

Application of the South Carolina State Standards:

Water Pollution Inquiry Unit Lesson 1: “Infer Information from Photographs”– Grade 1

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.

	Standard	Indicator	Application in the Lesson
	11. Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	1.1 Translate “wonderings” into 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 view photographs related to water pollution; • Confer with the teacher and peers about their questions about their photographs; • 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 explorations of texts to make connections to personal experiences, other texts, or the environment.	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 photograph; • Explore their own photograph and record their questions, ideas, and new learning; • Confer with the teacher and peers about their thinking from the photograph; • Share, listen, and formulate new questions and ideas as other students share their new thinking and learning from other photographs; • Build their own ideas about the causes and effects of water pollution and possible solutions through the shared inquiry.
	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 construct knowledge, revise ideas, and communicate findings when they: <ul style="list-style-type: none"> • Confer with the teacher and peers about their thinking from the photographs; • Record their thinking; • Share, listen, and formulate new questions and ideas as other students share their new thinking and learning from their photographs; • Build their own ideas about the causes and effects of water pollution and possible solutions through the shared inquiry.
	14. Synthesize information to share learning and/or take action.	4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	Students synthesize information, communicate and reflect on findings when they: <ul style="list-style-type: none"> • Explore texts on their own and formulate questions, new

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		4.2 Determine appropriate tools to communicate findings. 4.3 Reflect on findings and take action.	learning, and inferences from pictures in their texts; <ul style="list-style-type: none"> Record their thinking writing, labeling, and drawing; Share, listen, and formulate new questions and ideas as other students share their new thinking and learning from their photographs; Build their own ideas about the causes and effects of water pollution and possible solutions through the shared inquiry.
	15. Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	5.1 Recognize the value of individual and collective thinking. 5.2 Monitor and assess learning to guide inquiry. 5.3 Articulate the thinking process.	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 ideas with partners; Share, listen, and formulate new questions and ideas as other students share their new thinking and learning from their photographs; Notice similarities and differences between the information gained from their photographs and those of their peers; 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 who, what, where, when, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read. RI5.2 Make predictions using prior knowledge, pictures, illustrations, title...	Students determine meaning through strategic thinking when they: <ul style="list-style-type: none"> Observe how the teacher asks questions and makes her own inferences about the photograph used in modeling and guided practice; Ask their own questions and make their own inferences about their photographs; Record their thinking through writing, drawing, or labeling.
	RI7. Research events, topics, ideas, or concepts through multiple media formats, and in visual, auditory, and kinesthetic modalities.	RI7.1 Compare and contrast topics or ideas within a thematic...study heard, read, or viewed.	Students compare and contrast information when they: <ul style="list-style-type: none"> Note similarities and differences in information about water pollution among the photographs.
Language, Craft, and Structure	RI8. Interpret and analyze the authors' use of words, phrases, text features, conventions, and	RI8.1 Identify ... photographs used to provide information.	Students use photographs to provide information when they: <ul style="list-style-type: none"> Observe the teacher's modeling of asking questions and making inferences from the photograph used in

Key Ideas	Standard	Indicator	Application in the Lesson
	structures, and how their relationships shape meaning and tone in print and multimedia texts.		modeling and guided practice; <ul style="list-style-type: none"> Ask their own questions and make their own inferences about their photograph and those of peers.
	RI.9. 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.	RI.9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	Students acquire and deepen meaning of words when they: <ul style="list-style-type: none"> Explore specific words to describe their thinking as they talk, write, and share and confer with the teacher (e.g., protection, crane, pollution).

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 for a variety of purposes and audiences.	Students write routinely when they: <ul style="list-style-type: none"> Jot and draw their questions and inferences from their photographs.

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 Practice the skills of taking turns, listening to others, and speaking clearly. C1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space. 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"> Share their thinking with partners and in class sharing; Respond to the ideas of classmates; Work to speak clearly and organize their thinking as they express it.
	C2. Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	C2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner. C2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	Students express ideas gathered from multimedia sources when they: <ul style="list-style-type: none"> Discuss their questions and inferences from their photographs; Identify similarities and differences among the various photographs.

Earth Science: Earth's Natural Resources

Key Ideas	Standard	Indicator	Application in the Lesson
	1.E.4: The student will demonstrate an understanding of the properties and uses of Earth's natural resources.	1.E.4B.2 Obtain and communicate information to explain ways natural resources can be conserved (such as reducing trash through reuse, recycling, or replanting trees).	Students obtain information to explain the conservation of water when they: <ul style="list-style-type: none">• View and analyze photographs of water pollution and discuss how people are attempting to clean the water;• Express their own ideas about stopping water pollution (e.g., making a sign).