

Application of the South Carolina State Standards:

Weather Inquiry Unit Lesson 4: “Create Video Scripts that are Interesting as well as Informative– 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
	13. Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	3.2 Select information, revise ideas, and record and communicate findings.	Students select information and communicate findings when they: <ul style="list-style-type: none"> • Decide what to include in their video scripts; • Revise their plans as they evaluate their progress.
	14. Synthesize information to share learning and/or take action.	4.2 Use appropriate tools to communicate findings and/or take informed action.	Students synthesize information, communicate and reflect on findings when they: <ul style="list-style-type: none"> • Create their video scripts and act them out.
	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"> • Work together to share ideas, give constructive feedback, compromise, and value the contributions of group members to the collaborative process of creating a video script and acting it out.

Reading - Informational Text (RI)

Key Ideas	Standard	Indicator	Application in the Lesson
Language, Craft, and Structure	RI10. Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	RI10.1 Identify and analyze the author’s purpose.	Students analyze author’s purpose when they: <ul style="list-style-type: none"> • Identify the author’s purpose in the various videos; • Analyze how the author communicated the intended information.
	RI11. Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	RI11.2 Identify the structures an author uses to support specific points.	Students analyze and critique author’s craft in multimedia texts when they: <ul style="list-style-type: none"> • Identify and evaluate ways the author communicated information and made the video entertaining.

Writing (W)

Key Ideas	Standard	Indicator	Application in the Lesson
Meaning, Context and Craft	W1: Write arguments to support claims with clear reasons and relevant evidence.	W1.1 Explore ...multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words...and provide a concluding statement or section.	Students use multimedia examples and write appropriate arguments when they: <ul style="list-style-type: none"> View and evaluate the various techniques employed in the how-to video examples; Use their conclusions about how to stay safe in severe weather to convince viewers what they should do; Make their opinion about how to stay safe clear and compelling through their explanations and evidence.
	W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.	Students write appropriate informational/explanatory texts when they: <ul style="list-style-type: none"> Use their notes from their research to include appropriate facts and information about their severe weather in their video scripts; Collaborative with peers in their expert group to strengthen their presentations.
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 for a variety of purposes and audiences when they: <ul style="list-style-type: none"> Create their video scripts.

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	Students communicate with others to explore ideas and concepts when they: <ul style="list-style-type: none"> Work in groups to create their scripts and act them out; Work to speak clearly and organize their thinking as they express it; Confer with the teacher to clarify ideas and put them into writing.

Key Ideas	Standard	Indicator	Application in the Lesson
		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"> Use their collected research notes to develop the information to include in their scripts.
	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 how-to videos and apply them when they: <ul style="list-style-type: none"> Identify techniques used in the videos to make a presentation entertaining as well as informative; Apply one or more of the techniques seen to their own video scripts.
Language, Craft, and Structure	C4. Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	4.1 Identify speaker's purpose and details that keep the listener engaged. 4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.	Students critique speakers' craft when they: <ul style="list-style-type: none"> Analyze and evaluate the entertainment and information in each of the model videos.
	C5. Incorporate craft techniques to engage and impact audience and convey messages.	5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience. 5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.	Students incorporate craft techniques to engage their audience when they: <ul style="list-style-type: none"> Include some of the techniques seen and develop others to make their videos entertaining and informative.

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.2A.4 Obtain and communicate information about severe weather conditions to explain why certain safety precautions are necessary.	Students communicate information about severe weather and the need for certain safety precautions when they: <ul style="list-style-type: none"> Include relevant and accurate information in their videos to explain appropriate safety precautions.