

Application of the South Carolina State Standards:

Weather Inquiry Unit Lesson 1: “Find Wow Facts from Multiple Resources” – Grade 2

Applications correlate to indicators for the grade in which the lesson was taught. With some modifications, the same correlations will also apply at the other primary grades.

Inquiry-Based Literacy Standards (I)

	Standard	Indicator	Application in the Lesson
	11. Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.	Students formulate relevant, self-generated questions and translate them into investigations when they: <ul style="list-style-type: none"> • Ask their own questions as they explore various resources related to weather in their region; • Confer with the teacher and peers about their questions; • Share and listen to others talk about their questions.
	12. Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.	Students explore texts to think, wonder, learn, and make connections when they: <ul style="list-style-type: none"> • Observe the teacher thinking aloud about learning from a variety of resources; • Explore a variety of resources record their questions, ideas, and new learning; • Confer with the teacher and peers about their thinking from reading and viewing the resources.
	13. Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers. 3.2 Select information, revise ideas, and record and communicate findings.	Students plan their research and construct knowledge, revise ideas, and communicate findings when they: <ul style="list-style-type: none"> • Make decisions about which resources to consult and what information is available in them on their topic; • Confer with the teacher and peers about information found on websites, videos, and printed texts; • Record their thinking; • Consider additional information found in other types of resources.
	14. Synthesize information to share learning and/or take action.	4.1 Interpret relationships and patterns discovered during the inquiry process. 4.2 Use appropriate tools to communicate findings and/or take informed action. 4.3 Reflect on findings and pose new questions for further inquiry.	Students synthesize information, communicate and reflect on findings when they: <ul style="list-style-type: none"> • Explore texts on their own and interpret information as wow facts; • Record their thinking; • Share, listen, and formulate new questions as other students share their new thinking and learning.

	Standard	Indicator	Application in the Lesson
	15. Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	5.1 Acknowledge and value individual and collective thinking. 5.2 Monitor and assess learning to guide inquiry. 5.3 Articulate the process of learning and seek appropriate help.	Students recognize the value of individual and collective thinking and monitor their learning when they: <ul style="list-style-type: none"> • Support one another in the inquiry process, such as discussing their questions and interpretations of new information with other members of their group; • Make decisions about the appropriateness of resources and when additional resources are needed; • Explain reasons for their thinking while conferring with the teacher and sharing with peers.

Reading - Informational Text (RI)

Key Ideas	Standard	Indicator	Application in the Lesson
Meaning and Context	RI5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	RI5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. RI5.2 Make predictions before and during reading; confirm or modify thinking.	Students determine meaning through strategic thinking when they: <ul style="list-style-type: none"> • Use background knowledge and notice new learning during modeling; • Search for and identify answers to the question of the types of severe weather found in their region; • Confirm or modify predictions as they notice information in the text; • Record wow facts.
	RI6. Summarize key details and ideas to support analysis of central ideas.	RI6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.	Students use information from illustrations and text to support analysis of central ideas when they: <ul style="list-style-type: none"> • Discuss what they are learning in sections of text, during modeling and in collaborative practice.
Language, Craft, and Structure	RI8. Interpret and analyze the authors' use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	RI8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain or describe. RI8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.	Students identify and interpret the author's use of words and text features when they: <ul style="list-style-type: none"> • Observe the teacher's modeling of how words, phrases, and features in the text contribute to her new learning; • Respond to information read aloud, viewed, or explored collaboratively, including photographs, diagrams, and other text features, and use them to identify new learning; • React to new information with language of new learning ("wow," "I never knew"); • Use text features to locate information about severe weather in a particular region.
	RI9. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-	RI9.1 Use context to determine the meaning of words and phrases.	Students acquire and deepen meaning of academic and domain-specific words when they: <ul style="list-style-type: none"> • Discuss and use content-specific vocabulary found in

Key Ideas	Standard	Indicator	Application in the Lesson
	meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	RI9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.	their texts (e.g., typhoon, radar, Ring of Fire, names of regions)
Range and Complexity	RI12. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	RI12.1 Engage in whole and small group reading with purpose and understanding. RI12.2 Read independently for sustained periods of time. RI12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Students read to learn and respond to complex text as they: <ul style="list-style-type: none"> Interact with informational text throughout the modeling, conferring, and group conversations; Track their new learning about severe weather as they listen and read collaboratively; Explore a variety of resources to choose the ones most relevant to their inquiry purposes.

Writing (W)

Key Ideas	Standard	Indicator	Application in the Lesson
Range and Complexity	W6. Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	W6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	Students write routinely when they: <ul style="list-style-type: none"> Record their new learning.

Communication (C)

Key Ideas	Standard	Indicator	Application in the Lesson
Meaning and Context	C1. Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	C1.1 Explore and create meaning through conversation... and questioning. C1.2 Apply the skills of taking turns, listening to others, and speaking clearly. C1.3 Apply verbal and nonverbal technique including volume and tone, eye contact, facial expressions, and posture. C1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups. C1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	Students communicate with others to explore ideas and concepts when they: <ul style="list-style-type: none"> Work in groups to identify types of severe weather and wow facts; Work to speak clearly and organize their thinking as they express it; Confer with the teacher to clarify ideas and put them into writing.
	C2. Articulate ideas, claims, and	C2.1 Articulate ideas and information gathered	Students articulate ideas and information from a variety of

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	perspectives in a logical sequence using information, findings, and credible evidence from sources.	from various print and multimedia sources in a concise manner that maintains a clear focus. C2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.	sources when they: <ul style="list-style-type: none"> Locate and explain types of severe weather found in their region; Articulate wow facts and why they think the information is interesting.

Earth Science: Weather

	Standard	Indicator	Application in the Lesson
	2.E.2. The student will demonstrate an understanding of the daily and seasonal weather patterns.	2.E.2.A.2 Analyze local weather data to predict daily and seasonal patterns over time.	. Students analyze local weather data when they: <ul style="list-style-type: none"> Read and view multiple resources to discover types and characteristics of severe weather in specific regions of the U.S.

Social Studies: Foundations of Social Studies - Communities

	Standard	Indicator	Application in the Lesson
	2.1 The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.	2-1.2 Recognize characteristics of the local region, including its geographic features and natural resources.	Students will recognize characteristics of the environment of communities when they: <ul style="list-style-type: none"> Explore the different types of severe weather found in different regions of the United States, including their own.
	2.4 The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.	2-4.1 Recognize the basic elements that make up a cultural region in the United States.	Students will recognize basic elements of a region in the United States when they: <ul style="list-style-type: none"> Explore the different types of severe weather found in different regions of the United States.