

Application of the South Carolina State Standards:

Animal Inquiry Unit Lesson 3: “Stations to Support Research” – 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
	11. 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"> • Generate questions to investigate about their chosen animal and post them on their group’s RAN chart; • Ask their own questions as they read and view informational texts about their animal; • Confer with the teacher and peers about their questions from the text; • Share and listen to others talk about their questions; • Add new learning to their RAN chart and generate new questions as they arise.
	12. 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 question, explain, and learn when they:</p> <ul style="list-style-type: none"> • Explore texts on their own and record new learning from their text at one of the various stations; • Confer with the teacher and peers about facts learned; • Share, listen, and formulate new questions and ideas as other students share their new learning from the texts; • Discuss confirmations or misconceptions from their initial thinking and answers to their questions about their animal on the RAN chart;
	13. 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"> • Confer with the teacher and peers about new learning, questions, and inferences from informational texts; • Record their learning through drawing and writing; • Share, listen, and formulate new questions and ideas as other students share their new learning; • Discuss confirmations or misconceptions from their initial thinking about their animals on the RAN chart or during conferring; • Recognize when they are finding answers to their questions as they read or view informational texts.

	Standard	Indicator	Application in the Lesson
	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"> • Explore texts on their own and formulate questions, new learning, and inferences from the texts; • Record their thinking through drawing, labeling, and writing; • Share, listen, and formulate new questions and ideas as other students share their new learning from the texts; • Discuss confirmations or misconceptions from their initial thinking; • Recognize when they have found answers to their questions about their animal.
	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"> • Turn and talk; • Support one another in the inquiry process, such as sharing where they found information, discussing new learning, etc. • Share, listen, and formulate new questions and ideas as other students share their new learning; • Discuss confirmations or misconceptions from their initial thinking; • Recognize when they are answering their own questions about their animals and that generating new questions is part of the research process.

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.	<p>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 make inferences and draw conclusions in texts heard or read..</p> <p>5.2 With guidance and support, ask and answer</p>	<p>Students determine meaning through strategic thinking when they:</p> <ul style="list-style-type: none"> • Explore informational texts in a variety of forms at their stations; • Share and discuss their thinking about what they are learning with the teacher and peers.

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		questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	
	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"> 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., what chickens eat, “ I thought all frogs were green”) Compare what they are learning about their animal with information shared by peers (e.g., horses live in barns)
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"> Explore written text, illustrations and labels, captions, headings and diagrams to discover new information about penguins; Search for specific information using Table of Contents, headings, or illustrations.
	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"> Are guided by the teacher to notice bold print words or labels (egg sac, feed) and discuss their meaning in the text of learning about their animal; Share and listen to others share the meaning of domain-specific words.
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"> Interact with a wide variety of informational texts through illustrations and words or phrases they know; Track their new learning as they read, listen to, and view information from nonfiction texts and interpret it through their own drawing and writing.

Writing (W)

Key Ideas	Standard	Indicator	Application in the Lesson
Meaning, Context, and	W2. Write informative/explanatory texts to examine and convey complex	2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory	Students create informative texts when they: <ul style="list-style-type: none"> Draw, label and/or write about the facts they have

Key Ideas	Standard	Indicator	Application in the Lesson
Craft	ideas and information clearly and accurately...	texts that name and supply information about the topic.	discovered about their animal; <ul style="list-style-type: none"> Create nonfiction books about their animal.
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 With guidance and support, 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"> Draw, label and/or write s to explain their new learning about their animal.

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>	Students communicate with others to explore ideas and concepts when they: <ul style="list-style-type: none"> Turn and talk; Share their thinking during the lesson and in sharing; Work to speak clearly and organize their thinking as they express it; Confer with the teacher.

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>K.L.2A.5 Construct explanations from</p>	Students obtain information to answer questions about animals when they: <ul style="list-style-type: none"> Read, listen, and view illustrations in informational texts about their animal to answer self-generated questions about what they eat, where they live, and how they meet their needs; Draw, label, and/or write to explain their new learning about how their animal survives; Discuss misconceptions and confirmations on the RAN chart from their initial background knowledge (e.g., frogs)

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		<p>observations of what animals need to survive and grow (including air, water, nutrients, and shelter).</p> <p>K.L.2A.6 Obtain and communicate information about the needs of organisms to explain why they live in particular areas.</p>	<p>aren't all green; chickens don't eat eggs).</p>