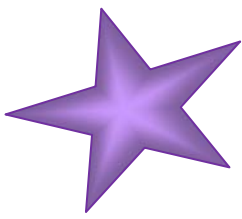


# The Points of Inquiry – K-3 Learning Outcomes

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

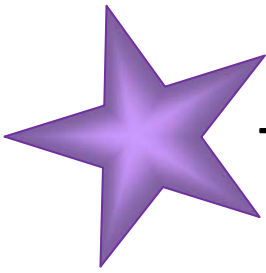
	INQUIRY-BASED READING	INQUIRY-BASED LEARNING
<b>CONNECT AND WONDER</b>	<ul style="list-style-type: none"> <li>• use prior knowledge and personal experience to understand information</li> <li>• use pictures to predict content and make connections between illustrations and written text</li> <li>• use strategies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



## The Points of Inquiry – 4-7 Learning Outcomes

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

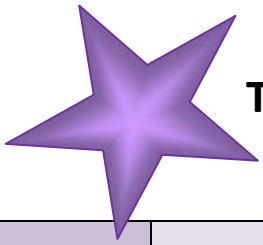
	INQUIRY-BASED READING	INQUIRY-BASED LEARNING
CONNECT AND WONDER	<ul style="list-style-type: none"> <li>make deep connections between text and self, other texts, and the world</li> <li>recognize that variations in stories may result from differences in cultures</li> <li>recognize that differences in interpretation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



# The Points of Inquiry – Elementary Planning Sheet

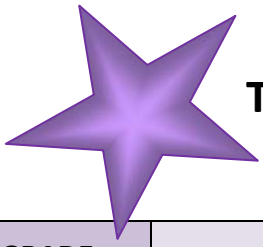
Grade	My School/My Program
EARLY LEARNING (PRE-K)	
PRIMARY (K-3)	
INTERMEDIATE (4-5 OR 4-7)	
TRANSITIONING TO NEXT LEVEL OF SCHOOLING	
<i>Potential Challenges:</i>	<i>Potential Opportunities:</i>

MY FIRST STEP: \_\_\_\_\_



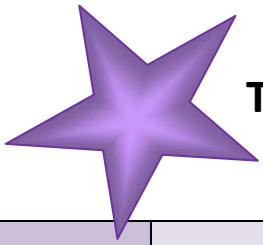
## The Points of Inquiry: Planning Sheet for Primary

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				