

# Inquiry-Based Literacy Standards (I)

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

| GRADE SIX   | GRADE SEVEN   | GRADE EIGHT  |
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| 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding. | 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding. | 1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding. |

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

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| 2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives. | 2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives. | 2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives. |
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**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

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| 3.1 Develop a plan of action by using appropriate discipline-specific strategies.  | 3.1 Develop a plan of action by using appropriate discipline-specific strategies.  | 3.1 Develop a plan of action by using appropriate discipline-specific strategies.  |
| 3.2 Examine historical, social, cultural, or political context to broaden inquiry.   | 3.2 Examine historical, social, cultural, or political context to broaden inquiry.   | 3.2 Examine historical, social, cultural, or political context to broaden inquiry.   |
| 3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias. | 3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias. | 3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias. |
| 3.4 Organize and categorize important information, revise ideas, and report relevant findings.                                   | 3.4 Organize and categorize important information, revise ideas, and report relevant findings.                                   | 3.4 Organize and categorize important information, revise ideas, and report relevant findings.                                   |

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

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| 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views. | 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views. | 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views. |
| 4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.  | 4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.  | 4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.  |
| 4.3 Reflect on findings and pose appropriate questions for further inquiry.   | 4.3 Reflect on findings and pose appropriate questions for further inquiry.   | 4.3 Reflect on findings and pose appropriate questions for further inquiry.   |

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

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| 5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.                        | 5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.                        | 5.1 Acknowledge and value individual and collective thinking and using feedback from peers and adults to guide the inquiry process.                   |
| 5.2 Employ past and present learning in order to monitor and guide inquiry.   | 5.2 Employ past and present learning in order to monitor and guide inquiry.   | 5.2 Employ past and present learning in order to monitor and guide inquiry.   |
| 5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry. | 5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry. | 5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry. |