

## Application of the South Carolina State Standards:

### Animal Inquiry Unit Lesson 2: “Fact Tree: Find and Record Facts” – Kindergarten

*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
	I1. Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	<p>Students formulate relevant, self-generated questions and develop inquisitiveness when they:</p> <ul style="list-style-type: none"> <li>• Generate questions to investigate about the class-chosen animal (penguins) and post on the RAN chart;</li> <li>• Review self-generated questions on the RAN chart before moving to their own investigation;</li> <li>• Ask their own questions as they read and view informational texts about penguins;</li> <li>• Confer with the teacher and peers about their questions from the text;</li> <li>• Share and listen to others talk about their questions;</li> <li>• Discuss whether their questions have been answered as they revisit the RAN chart.</li> </ul>
	I2. Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	<p>Students explore texts to learn when they:</p> <ul style="list-style-type: none"> <li>• Observe the teacher thinking aloud about learning from informational text;</li> <li>• Turn and talk about their new learning from the read-aloud during guided practice;</li> <li>• Explore texts on their own and record new learning from their texts;</li> <li>• Confer with the teacher and peers about facts learned;</li> <li>• Share, listen, and formulate new questions and ideas as other students share their new learning from the texts;</li> <li>• Discuss confirmations or misconceptions from their initial thinking about penguins on the RAN chart;</li> <li>• Review the questions on the RAN chart and discuss which ones were answered through the lesson.</li> </ul>
	I3. Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	<p>Students construct knowledge, revise ideas, and communicate findings when they:</p> <ul style="list-style-type: none"> <li>• Confer with the teacher and peers about facts learned from informational texts;</li> <li>• Record their learning through drawing and writing;</li> <li>• Share, listen, and formulate new questions and ideas as</li> </ul>

	Standard	Indicator	Application in the Lesson
			<p>other students share their new learning;</p> <ul style="list-style-type: none"> <li>• Discuss confirmations or misconceptions from their initial thinking about penguins on the RAN chart;</li> <li>• Review the questions on the RAN chart and discuss which ones were answered through the lesson.</li> </ul>
	14. Synthesize information to share learning and/or take action.	<p>4.1 With guidance and support, discover relationships and patterns during the inquiry process.</p> <p>4.2 With guidance and support, use tools to communicate findings.</p> <p>4.3 With guidance and support, reflect on findings.</p>	<p>Students synthesize information, communicate and reflect on findings when they:</p> <ul style="list-style-type: none"> <li>• Explore texts on their own and formulate questions, new learning, and inferences from the texts;</li> <li>• Record their thinking through drawing, labeling, and writing;</li> <li>• Share, listen, and formulate new questions and ideas as other students share their new learning from the texts;</li> <li>• Discuss confirmations or misconceptions from their initial thinking about penguins on the RAN chart;</li> <li>• Review the questions on the RAN chart and discuss which ones were answered through the lesson.</li> </ul>
	15. Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	<p>5.1 With guidance and support, recognize the value of individual and collective thinking.</p> <p>5.2 With guidance and support monitor and assess learning to guide inquiry.</p>	<p>Students recognize the value of individual and collective thinking and monitor their learning when they:</p> <ul style="list-style-type: none"> <li>• Turn and talk;</li> <li>• Support one another in the inquiry process, such as sharing where they found information, discussing new learning, etc.</li> <li>• Share, listen, and formulate new questions and ideas as other students share their new learning;</li> <li>• Discuss confirmations or misconceptions from their initial thinking about penguins on the RAN chart;</li> <li>• Review the questions on the RAN chart and discuss which ones were answered through the lesson.</li> </ul>

### 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	5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to	<p>Students determine meaning through strategic thinking when they:</p> <ul style="list-style-type: none"> <li>• Observe the teacher's modeling of her thinking as she</li> </ul>

Key Ideas	Standard	Indicator	Application in the Lesson
	conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	make inferences and draw conclusions in texts heard or read..  5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	learns from informational text; <ul style="list-style-type: none"> <li>• Turn and talk and independently practice identifying facts from informational text;</li> <li>• Share and discuss their thinking about what they've learned.</li> </ul>
	RI7. Research events, topics, ideas, or concepts through...visual, auditory, and kinesthetic modalities.	7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	Students research specific concepts and compare ideas when they: <ul style="list-style-type: none"> <li>• Find similar or conflicting information in different texts, or information that reveals misconceptions in their prior knowledge or inferences or confirms new knowledge (e.g., penguins can't fly, they hatch from eggs)</li> </ul>
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.	8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.  8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	Students identify and interpret the author's use of text features when they: <ul style="list-style-type: none"> <li>• Observe the teacher's modeling of learning from words and illustrations in the text;</li> <li>• Explore written text, illustrations and labels, captions, headings and diagrams to discover new information about penguins;</li> <li>• Search for specific information using Table of Contents, headings, or illustrations.</li> </ul>
	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.	9.1 With guidance and support, ask and answer questions about known and unknown words.  9.5 With guidance and support, use 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"> <li>• Are guided by the teacher to notice bold print words or labels (pipping, chicks, hatch) and discuss their meaning in the text of learning about penguins;</li> <li>• Share and listen to others share the meaning of domain-specific words.</li> </ul>
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"> <li>• Interact with a wide variety of informational texts through illustrations and words or phrases they know;</li> <li>• Track their new learning as they read, listen to, and view information from nonfiction texts and interpret it through their own drawing and writing.</li> </ul>

### Writing (W)

Key Ideas	Standard	Indicator	Application in the Lesson
Meaning,	W2. Write informative/explanatory	2.1 Use a combination of drawing, dictating, and	Students create informative texts when they:

Key Ideas	Standard	Indicator	Application in the Lesson
Context, and Craft	texts to examine and convey complex ideas and information clearly and accurately...	writing to compose informative/explanatory texts that name and supply information about the topic.	<ul style="list-style-type: none"> <li>Draw, label and/or write about the facts they have discovered about penguins.</li> </ul>
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 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	<p>Students write routinely when they:</p> <ul style="list-style-type: none"> <li>Draw, label and/or write s to explain their new learning about penguins.</li> </ul>

### 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.	<p>C1.1 Explore and create meaning through conversation....</p> <p>C1.2 Practice the skills of taking turns, listening to others, and speaking clearly.</p> <p>C1.3 Practice verbal and nonverbal technique including volume and tone, eye contact, facial expressions, and posture.</p> <p>C1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</p> <p>C1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p>	<p>Students communicate with others to explore ideas and concepts when they:</p> <ul style="list-style-type: none"> <li>Turn and talk throughout the lesson;</li> <li>Share their thinking during the lesson and in sharing;</li> <li>Work to speak clearly and organize their thinking as they express it;</li> <li>Confer with the teacher.</li> </ul>

### Life Science: Exploring Organisms and The Environment

Key Ideas	Standard	Indicator	Application in the Lesson
	K.L.2: The student will demonstrate an understanding of organisms found in the environment and how these organisms depend on the environment to meet those needs.	<p>K.L.2A.1 Obtain information to answer questions about different organisms found in the environment (such as plants, animals, or fungi).</p> <p>K.L.2A.3 Develop and use models to exemplify how animals use their body parts to (1) obtain food and other resources, (2) protect themselves, and (3) move from place to place.</p>	<p>Students obtain information to answer questions about animals when they:</p> <ul style="list-style-type: none"> <li>Read, listen, and view illustrations in informational texts about penguins to answer self-generated questions about what they eat, where they live, and how they meet their needs;</li> <li>Draw, label, and/or write to explain their new learning about how penguins survive (e.g., huddle together to keep warm, avoid predators, hatch out of eggs)</li> <li>Discuss misconceptions and confirmations on the RAN</li> </ul>

Key Ideas	Standard	Indicator	Application in the Lesson
		<p>K.L.2A.5 Construct explanations from observations of what animals need to survive and grow (including air, water, nutrients, and shelter).</p> <p><b>K.L.2A.6</b> Obtain and communicate information about the needs of organisms to explain why they live in particular areas.</p>	<p>chart from their initial background knowledge.</p>