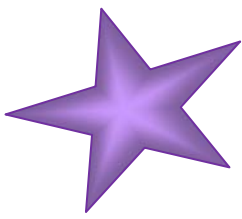


The Points of Inquiry – K-3 Learning Outcomes

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

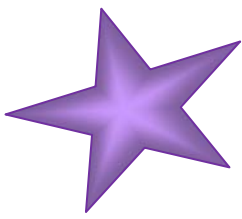
	INQUIRY-BASED READING	INQUIRY-BASED LEARNING
CONNECT AND WONDER	<ul style="list-style-type: none"> • use prior knowledge and personal experience to understand information • use pictures to predict content and make connections between illustrations and written text • use strategies to connect, infer,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

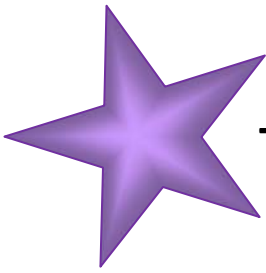
	INQUIRY-BASED READING	INQUIRY-BASED LEARNING
CONNECT AND WONDER	<ul style="list-style-type: none"> • make deep connections between text and self, other texts, and the world • recognize that variations in stories may result from differences in cultures • recognize that differences in interpretation of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

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

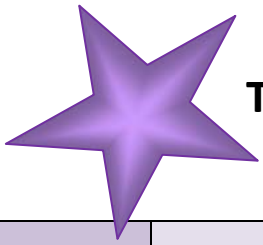
	INQUIRY-BASED READING	INQUIRY-BASED LEARNING
CONNECT AND WONDER		
INVESTIGATE 8-10	<ul style="list-style-type: none"> understand the relationship between information and the medium in which it is presented recognize the differences between implicit and explicit messages understand the difference between fact and opinion 	<ul style="list-style-type: none"> evaluate resources and information critically for perspective, purpose, currency, authority, relevance, coverage, and quality check for reliability and credibility of a source understand the differences between various tools and resources for searching, and use each appropriately prioritize resources by usefulness use different kinds of resources to expand and verify information interpret information from graphic representations, statistics, and media sources develop graphic organizers to record and organize information use information responsibly report sources in a Works Cited format
INVESTIGATE 11-12	<ul style="list-style-type: none"> understand the difference between fact and opinion evaluate strengths and weaknesses of various forms of media understand the difference in purpose and style of a variety of newspapers, journals, and magazines 	<ul style="list-style-type: none"> access government documents as sources of information understand the differences between search engines, search directories, and metasearch engines, and use each appropriately use Works Cited and bibliographies as resources to find additional information
CONSTRUCT	<ul style="list-style-type: none"> identify supporting details and understand how they are used to support a point of view or thesis write a précis; write a clear thesis statement develop a working plan or outline that supports the main idea and organizes the subtopics or supporting details logically 	<ul style="list-style-type: none"> adapt an inquiry plan to own learning style find and use newly available online tools use a variety of note-taking strategies to develop paragraphs in own words consider and select an appropriate product for presentation
EXPRESS	<ul style="list-style-type: none"> articulate different points of view use techniques of summarizing, paraphrasing, and quoting show evidence of original thought understand the difference between personal opinion and thesis statement 	<ul style="list-style-type: none"> integrate various formats of communication act as an expert and teacher in presenting information know the consequences of plagiarism understand the impact of design on visual presentations
REFLECT		<ul style="list-style-type: none"> reflect upon personal change of ideas and perspectives apply constructive criticism and comments from peers and instructors to future inquiry assess how new skills, strategies, tools, and resources influence learning



The Points of Inquiry – Secondary Planning Sheet

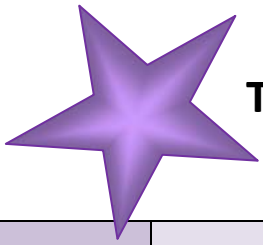
Grade	My School/My Program
TRANSITIONING FROM PREVIOUS LEVEL OF SCHOOLING	
JUNIOR SECONDARY (8-10)	
SENIOR SECONDARY (11 AND 12)	
TRANSITIONING TO NEXT LEVEL	
Potential Challenges:	Potential Opportunities:

MY FIRST STEP: _____



The Points of Inquiry: Planning Sheet for Secondary

GRADE				
GRADE 8				
GRADE 9				
GRADE 10				
GRADE 11-12				



The Points of Inquiry: Planning Sheet (Extra Space)

GRADE				