



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