

Application of the South Carolina State Standards:

Weather Inquiry Unit Lesson 3: “Synthesize Information to Draw Conclusions” – 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
	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 propose explanations and consider alternative views and multiple perspectives when they: <ul style="list-style-type: none"> • Work with the teacher to draw conclusions from the class anchor chart; • Review their notes and draw conclusions about safety procedures from them.; • Explain their thinking to the class.
	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 and communicate findings when they: <ul style="list-style-type: none"> • Draw a conclusion about how to stay safe in their type of weather, and explain it to the class.
	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"> • Choose important information from their notes; • Draw conclusions from their information; • Explain and discuss reasons for their conclusions.
	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 important information and draw conclusions about their type of weather; • 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"> Determine the most important facts from their notes; Draw a conclusion about how to stay safe in their type of weather.
	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"> Determine the most important facts to understanding their type of weather; Draw a conclusion about staying safe.

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.	Students communicate with others to explore ideas and concepts when they: <ul style="list-style-type: none"> Work in groups to synthesize information and draw a conclusion; 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; Explain their conclusions to others.
		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.	
	C2. Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	C2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.	Students articulate ideas and information from a variety of sources when they: <ul style="list-style-type: none"> Draw a conclusion from their research; Communicate their findings to the class.

Key Ideas	Standard	Indicator	Application in the Lesson
		C2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.	

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.	<p>. Students analyze local weather data when they:</p> <ul style="list-style-type: none"> • Analyze the information they have learned from multiple sources about their type of severe weather; • Draw conclusions about staying safe.

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.	<p>Students will recognize characteristics of the environment of communities when they:</p> <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.	<p>Students will recognize basic elements of a region in the United States when they:</p> <ul style="list-style-type: none"> • Explore the different types of severe weather found in different regions of the United States.