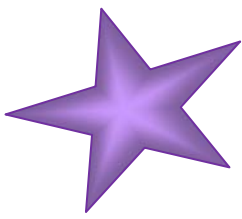


The Points of Inquiry – K-3 Learning Outcomes

By the end of Grade 3 students will be able to:

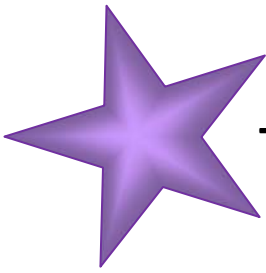
	INQUIRY-BASED READING	INQUIRY-BASED LEARNING
CONNECT AND WONDER	<ul style="list-style-type: none"> • use prior knowledge and personal experience to understand information • use pictures to predict content and make connections between illustrations and written text • use strategies to connect, infer, and visualize meaning from text • ask questions that explore and expand text in order to understand it 	<ul style="list-style-type: none"> • activate prior knowledge specific to a topic • ask questions related to a topic • identify an issue worthy of investigation • respond to new ideas using a variety of strategies and tools
INVESTIGATE	<ul style="list-style-type: none"> • locate and select resources appropriate to their own reading interests, ability, and purpose • preview and select relevant texts • differentiate amongst genres of literature and kinds of non-fiction materials • distinguish fiction from non-fiction • locate and read award-winning and quality books • read to explore and expand reading interests • recognize that styles of writing and illustration influence meaning • interpret meaning from images • recognize and use the features of non-fiction text 	<ul style="list-style-type: none"> • select information for a purpose • use effective search strategies • gather and record information using a variety of resources and tools • use experts and institutions in the community or online as resources • use text features of books or website to locate information efficiently • differentiate main ideas from supporting details • record information in note format • use the internet safely and responsibly
CONSTRUCT	<ul style="list-style-type: none"> • demonstrate understanding of text and images through a variety of media • listen, view and read to identify and illustrate main ideas and themes • understand the elements of a story • respond to stories, text, and poetry • create stories and other texts 	<ul style="list-style-type: none"> • organize information into a variety of appropriate formats and products • work with others in gathering and recording information • sequence information alphabetically, numerically, chronologically; by category
EXPRESS	<ul style="list-style-type: none"> • share ideas and responses to literature through discussion • share learning with small and large audiences • collaborate with others to exchange ideas and develop new understandings • retell stories • use the writing process 	<ul style="list-style-type: none"> • choose an effective medium for sharing • use a variety of formats for sharing • understand a simple concept of ownership of ideas and information • communicate using a variety of expressive formats (software and technology tools, music, art and drama, writing)
REFLECT	<ul style="list-style-type: none"> • monitor listening, viewing and reading to ensure comprehension • participate in constructing literacy goals • understand own preferences for reading • expand reading selections to include different genres and styles 	<ul style="list-style-type: none"> • reflect on what worked or did not work during the inquiry process • articulate new learning • apply what worked to future inquiry



The Points of Inquiry – 4-7 Learning Outcomes

Students will continue to develop skills (K-3) and, by Grade 7, be able to:

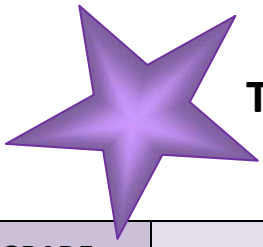
	INQUIRY-BASED READING	INQUIRY-BASED LEARNING
CONNECT AND WONDER	<ul style="list-style-type: none"> • make deep connections between text and self, other texts, and the world • recognize that variations in stories may result from differences in cultures • recognize that differences in interpretation of stories are important aspects for discussion and consideration 	<ul style="list-style-type: none"> • predict and hypothesize • ask focus questions related to aspects of the topic or issue • ask a question that will generate meaningful inquiry and that is interesting and worth answering
INVESTIGATE	<ul style="list-style-type: none"> • independently locate books for personal reading or informational tasks • identify the parts of a book and use these to aid comprehension • recognize and use text features such as boldface, italics, headings, subheadings, graphics, and captions to aid comprehension • choose reading materials that are both personally interesting and intellectually accessible • choose books and other formats of text of increasing variety and complexity • ask questions about the reading • suggest answers to questions about the reading • read to investigate new ideas, genres, and types of materials for reading • scan to locate key topics • skim to identify key words and phrases 	<ul style="list-style-type: none"> • identify the types of information required • develop appropriate, efficient, and effective search strategies • choose the best resources for the task • use the school library and the electronic catalogue to find information • use other libraries to search for information • understand what primary and secondary sources are and when to use each one • evaluate resources for usefulness • use reference sources appropriately • use graphic organizers to record and organize information • take notes using key words and phrases • determine when more information is needed • verify findings using additional sources • develop a structure to organize and store information • sort information by topic and sub-topics and by criteria such as time, importance, cause and effect • keep a record of resources used
CONSTRUCT	<ul style="list-style-type: none"> • listen, view and read to analyze ideas and information • compare, contrast, infer and synthesize to create meaning from text(s) • interpret and respond to literary elements • interpret and respond to new ideas in non-fiction text • synthesize prior and acquired information • create meaning from new and prior knowledge 	<ul style="list-style-type: none"> • use supporting details to expand key ideas • merge information from a variety of sources • use point-form notes to develop sentences in own words • demonstrate responsible use of information • integrate the work of all group members • sequence information by cause-and-effect, importance, priority
EXPRESS	<ul style="list-style-type: none"> • participate in the social exchange of ideas based on listening, reading, writing, speaking, and viewing • use an understanding of audience in presentation 	<ul style="list-style-type: none"> • apply models, rubrics, and/or criteria for exemplary presentation • present information in a variety of media and formats • demonstrate respect for intellectual property by understanding copyright and plagiarism
REFLECT	<ul style="list-style-type: none"> • make peer recommendations for reading 	<ul style="list-style-type: none"> • understand how new knowledge influences prior knowledge and hypotheses • use self-, peer-, and teacher-generated criteria to assess the representation of learning • consider constructive criticism from peers and teachers in reflection • assess the inquiry process and adjust for future inquiry



The Points of Inquiry – Elementary Planning Sheet

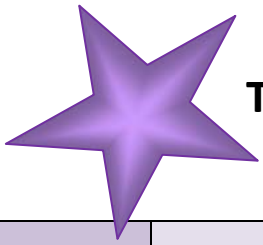
Grade	My School/My Program
EARLY LEARNING (PRE-K)	
PRIMARY (K-3)	
INTERMEDIATE (4-5 OR 4-7)	
TRANSITIONING TO NEXT LEVEL OF SCHOOLING	
<i>Potential Challenges:</i>	<i>Potential Opportunities:</i>

MY FIRST STEP: _____



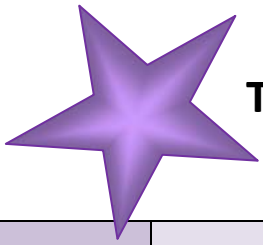
The Points of Inquiry: Planning Sheet for Primary

GRADE	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS	OTHER
Kindergarten				
Grade 1				
Grade 2				
Grade 3				



The Points of Inquiry: Planning Sheet for Intermediate

GRADE	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS	OTHER
Grade 4				
Grade 5				
Grade 6				
Grade 7				



The Points of Inquiry: Planning Sheet (Extra Space)

GRADE				