

Application of the South Carolina State Standards:

Weather Inquiry Unit Lesson 2: “Compare and Contrast Information from Different Sources” – 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"> • Confer with the teacher and peers about their questions as they compare and contrast sources; • Ask questions to other expert groups and discuss possible answers or need for further investigation.
	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 consider alternative views and multiple perspectives when they: <ul style="list-style-type: none"> • Work with the teacher to compare and contrast information from the class anchor chart; • Identify information that is the same and different in two sources on the same topic; • Consider the implications of contradictory information from different sources.
	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 construct knowledge, revise ideas, and communicate findings when they: <ul style="list-style-type: none"> • Recognize similarities and differences in different sources of information on the same topic; • Make decisions about further research based on comparing and contrasting.
	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"> • Identify similarities and differences between information in their two sources; • Make inferences about the reasons for discrepancies; • 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 helping each other identify and discuss similarities and differences in their notes; • Recognize the need for further research to resolve contradictory information; • 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"> • Read closely and interpret information as they compare and contrast notes from two different texts on the same topic; • Make predictions and inferences about the significance of information and ways to resolve contradictory information.
	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 summarize and analyze central ideas when they: <ul style="list-style-type: none"> • Recognize the accuracy of information found in multiple texts; • Reread and interpret information that seems contradictory.
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"> • Evaluate the effectiveness of how the author communicated information by comparing and contrasting different sources (e.g., different diagrams, ways of expressing how hot lightning is)
	RI9. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	RI9.1 Use context to determine the meaning of words and phrases. RI9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; explore nuances 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 from their notes.

Key Ideas	Standard	Indicator	Application in the Lesson
Range and Complexity	RI.12. 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.	RI.12.1 Engage in whole and small group reading with purpose and understanding. RI.12.2 Read independently for sustained periods of time. RI.12.3 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"> Read closely to determine similarities and differences in their notes from different sources; Make plans to revisit texts to clarify discrepancies;

Writing (W)

Key Ideas	Standard	Indicator	Application in the Lesson
Range and Complexity	W.6. Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	W.6.1 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 similarities and differences found in their notes.

Communication (C)

Key Ideas	Standard	Indicator	Application in the Lesson
Meaning and Context	C.1. 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.	C.1.1 Explore and create meaning through conversation... and questioning. C.1.2 Apply the skills of taking turns, listening to others, and speaking clearly. C.1.3 Apply verbal and nonverbal technique including volume and tone, eye contact, facial expressions, and posture. C.1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups. C.1.5 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 compare and contrast information; Work to speak clearly and organize their thinking as they express it; Confer with the teacher to clarify ideas and put them into writing; Participate in a student-directed whole class discussion of student findings; Build from each other's ideas during sharing.
	C.2. Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	C.2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus. C.2.2 Participate in shared research; record observations, new learning, opinions and	Students articulate ideas and information from a variety of sources when they: <ul style="list-style-type: none"> Compare and contrast the information from two sources and discuss it in their expert groups; Communicate their findings to the class.

Key Ideas	Standard	Indicator	Application in the Lesson
		articulate findings.	
	C3. Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	C3.1 Explain how ideas and topics are depicted in a variety of media and formats. C3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	Students explain how ideas are depicted in different formats when they: <ul style="list-style-type: none"> Compare and contrast the effectiveness of diagrams, video, and author's choice of words in different sources.

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"> Analyze the information they have learned from multiple sources about their type of severe weather; Generate questions and hypotheses about causes and effects of different types of severe weather.

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.