



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