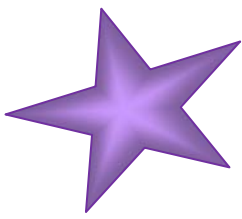


## The Points of Inquiry – K-3 Learning Outcomes

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

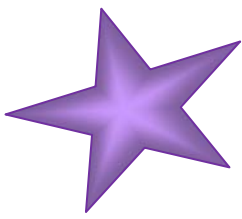
	INQUIRY-BASED READING	INQUIRY-BASED LEARNING
<b>CONNECT AND WONDER</b>	<ul style="list-style-type: none"> <li>• use prior knowledge and personal experience to understand information</li> <li>• use pictures to predict content and make connections between illustrations and written text</li> <li>• use strategies 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:*

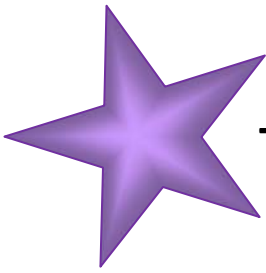
	INQUIRY-BASED READING	INQUIRY-BASED LEARNING
CONNECT AND WONDER	<ul style="list-style-type: none"> <li>• make deep connections between text and self, other texts, and the world</li> <li>• recognize that variations in stories may result from differences in cultures</li> <li>• recognize that differences 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 – 8-12 Learning Outcomes

**Students will continue to develop all skills (K-7) to mastery level and be able, by graduation, to:**

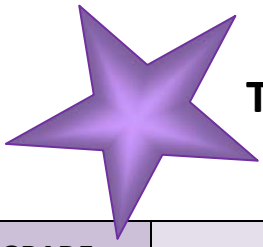
	INQUIRY-BASED READING	INQUIRY-BASED LEARNING
<b>CONNECT AND WONDER</b>		
<b>INVESTIGATE 8-10</b>	<ul style="list-style-type: none"> <li>understand the relationship between information and the medium in which it is presented</li> <li>recognize the differences between implicit and explicit messages</li> <li>understand the difference between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>evaluate resources and information critically for perspective, purpose, currency, authority, relevance, coverage, and quality</li> <li>check for reliability and credibility of a source</li> <li>understand the differences between various tools and resources for searching, and use each appropriately</li> <li>prioritize resources by usefulness</li> <li>use different kinds of resources to expand and verify information</li> <li>interpret information from graphic representations, statistics, and media sources</li> <li>develop graphic organizers to record and organize information</li> <li>use information responsibly</li> <li>report sources in a Works Cited format</li> </ul>
<b>INVESTIGATE 8-10</b>	<ul style="list-style-type: none"> <li>understand the difference between fact and opinion</li> <li>evaluate strengths and weaknesses of various forms of media</li> <li>understand the difference in purpose and style of a variety of newspapers, journals, and magazines</li> </ul>	<ul style="list-style-type: none"> <li>access government documents as sources of information</li> <li>understand the differences between search engines, search directories, and metasearch engines, and use each appropriately</li> <li>use Works Cited and bibliographies as resources to find additional information</li> </ul>
<b>CONSTRUCT</b>	<ul style="list-style-type: none"> <li>identify supporting details and understand how they are used to support a point of view or thesis</li> <li>write a précis; write a clear thesis statement</li> <li>develop a working plan or outline that supports the main idea and organizes the subtopics or supporting details logically</li> </ul>	<ul style="list-style-type: none"> <li>adapt an inquiry plan to own learning style</li> <li>find and use newly available online tools</li> <li>use a variety of note-taking strategies to develop paragraphs in own words</li> <li>consider and select an appropriate product for presentation</li> </ul>
<b>EXPRESS</b>	<ul style="list-style-type: none"> <li>articulate different points of view</li> <li>use techniques of summarizing, paraphrasing, and quoting</li> <li>show evidence of original thought</li> <li>understand the difference between personal opinion and thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>integrate various formats of communication</li> <li>act as an expert and teacher in presenting information</li> <li>know the consequences of plagiarism</li> <li>understand the impact of design on visual presentations</li> </ul>
<b>REFLECT</b>		<ul style="list-style-type: none"> <li>reflect upon personal change of ideas and perspectives</li> <li>apply constructive criticism and comments from peers and instructors to future inquiry</li> <li>assess how new skills, strategies, tools, and resources influence learning</li> </ul>



# The Points of Inquiry – Middle/Junior Planning Sheet

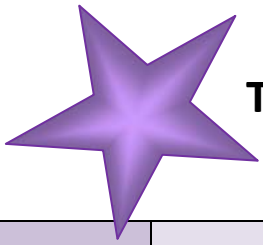
Grade	My School/My Program
<b>TRANSITIONING FROM PREVIOUS LEVEL OF SCHOOLING</b>	
<b>EARLY MIDDLE/JUNIOR (6-7 OR 7-8)</b>	
<b>LATE MIDDLE/JUNIOR (8 OR 9)</b>	
<b>TRANSITIONING TO NEXT LEVEL OF SCHOOLING</b>	
<b>Potential Challenges:</b>	<b>Potential Opportunities:</b>

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



## The Points of Inquiry: Planning Sheet for Middle/Junior

GRADE	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS	OTHER
Grade 6				
Grade 7				
Grade 8				
Grade 9				



## The Points of Inquiry: Planning Sheet (Extra Space)

GRADE				