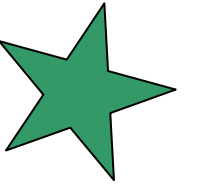
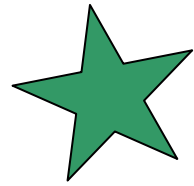


The Points of Inquiry – Information Literacy Planning Sheet for **Intermediate**



INQUIRY-BASED READING	
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
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
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
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
REFLECT	<ul style="list-style-type: none"> • make peer recommendations for reading

Grade	Grade Plan / Subject Plan / Technology Plan				
4					
5					
6					
7					
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Focus for transitioning:	Potential Opportunities/Challenges:				

INQUIRY-BASED LEARNING	
CONNECT AND WONDER	<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"> • 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"> • 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"> • 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"> • 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