

Inquiry-Based Literacy Standards

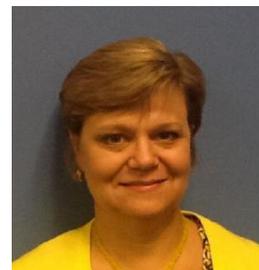
Office of Standards and Learning

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SCDE Website

The screenshot shows the homepage of the South Carolina Department of Education (SCDE). At the top left is the SCDE logo, which includes a graduation cap icon and the text "SOUTH CAROLINA DEPARTMENT OF EDUCATION" and "ed.sc.gov". To the right of the logo are social media icons for Facebook, Twitter, LinkedIn, Instagram, YouTube, and Pinterest. Further right are navigation links for "About SCDE", "Newsroom", "Jobs", and "Contact". Below these is a search bar with the text "Search" and a magnifying glass icon. A teal navigation bar contains the following menu items: "Districts & Schools", "Tests", "Educators", "Instruction", "Data", "Policy", "Finance", and "Login". The "Instruction" menu item is circled in black, and a black arrow points from the circle to the main headline. The main headline reads "Spearman Announces Changes in S.C. Educator Evaluation". Below the headline is a sub-headline: "State Superintendent of Education Molly M. Spearman announced proposed changes to South Carolina educator evaluations as a result of the passage of the Every Student Succeeds Act." At the bottom left of the main content area is an orange button with the text "READ MORE". The background of the main content area is a photograph of a smiling woman (Molly M. Spearman) with her arms around four diverse young children.

SOUTH CAROLINA DEPARTMENT OF EDUCATION
ed.sc.gov

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Spearman Announces Changes in S.C. Educator Evaluation

State Superintendent of Education Molly M. Spearman announced proposed changes to South Carolina educator evaluations as a result of the passage of the Every Student Succeeds Act.

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Standards

SCCCR ELA Complete Document

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Support Documents and Resources

High School Resources

- Analysis of Similarities and Differences to CCSS
 - English 1
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 - External Resources
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 - Inquiry-Based Learning Resources
-

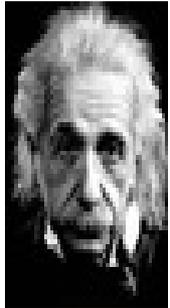
Support Documents and Resources

Recomendations for Resources

The English Language Arts team in the Office of Standards and Learning is continually looking for web resources that can be added to our external resource pages to assist educators in the implementation of the standards.

If you would like to recommend a resource to add to this database, please click on the link below.

- [ELA Resource Recommendations](#)



“The important thing is to not stop questioning. Curiosity has its own reason for existence. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery each day.

— "Old Man's Advice to Youth: 'Never Lose a Holy Curiosity.'" *LIFE Magazine* (2 May 1955) p. 64”

– Albert Einstein

Inquiry

Sometimes student generated, sometimes teacher generated.

What inquiry is.

Exploring/
Questioning

Investigating

Collaborating

Making
decisions/
taking action

What inquiry is not.

Research
papers or
projects

Teacher led

A method

A worksheet

What is needed for inquiry-based literacy learning to take place?



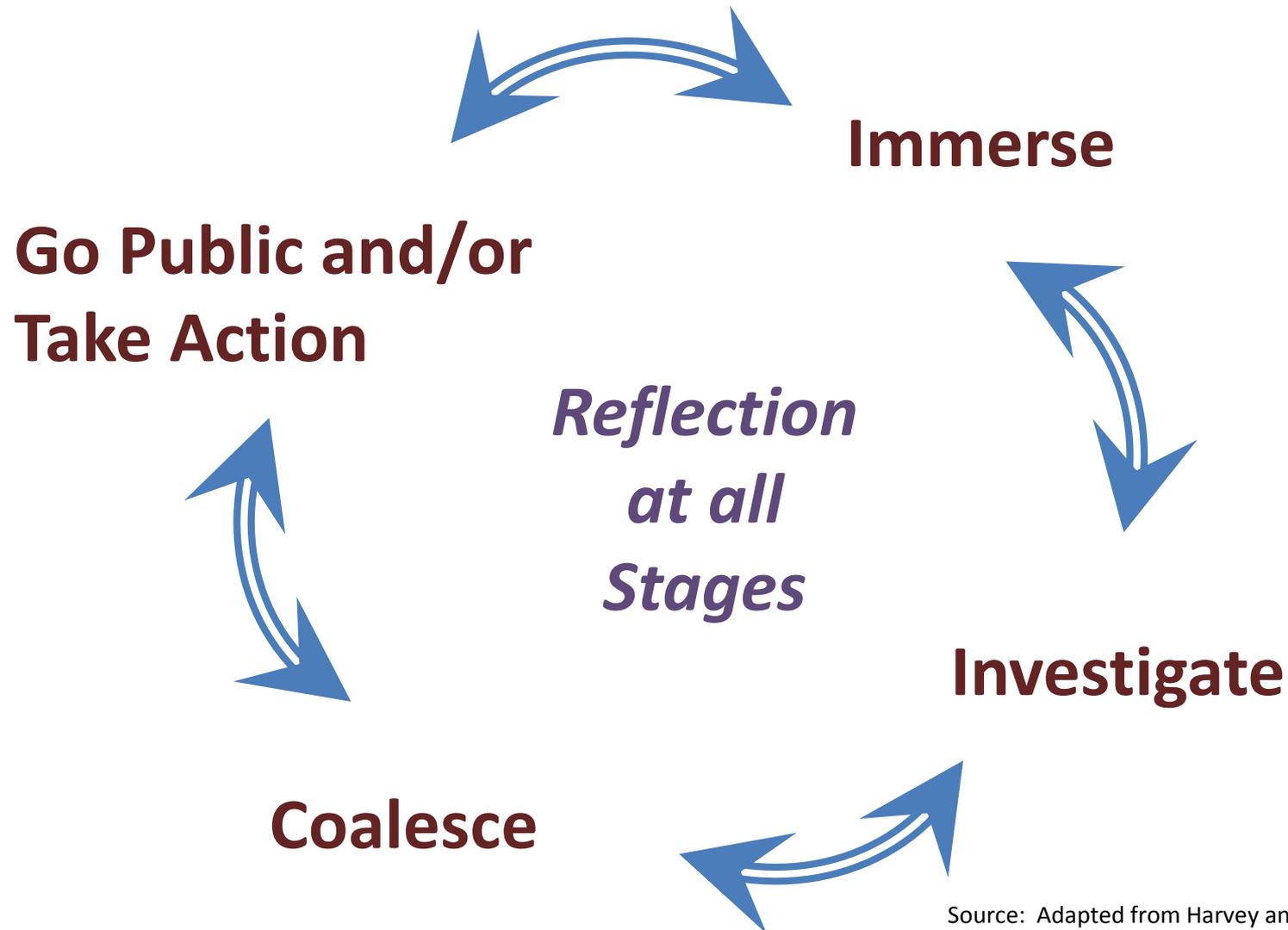
Inquiry Teacher

- **Exemplifies and celebrates curiosity.**
- **Models his/her own inquiry process and keeps a notebook.**
- **Encourages authentic questions.**
- **Offers lessons in comprehension, collaboration, and inquiry.**
- **Shares examples of inquiry in the real world.**
- **Stays alert to inquiry circle topics and searches for relevant texts and resources.**
- **Keeps the curriculum in mind and connects it to group inquiry.**

Inquiry Process

- **Immerse - build background, find topics, and wonder**
- **Investigate – develop questions, search for information, and discover answers**
- **Coalesce – intensify research, synthesize, and build knowledge**
- **Go Public – share learning, demonstrate understanding, take action**

Inquiry Framework



Source: Adapted from Harvey and Daniels (2009)

Inquiry-Based Literacy Standards

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

Inquiry-Based Literacy Standards Continued

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

Standard 4: Synthesize information to share learning and/or take action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

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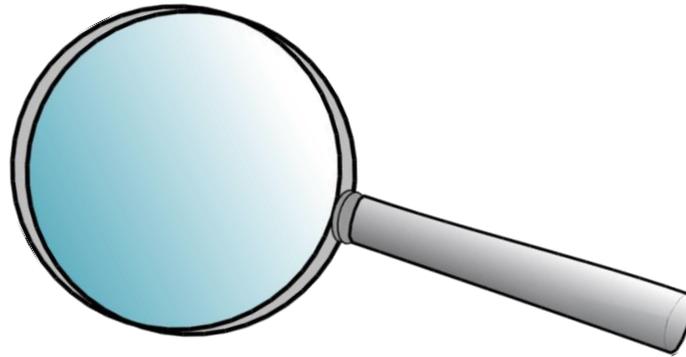
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

How Do I Teach the Inquiry Standards?



Course-Level Indicators

- 1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.
- 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.



The Blue Bouquet

by Octavio Paz (1949), translated by
Eliot Weinberger

- <http://www.101bananas.com/library2/bluebouquet.html>

ReQuest

On the line questions:

The answers to these questions are found directly in the text (facts.)

Between the line questions:

To answer these questions, students select clues from the text. Students need to make some inferences based on information they read.

Beyond the line questions:

These questions are found outside of the text. Questions require students to make connections.

Question	Type of Question	Where did you find the answer?
	Between the lines	Use information from the text to come up with an answer.
	On the lines	Answer is directly in the text.
	Beyond the lines	Use your prior knowledge and experience to answer the question

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What's the Connection?

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving

Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.