standards for Grade 2 Language Arts: The student can use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.
- Content Standards for Grade 2 Language Arts: The students will use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms

OVERVIEW:

In a second grade unit on famous African Americans in history, students will apply the research process in a major project that involves several lessons.

FINAL PRODUCT:

The project culminates in a final typed essay, a portrait picture of the famous African American, and a presentation to the class of this work.

LIBRARY LESSON(S):

Students work with the SLMS in a series of four sessions where students will learn how to (1) develop questions that relate to and are of importance to their topic, (2) select a variety of resources to retrieve relevant information, (3) use a graphic organizer to organize the information collected, and (4) assess information to decide if it meets their needs.

ESTIMATED LESSON TIME:

Four sessions, time varies per session.

ASSESSMENT

• **Product**

- SLMS, teacher, and students assess final papers and presentations using rubrics that focus on main ideas and supporting details, organization, and language.

• **Process**

- SLMS and teacher review graphic organizers and conference notes completed by students to determine whether students (1) chose appropriate sources and information to fit their needs, (2) adapted as necessary, (3) named sources they used correctly, and (4) put information in their own words.

• **Student self-questioning**

- Did I understand my task?
- Was I able to come up with questions that were important to and related to my topic?
- Was I able to successfully use different resources to locate the information I needed?
- Was I able to determine is information I found answered my questions?
- Was I able to adapt my searching when needed?
- Did I ask for help when I needed it?

INSTRUCTIONAL PLAN

• **Resources students will use:**

- Online subscription database(s) Web sites Books Reference
- Nonprint Periodicals/newspapers
- Other (list):

• **Instruction/activities**

Lesson 1

- **Direct Instruction:** The SLMS and teacher review with the class what they learned earlier in the year about developing questions to guide their research.

- **Modeling and guided practice:** They use an interactive whiteboard to brainstorm questions with the class about what is important to know about their historical figures. Ideas are listed on the whiteboard.
- **Independent practice:** Students write the three questions they think are most important on their graphic organizers.
- **Sharing and reflecting:** The class discusses the questions they have chosen and come to consensus on the three main questions they will answer about their historical figures.

Lessons 2 and 3

- **Direct Instruction:** The SLMS reviews skills that students learned previously in the year about types of resources they can use, putting information in their own words and not copying, locating information within a text, and giving credit to sources.
- **Modeling and guided practice:** The SLMS follows this review with some examples to refresh students' memory, emphasizing how to decide if something they read is important and related to their topic.
- **Independent practice:** Students use the remaining time in this visit to browse through resources for needed information. The next time they come to the library, they use the various resources in the media center, including a website list, to locate information.
- **Sharing and reflecting:** Each student writes down the best source they have found and why it is the best one on a card which they give to the SLMS before they return to their classroom.

Lesson 4

- **Direct Instruction:** The SLMS and teacher explain a checklist they will use to conference with each student to see how they are progressing.
- **Modeling and guided practice:** Using the checklist students have completed prior to their conferences, the SLMS and teacher help the students determine their problem areas and provide guidance as needed.
- **Independent practice:** While the SLMS or teacher conference with individual students, the rest of the class continues to use various resources to locate information. Should students require more time to complete their information gathering, their teacher will allow them to visit the media center to work independently or with assistance from the SLMS.
- **Sharing and reflecting:** Students complete their checklists to monitor their own progress and uncover problem areas for which they need assistance.