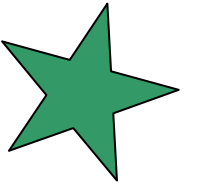
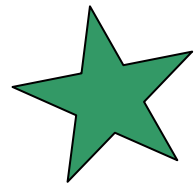


# The Points of Inquiry – Collaborative Planning Guide for **Intermediate**



INQUIRY-BASED READING	
<b>CONNECT AND WONDER</b>	<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>
<b>INVESTIGATE</b>	<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>
<b>CONSTRUCT</b>	<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>
<b>EXPRESS</b>	<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>
<b>REFLECT</b>	<ul style="list-style-type: none"> <li>• make peer recommendations for reading</li> </ul>

Grade Level: _____ Date: _____	
Teacher(s): _____ Teacher-Librarian: _____	
<b>Timeline:</b>  	<b>Theme or Topic:</b>  
<b>Inquiry Learning Outcomes:</b>  	<b>Content Learning Outcomes:</b>  
<b>Learning Activities:</b>  	<b>Assessment:</b>  
<b>Strategies and Tools:</b>  	<b>Learning Resources (print, electronic, other):</b>  

INQUIRY-BASED LEARNING	
<b>CONNECT AND WONDER</b>	<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>
<b>INVESTIGATE</b>	<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>
<b>CONSTRUCT</b>	<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>
<b>EXPRESS</b>	<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>
<b>REFLECT</b>	<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>