Application of the South Carolina State Standards:

Water Pollution Inquiry Unit Lesson2: "Research from Digital and Non-Digital Texts"– 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.

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 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: • Ask their own questions as they view websites, videos, and books about water pollution; • Confer with the teacher and peers about their questions; • Share and listen to others talk about their questions.
	I2. 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: • Explore water pollution through videos on iPods and iPads; computer websites, and books, and record their questions, ideas, and new learning; • Confer with the teacher and peers about their thinking and new learning; • Share, listen, and formulate new questions and ideas as other students share their new thinking and learning from various resources; • Build their own ideas about the causes and effects of water pollution and possible solutions through the shared inquiry.
	I3. 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: • Confer with the teacher and peers about their thinking and new learning; • Record their thinking; • Share, listen, and formulate new questions and ideas as other students share their new thinking and learning; • Build their own ideas about the causes and effects of water pollution and possible solutions through the shared inquiry.
	I4. Synthesize information to share learning and/or take action.	4.1 Draw conclusions from relationships and patterns discovered during the inquiry process. 4.2 Determine appropriate tools to communicate findings.	Students synthesize information, communicate and reflect on findings when they: • Explore a variety of texts to try to answer the central questions of the inquiry; • Record their thinking writing, labeling, and drawing;

	Standard	Indicator	Application in the Lesson
		4.3 Reflect on findings and take action.	• Share, listen, and formulate new questions and ideas as other students share their new thinking and learning; • Build their own ideas about the causes and effects of water pollution and possible solutions through the shared inquiry.
	I5. 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: • 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; • Notice similarities and differences between the information gained from their resources 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: • Ask their own questions, make their own inferences, and discover new learning related to the central questions of the inquiry; • 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: • Note similarities and differences in information about water pollution among the various resources used by themselves and classmates.
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.	RI8.1 Identify … photographs used to provide information. RI8.2 Use front cover… illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts and information; describe the relationship	Students use nonfiction text features to provide information when they: • Search for information in texts that will help them answer the central questions of the inquiry; • Use text features to help them understand the information in texts.

Key Ideas	Standard	Indicator	Application in the Lesson
		between these features and the text.	
	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.	RI9.1 Ask and answer questions about known and unknown words in a text. RI9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	Students acquire and deepen meaning of words when they: • Explore specific words to describe their thinking as they talk, write, and share and confer with the teacher (e.g., sewage).
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: • Interact with informational texts about water pollution through individual and peer investigation of resources, through turn and talk and sharing.

Writing (W)

Key Ideas	Standard	Indicator	Application in the Lesson
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 for a variety of purposes and audiences.	Students write routinely when they: • Jot and draw their ideas, questions, and new learning.

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: • 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	C2.1 Express ideas gathered from various print	Students express ideas gathered from multimedia sources

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	perspectives in a logical sequence using information, findings, and credible evidence from sources.	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.	when they: • Explore the various digital and non-digital texts provided • Discuss their ideas, questions, and new learning with peers and in conferring with the teacher.
	C3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.	Students explore how information is conveyed in various formats when they: • Use videos, websites, and printed materials to research water pollution and how to prevent it.

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: • Read and view multimedia resources explaining the causes and prevention of water pollution; • Draw their own conclusions about effective ways to prevent water pollution, and prepare to make posters to explain these conclusions to others.

Social Studies: Foundations of Social Studies: Families

Key Ideas	Standard	Indicator	Application in the Lesson
	1-1. The student will demonstrate an understanding of how families interact with their environment both locally and globally.	1-1.3 Identify various natural resources (e.g., water, animals, plants, minerals) around the world	Students will understand how they and their families interact with the environment when they: • Read and view multimedia resources explaining the causes and effects of water pollution and how to prevent it.