**DRAFT**

**Inquiry and Research Skills Scope and Sequence**

**Kindergarten**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information**  **Information** | **Presenting Information** |
| 1. **Brainstorms for prior knowledge and vocabulary in large group** 2. **Participates in shared and   guided viewing experiences of   non-fiction material** 3. **Anticipates that informational texts will have meaning** 4. **With teacher direction listens to   the teacher/presenter to set   purpose for listening such as   to hear what might be said and to   answer questions (KWL chart)** 5. **Connects new text (print and  pictures from a variety of sources and cultural perspectives) with prior knowledge and experiences** 6. **Uses illustrations, photos, objects  and other visual and auditory cues  to understand** 7. **Recognizes that print and pictures are related** 8. **Begins to predict what text is about  during shared reading** 9. **Listens to informational books  (read by other person, multimedia)  and retells the most important  information** 10. **Is able to answer who, what, when, where, why, and how questions**   **11. Recognizes the library has a   specific physical arrangement** | 1. **Becomes aware that pictures, photographs, graphics, and illustrations convey meaning** 2. **Identifies and uses front and back covers and spine label to select sources**   **3.. Distinguishes between fact and   fiction** | **1. Identifies (with teacher   guidance) a purpose for   writing**  **2. Organizes print and pictures from a**  **variety of sources and cultural**  **perspectives to express ideas**  **3. Uses drawing to categorize/**  **organize questions** | **1. Represents and tells key facts   and ideas (e.g., drama, pictures)**  **2. Uses pictures and physical   materials (e.g., diorama) to   communicate information and   ideas**  **3. Responds to presentation of books**  **and other texts through drawing**  **4. Pays attention when another   person is speaking** |

**Inquiry and Research Skills Scope and Sequence**

**Grade 1**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1**. Identifies personal knowledge   related to a topic or experience**  2. Brainstorms for prior knowledge   and vocabulary in large group  **SSRCA pp.22-25**  3**. Participates in shared, guided, and   independent viewing experiences   with a variety of texts with diverse**  **perspectives including videos,**  **illustrated texts, television shows,**  **adaptations of written texts,**  **magazine photos, charts, diagrams**  **and advertisements**  4. With teacher direction listens to   the teacher/presenter **to set   purpose for listening** such as   to hear what might be said and to   answer questions **(KWL chart**)  **SSRCA p. 66**  5. Listens to factual information and   tells what has been learned by   answering who, what, when,   where, why, and how questions  6. **Connects new text with prior   knowledge and experiences**  **SSRCA p. 64**  7. Recognizes the library has a   specific physical arrangement  8. **Identifies the location of   nonfiction resources in the library**  9. **Identifies the use of the student   computer catalogue in library** | **1. Makes and checks predictions   using prior knowledge and oral   text features to understand   information**  **2. Develops understanding of a   title and an author and uses these   to select sources SSRCA p.195**  3. **Distinguishes the characteristics   and uses of secondary sources:**  **i) non-fiction books & e-books**  **ii) magazines (print & electronic)**  4. **With teacher direction recognizes   and locates key information in   illustrations, pictures, charts,   graphs; diagrams and   other visual forms (skims)**  5. Distinguishes between fact and   fiction  6. Respects Copyright:   Identifies the **page number** **or digital**  **source** where information is found  **(Copyright Matters–see appendix**  **B)** | 1. **Uses advanced organizer to   record information** (key words   and/or pictures) **SSRCA p. 134**  2. Develops group/class chart   categorizing information  **SSRCA pp. 235-236** | 1. Uses drama, pictures, sounds,   simple charts and graphs,   models, or drawings to represent   understanding of gathered   information  2. **With teacher direction writes about   key facts and information, using   own words SSRCA pp. 235-236**  3. **With teacher direction presents   information and ideas in   sentences using a frame. (Writes   short informational texts with   pictures.) (See example in   appendix B)**  4. **Explores basic computer drawing   tools such as the paintbrush in   Microsoft Paint or other online**  **programs**  **5. Listens attentively to others and   responds appropriately** |

**Inquiry and Research Skills Scope and Sequence**

**Grade 2**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1. Identifies personal knowledge   related to a topic or experience  **SSRCA pp.22-25**  2. **Brainstorms** for prior knowledge   and vocabulary in large group   and/or **small group SSRCA p. 66**  3. Participates in shared, guided, and   independent viewing experiences   with a variety of texts from multiple  perspectives including videos,  illustrated texts, television shows,  adaptations of written texts, magazine  photos, charts, diagrams and  advertisements  4. With teacher direction listens to   the teacher/presenter to **set   purpose for listening** such as   to hear what might be said and to   answer questions **(KWL chart)   SSRCA p. 66**  5. Listens to factual information and   tells what has been learned by   answering who, what, when,   where, why, and how questions  6. **With teacher direction identifies   information related to inquiry and   research needs**  7. **Connects new text with prior   knowledge and experiences**  **SSRCA p. 64**  8. Identifies the location of   nonfiction resources in the library  9. Identifies the use of the student   computer catalogue  **10. Is introduced the meaning of the   AUP (Acceptable Use Policy)   before using the Internet.**    **11. Is introduced to the notion of   fictitious websites**  **12. Is introduced to online safety   (see appendix B)** [**mediasmarts.ca**](http://mediasmarts.ca) | 1. **With teacher direction** b**egins to   identify the key words in a   research question**  2. **With teacher direction skims to find   words, phrases, ideas, answers to   specific questions using a   variety of media (e.g., books,   newspapers, magazines, digital and**  **internet resources, etc.)**  3**. Is introduced to the index and   table of contents to locate   information in a reference resource**  **SSRCA pp. 197-198**  4. **Begins to interpret diagrams,   maps and charts SSRCA p. 136   Strategy 14**  5. Distinguishes the characteristics   and uses of **secondary sources**:  i) non-fiction books  ii) magazines (print)  **iii) magazines (online - *Kidbits)***  6. Respects Copyright:   Identifies **the title** and the page   number in a print text, or **website**  **(teacher-directed)** where information  is found **(Copyright Matters–see**  **appendix B)** | 1. **Uses advanced organizer at Gr. 2   level** to record information (key   words and/or pictures) **SSRCA p. 134**  2. Develops group/class chart   **categorizing information needs**   using technology and media   products (posters, brochures,   pamphlet, CD, videos, etc.)  **SSRCA pp. 235-236** | 1. Uses drama, pictures, sounds,   simple charts and graphs,   models, or drawings to represent   understanding of gathered   information  2. **Writes short informative reports   when given help with organization   and/or using a frame (See   appendix B for example)**  **SSRCA pp. 235-240**  3. **Uses the keyboard to reproduce   sentences (at the end of the year)**  4. Explores basic computer drawing   tools such as the paintbrush in   Microsoft Paint or other online  Programs **(see appendix B)**  5. Shares and explains information to   familiar audiences, and answers   questions  6. Listens attentively to others and   responds appropriately. (**See rubric in**  **Appendix B)**  7. **Speaks in a clear voice with   appropriate volume and   expression, and at an   understandable pace** |

**Inquiry and Research Skills Scope and Sequence**

**Grade 3**

*Through planned learning activities the student . . .*

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| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1**. Identifies key ideas, details, and   point of view in visual texts by   using prior knowledge,   connections, inferences and visual   cues SSRCA pp.22-25**  2. **Brainstorms** for prior knowledge   and vocabulary in small groups   and/**or independently SSRCA p. 66**  3. With teacher direction listens to   the teacher/presenter to **set   purpose for listening** such as   to hear what might be said and to   answer questions **(KWL chart)**  **SSRCA p. 66**   4. **Generates questions to organize   investigation of new information**  5. **Connects new ideas, information,**  **and experiences** to own and   **others’ ideas and experiences**  **SSRCA p. 64**  6. **Distinguishes between opinions   and verifiable facts, and asks   questions to clarify meaning**  7. **Begins to use online catalogues to   locate materials**  8. **Recognizes that non-fiction books   in a school library are arranged   numerically according to the   Dewey Decimal Classification   System**  9**.**  Reviews the meaning of the   **AUP (Acceptable Use Policy)**   before using the Internet.    10. Reviews what has been learned   about fictitious websites  11. Reviews online safety practices   **(Appendix B)** [**mediasmarts.ca**](http://mediasmarts.ca) | 1. **Recognizes fact and opinion,**  **main ideas and some supporting   details SSRCA p. 39**  2. With teacher assistance recognizes   key words in a research question  3**. With teacher direction identifies   synonyms of key words   SSRCA p. 38**  4. Uses the i**ndex** and **table of   contents** of a reference resource to   locate information **SSRCA p. 198**  5. **Skims to find words, phrases, ideas,   answers to specific questions** using   a variety of media (i.e. books,   newspapers, magazines, digital and  internet resources, etc.) **SSRCA pp.**  **68, 112**  6. Distinguishes the characteristics   and uses of **secondary sources**:  i) non-fiction books  ii) magazines (print)  iii) magazines (online **– *Kidbits*)**  **iv) encyclopedias (print and   online)**  7. Continues to interpret and use **graphs,**   maps, and legends **SSRCA p. 136**  8. Respects Copyright:   Writes the title of all sources, the   page number or URL of the source  and **the author** of the information  **(Copyright Matters–see**  **appendix B)**  9. **Explores pre-selected Internet   sites** | 1. **Uses advanced organizer(s) at Gr.   3 level.** to develop and arrange   ideas (pictures and/or words (e.g.,   story maps, webs, charts for   survey numbers) **SSRCA p. 134**  2. Learns how to write jot notes   following the model of the   teacher  3. **Compares and contrasts** ideas   using an appropriate graphic   organizer following the model of   the teacher (e.g., **Venn diagram**)   **SSRCA p. 156**  4. Draws and labels simple maps   and diagrams  5. With teacher guidance practices   self-editing and proofreading | 1. Uses drama, pictures, sounds,   simple charts and graphs,   models, or drawings to represent   understanding of gathered   information  2. **Writes short informative reports   (paragraph with topic sentence   and summary sentence) when   given help with organization**  **SSRCA pp. 235-240**  3. **Uses word processing programs to   revise, and present**    4. **Develops word processor skills   such as cut, copy, paste and insert   graphic**  5. **Uses print and non-print aids to   illustrate key ideas and information**  6. **Speaks, or presents oral findings,   reports, with fluency and with   appropriate volume and   expression to emphasize key   ideas**  7. **Presents information and ideas on   a topic to engage a familiar   audience using organizers such as   key words on a card**  8. **Shows respect for presenter’s   opinions and ideas through active   listening and other appropriate**  **behaviours (e.g., polite feedback,   responding to the speaker’s**  **gestures, showing attentive body   language)** |

**Inquiry and Research Skills Scope and Sequence**

**Grade 4**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1. Determines **main and   supporting ideas** using prior   knowledge, predictions,   connections, inferences, and   visual cues **SSRCA pp. 83-88;**  **p. 64 Strategy 5 (Prediction Chart)**    2. Brainstorms for prior knowledge   and vocabulary independently    3. Sets purpose for listening such   as to hear what might be said   and to answer own questions   **SSRCA pp. 21-22**  4. **With teacher-guidance   formulates questions to aid in   finding relevant information**  **SSRCA pp. 85-86; 108-112**  5.Continues to use online   catalogues to locate materials  6. Reviews online safety with an   activity facilitated by the teacher   and or teacher-librarian (**Appendix B**  [**http://mediasmarts.ca**](http://mediasmarts.ca)**)**  i)Clarifies importance of the **AUP**  **(Acceptable Use Policy –**  **Appendix B)**  ii)Is introduced to the meaning of  copyright laws **(Appendix B).**  iii)Reviews what has been learned   about fictitious websites | 1. Recognizes key words in a   question and identifies   synonyms of key words  2. Uses **table of contents**   and **chapter headings** as   a guide to interpreting   contents **SSRCA pp. 172-173**  3. Uses components of reference   materials such as **glossary**,   index, table of contents to locate   information  4. Skims to find words, phrases,   ideas, answers to specific   questions in any media  5. Selects relevant information **SSRCA**  **pp. 128-133**    6. **With teacher direction recognizes   fact and opinion; distinguishes   between cause and effect (obvious   examples)**  7. Interprets and uses graphs, tables,  maps, grids, scales, legends  8. Distinguishes the characteristics   and uses of **secondary sources**:  i) non-fiction books  ii) magazines (print)  iii) magazines (online – ***Kidbits*)**  iv) encyclopedias (print and   online)  **v) dictionaries, biographies,   atlases**  9. **With teacher direction   distinguishes the characteristics**  **and uses of tertiary sources:**  **i) fact books**  10. Respects Copyright:   Writes the title of the   book, the page number   of the source, the author   of the information and   the **date of publication. (Copyright**  **Matters – Appendix B)  11. With teacher direction**   **documents the sources of   information obtained electronically   (e.g., texts, graphics, sound, video)**    12. Explores pre-selected websites  13. **With teacher direction begins to   compare the features, relative   merits, and inadequacies of 2   different sources when searching**  **for and choosing resources** | 1. Recalls, organizes and   summarizes information  2. Uses organizers to develop and   arrange ideas at Gr. 4 level (e.g.,   pictures and/or key words)  **SSRCA pp. 232-236**  3. Continues to develop note-taking   skills **SSRCA pp. 232-236**  4. Continues to organize information   and ideas in logical sequences  5. Continues to draw and label   simple maps and diagrams  6. Practises self-editing and   proofreading  7. Uses peer- conferencing to revise   work | 1. Shares findings with others   **SSRCA p. 213**  2. **Responds to the information   presented (e.g., written summary,   questions, reactions)**  3. Practises paragraphing; focus main   ideas in topic sentence; includes facts   and ideas that support main point;   creates a closing paragraph that   summarizes the points of previous   paragraphs  4. Creates and presents a visual  presentation using a form of digital  media (e.g., PowerPoint, Photo Story);   and develops other web-based visual  communication tools (e.g., Wiki,  Podcast, Blog)  5. Uses basic keyboarding skills and   computer editing capabilities (e.g.,   cut and paste, format, font, **indent**)  6. **With teacher direction identifies   intent and appeal of audio-visual   supports (e.g., charts, poster,   model) used to enhance   presentations**  7. Shows respect for presenters’   opinions and ideas through active   listening and other appropriate  behaviours (e.g., polite feedback,   responding to the speakers’  gestures, showing attentive body   language) |

**Inquiry and Research Skills Scope and Sequence**

**Grade 5**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1. Determines main and supporting   ideas using prior knowledge,   predictions, connections,   inferences, and visual cues **SSRCA pp. 83-88;**  **p. 64 Strategy 5 (Prediction Chart)**  2. Brainstorms for prior knowledge   and vocabulary independently  3. Sets purpose for listening such   as to hear what might be said   and to answer own questions **SSRCA pp. 21-22**  4. With teacher-guidance formulates   questions to aid in finding relevant   information **SSRCA pp. 85-86; 108-  112**  5**. Is guided through the research   project giving consideration to:**  **i) focus question**  **ii) sources of information and   their locations**  6.Continues to use online library  catalogues to locate materials  7. Reviews online safety with an   activity facilitated by the teacher   and or teacher-librarian (refer to   appendix)  a) Clarifies the importance of the   AUP (Acceptable Use Policy:   refer to appendix)  b) Reviews the meaning of   copyright laws (refer to   appendix).  c) Reviews what has been learned   about fictitious websites  **8. With the help of the teacher   develops a time management   plan to meet deadlines** | 1. Uses a variety of tools (e.g.,   table of contents, index,   chapter headings, guide   words) to access information   and ideas **SSRCA pp. 172-173**  2. Skims and scans for key words   and phrases  3. Selects relevant information **SSRCA   pp. 128-133**  4. Recognizes point of view and   biases in visuals (pictures,  photographs, films, videos, etc.)  5**. Begins independently to recognize   fact and opinion; is introduced   to the notion of cause and effect   (obvious examples)**  6. Interprets and uses graphs, tables,   maps, grids, scales, legends  **7. Answers inquiry or research   questions using a variety of oral   information sources (e.g., Elders,   interviews, field trips, newspapers)**  8. **Distinguishes the characteristics   and uses of primary sources:**  **i) surveys**  **ii) emails**  **iii) interviews**  **iv) autobiographies**  9. Distinguishes the characteristics and  uses of **secondary sources**:  i) non-fiction books  ii) magazines (print)  iii) magazines (online – *Kidbits*)  iv) encyclopedias (print and   online)  v) dictionaries, biographies,   atlases  10. Distinguishes the characteristics   and uses of **tertiary sources**:  i) fact books  11. **With teacher direction** **uses   Boolean operators (and) in search   engine to narrow or broaden   search**  12. **Begins to use copyright date   to establish currency (include   examples Appendix B)**  13. Respects Copyright:   Writes the title of the information   source, the page number   the author and the date of   publication (**Copyright Matters –**  **Appendix B)**  14.With teacher direction continues  to document the source of the   information obtained electronically   (e.g., text, graphics, sound, video)  15. Continues to compare the   features, relative merits, and   inadequacies of 2 or 3 sources when  searching for and choosing  resources  **16. With teacher guidance begins to   establish reliability or authenticity   by verifying authority (author)**  **(Appendix B)** | 1. Use organizers to develop and   arrange ideas at Gr. 5 level (e.g.,   headings and key words) **SSRCA pp. 232-236**  2. **With teacher guidance organizes   information and ideas into   categories (e.g., who, what, where,   when, why, how) using a   variety of strategies (e.g., webs,   graphic organizers, sequencing,   charting) SSRCA pp. 232-236**  3. **With teacher guidance begins to   summarizes main points and   records information in   own words SSRCA pp. 232-236**  4. **With teacher direction recognizes   gaps in information gathered and   locates additional information   needed for a particular form,   audience, or purpose** | 1. **Conveys ideas and information   using a variety of media and   formats (e.g., illustrations,   dramatizations, tableaux,   diagrams, posters, video, maps,   graphs, cartoons, dioramas,   charts, digital presentations such**  **as PowerPoint, Photo Story, Wikis,   Podcasts, Blogs or other Web   tools) SSRCA p. 213**  2. Writes clear and focused single   and multi-paragraph   compositions with an   introductory paragraph, supporting   paragraphs for facts and   explanations, and a concluding   paragraph (summary)  3. Uses basic keyboarding skills and   computer editing capabilities (e.g.,   cut and paste, format, font, indent;   **two spaces after each period;   double line spacing**)  4. Continues to develop proofreading   and editing skills (ex. spell-check)  5. Identifies intent and appeal of   audio-visual supports (e.g., charts,   poster, model) used to enhance   presentations  6. Responds to the information   presented (e.g., written summary,   questions, reactions).  7. Shows respect for presenter’s   opinions and ideas through active   listening and other appropriate  behaviours (e.g., polite feedback,   responding to the speakers’  gestures, showing attentive body   language) |

**Inquiry and Research Skills Scope and Sequence**

**Grade 6**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1. Determines main and supporting   ideas using prior knowledge,   predictions, connections,   inferences, and visual cues **SSRCA pp. 83-88; p. 64 Strategy 5   (Prediction Chart)**    2. Brainstorms for prior knowledge   and vocabulary independently  3. **Formulates questions to aid in   finding relevant information   SSRCA pp. 85-86; 108-112**  4. Is guided through the research   project giving consideration to :  i) focus question  ii) sources of information and   their locations  **iii) advanced organizer**  **iv) headings and key words**  **v) identifies end product**    5.Continues to use online   catalogues to locate materials  6. Reviews online safety with an   activity facilitated by the teacher   and or teacher-librarian **(Appendix B**  [**http://mediasmarts.ca**](http://mediasmarts.ca)**)**  a) Clarifies importance of the   **AUP (Acceptable Use Policy:   Appendix B)**  b) Reviews the meaning of   copyright laws (**Appendix B**  **Copyright Matters).**  c) Reviews what has been learned   about fictitious websites  d) **Is introduced to the proper use   of social networking tools   (e.g., Facebook, texting,**  **Youtube, etc.)**  7. **Begins to understand that the   accuracy and value of information   will vary from site to site**  9. **Begins to compare and consider   information from two sites**  10. With the help of the teacher   develops a time management   plan to meet deadlines | 1. Uses a variety of tools (e.g.,   table of contents, index,   chapter headings, guide   words) to access information   and ideas **SSRCA pp. 172-173**  2. Skims and scans for key words   and phrases  3. Selects relevant information **SSRCA pp. 128-133**  **4. With teacher direction determines   the difference between fact and   underlying message portrayed in   visuals and between real or   imaginary images (e.g., images   altered by Photoshop, Microsoft   Photo Editor)**  5. Continues to recognize   fact and opinion; distinguishes   between cause and effect  6. Interprets and uses graphs, tables,   maps, grids, scales, legends  7. Answers inquiry or research   questions using a variety of oral   information sources (e.g., Elders,   interviews, field trips, newspapers)  8. Makes jot notes to assist recall of   the main idea(s) expressed by the   speaker  9. Distinguishes the characteristics   and uses of **primary sources:**  i) surveys  ii) emails  iii) interviews  iv) autobiographies  10. Distinguishes the characteristics   and uses of **secondary sources**:  i) non-fiction books  ii) magazines (print)  iii) magazines (online)  iv) encyclopedias (print and   online)  v) dictionaries, biographies,   atlases  11. Distinguishes the characteristics   and uses of **tertiary sources:**  i) fact books  ii) specialized encyclopedias  12. **With teacher direction** u**ses   Boolean operators (and, quotation   marks) in search engine to narrow   or broaden search**  13. Uses copyright date to   establish currency **(Appendix B –**  **Copyright Matters)**  14. Identifies resources used during the   research process (APA or MLA);   MLA: “Works Cited” page/slide; APA:   “References Uses the proper style   (MLA or APA) for the “Works Cited”   page/slide **(Appendix B)**  15. Documents the source of the   information obtained electronically   (i.e., text, graphics, sound, video)  16. Continues to compare the   features, relative merits, and   inadequacies of 2 or 3 sources  (identify, evaluate, choose)  17. With teacher guidance continues   to establish reliability or authenticity   by verifying authority (author) | 1. Uses organizers to develop and   arrange ideas **SSRCA pp. 232-236**  2. Organizes information and ideas   into categories (e.g., who, what,   where, when, why, how) using a   variety of strategies (e.g., webs,   graphic organizers, sequencing,   charting) **to ensure essential   ideas and information are   communicated SSRCA pp. 232-236**  3. Summarizes main points and   records information in own words **SSRCA pp. 232-236**    4. With teacher direction recognizes   gaps in information gathered and   locates additional information   needed for a particular form,   audience, or purpose | 1. Conveys ideas and information   using a variety of media and   formats (e.g., illustrations,   dramatizations, tableaux,   diagrams, posters, video, maps,   graphs, cartoons, dioramas,   charts, digital presentations such   as PowerPoint, Photo Story, Wikis,   Podcasts, Blogs or other Web   tools) **SSRCA p. 213**  2. Writes clear and focused single   and multi-paragraph   compositions with an   introductory paragraph, supporting   paragraphs for facts and   explanations, and a concluding   paragraph (summary)  3. Uses basic keyboarding skills and   computer editing capabilities (e.g.,   cut and paste, format, font, indent;   two spaces after each period;   double line spacing)  4. Continues to develop proofreading   and editing skills (spell-check)  5. **Begins to use thesaurus to select   synonyms**  6. Identifies intent and appeal of   audio-visual supports (e.g., charts,   poster, model) used to enhance   presentations  7. Responds to the information   presented (e.g., written summary,   questions, reactions).  8. Shows respect for presenters’   opinions and ideas through active   listening and other appropriate  behaviours (e.g., polite feedback,   responding to the speakers’  gestures, showing attentive body   language)  9. **With teacher guidance uses level of   language and vocabulary   appropriate to audience and   purpose** |

**Inquiry and Research Skills Scope and Sequence**

**Grade 7**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1. Determines main and supporting   ideas using prior knowledge,   predictions, connections,   inferences, and visual cues  2. Brainstorms for prior knowledge   and vocabulary independently  3. Formulates questions to aid in   finding relevant information   **SSRCA pp. 85-86; 108-112**  4. Is guided through the research   project giving consideration to :  i) focus question  ii) sources of information and   their locations  iii) advanced organizer  iv) headings and key words  v) identifies end product    5.Continues to use online library  catalogues to locate materials  6. Reviews online safety with an   activity facilitated by the teacher   and or teacher-librarian (Appendix B –  [**http://mediasmarts.ca**](http://mediasmarts.ca))  a) Clarifies importance of the   **AUP (Acceptable Use Policy:   Appendix B**)  b) Reviews the meaning of   copyright laws (**Appendix B**).  c) Identifies fictitious websites  d) Reviews the proper use of   social networking tools (i.e.   Facebook, texting,Twitter,  Youtube, etc.)    8. **With teacher direction engages in   activities to understand that the   accuracy and value of information   will vary from site to site**  9. Compares and considers   information from two to three   different sites  10. With the help of the teacher   develops a time management   plan to meet deadlines | 1. Uses a variety of tools (e.g.,   table of contents, index,   chapter headings, guide   words) to access information   and ideas **SSRCA pp. 172-173**  2. Matches reading rate (eg.   skimming, scanning, careful   reading ) to specific purpose and   difficulty of reading material  3. Selects relevant information **SSRCA pp. 128-133**  4. Determines the difference   between fact and underlying   message portrayed in visuals and   between real or imaginary images   (i.e. images altered by Photoshop,   Microsoft Photo Editor)  5. Listens and views for a variety of   purposes including to understand   and gather information  6. Recognizes the **main ideas** and   **supporting details**  **SSRCA pp. 127-133**  7. Continues to recognize   fact and opinion; distinguishes   between cause and effect    8. Continues to interpret and use   graphs, tables, maps, grids,   scales, legends  9. Answers inquiry or research   questions using a variety of oral   information sources (e.g. Elders,   interviews, field trips, newspapers)  10. Makes jot notes to assist recall of   the main idea(s) expressed by   the speaker  11. Distinguishes the characteristics   and uses of **primary sources**:  i) newspaper articles  ii) surveys  iii) emails  iv) interviews  iv) autobiographies  12. Distinguishes the characteristics   and uses of **secondary sources**:  i) non-fiction books  ii) magazines (print)  iii) magazines (online)  iv) encyclopedias (print and   online)  v) dictionaries, biographies,   atlases  13. Distinguishes the characteristics   and uses of **tertiary sources:**  i) fact books  ii) specialized encyclopedias  iii) almanacs, chronologies   (timelines), specialized   dictionaries  14. Uses **Boolean operators** (and, or,   and quotation marks) in   search engine to narrow or   broaden search  15. Uses copyright date to   establish currency **(Copyright**  **Matters – Appendix B)**  16. Identifies resources used during the   research process (**APA or MLA**);   MLA: “Works Cited” page/slide; APA:   “References Uses the proper style   (MLA or APA) for the “Works Cited”   page/slide (**Appendix B)**  17. **With teacher direction includes in-   text citations** 18. Documents the source of the   information obtained electronically   (e.g., text, graphics, sound, video)  19. Continues to compare the   features, relative merits, and   inadequacies of 2 or 3 sources  (identify, evaluate, choose, and   acknowledge relevant ideas and   information from two or three   sources)  20. With teacher guidance continues   to establish reliability   or authenticity by verifying   authority (author) | 1. Uses organizers to develop and   arrange ideas at Gr. 7 level   **SSRCA pp. 232-236**  2. Organizes information and ideas   into categories (e.g., who, what,   where, when, why, how) using a   variety of strategies (e.g., webs,   graphic organizers, sequencing,   charting) to ensure essential   ideas and information are   communicated **SSRCA pp. 232-236**  3. Summarizes major ideas   records information in own words  **SSRCA pp. 232-236**  4. With teacher direction generates   original ideas, supported by   research and the ideas of credible   sources, in order to arrive at   solutions to problems  5. With teacher direction develops a   thesis statement and supporting   arguments (position on a problem   taken by a writer with the purpose   of proving or supporting it)    6. Recognizes gaps in information   gathered and locates additional   information needed for a particular   form, audience, or purpose | 1. Conveys ideas and information   using a variety of media and   formats including illustrations,   dramatizations, tableaux,   diagrams, posters, video, maps,   graphs, cartoons, dioramas,   charts, digital presentations such   as PowerPoint, Photo Story, Wikis,   Podcasts, Blogs or other Web   tools **SSRCA p. 213**  2. Writes clear and focused single   and multi-paragraph   compositions with an   introductory paragraph, supporting   paragraphs for facts and   explanations, and a concluding   paragraph (summary)  3. **Uses language free of bias**  4. **Revises final draft to ensure that   each paragraph has a topic   sentence, a body, and a   concluding sentence**  5. Uses basic keyboarding skills and   computer editing capabilities (e.g.,   cut and paste, format, font, indent;   two spaces after each period;   double line spacing)  6. Uses proofreading and editing   skills (ex. spell-check)  7. **Continues to use Thesaurus to   select synonyms**  8. Identifies intent and appeal of   audio-visual supports (e.g., charts,   poster, model) used to enhance   presentations  9. Responds to the information   presented (e.g., written summary,   questions, reactions)  10. Shows respect for presenter’s   opinions and ideas through active   listening and other appropriate  behaviours (e.g., polite feedback,   responding to the speaker’s  gestures, showing attentive body   language)  11. Uses level of language and   vocabulary appropriate to   audience and purpose |

**Inquiry and Research Skills Scope and Sequence**

**Grade 8**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1. Determines main and supporting   ideas using prior knowledge,   predictions, connections,   inferences, and visual cues   **SSRCA pp. 64-66**  2. Brainstorms for prior knowledge   and vocabulary independently  3. Formulates questions to aid in   finding relevant information   **SSRCA pp. 85-86; 108-112**  4. Is guided through the research   project giving consideration to :  i) focus question  ii) sources of information and   their locations  iii) advanced organizer  iv) headings and key words  v) identifies end product    5.Continues to use online   catalogues to locate materials  6. Reviews online safety with an   activity facilitated by the teacher   and or teacher-librarian (refer to   appendix)  a) Clarifies importance of the   AUP (Acceptable Use Policy:   refer to appendix)  b) Adheres to the copyright laws   (refer to appendix)  c) Identifies fictitious websites  d) Reviews the proper use of   social networking tools (e.g.,   Facebook, Ning, Utube, etc.)    7. **With teacher direction engages in   activities to understand that the   accuracy and value of information   will vary from site to site**  8 Compares and considers   information from different sites  9. With the help of the teacher   develops a time management   plan to meet deadlines | 1. Uses a variety of tools (e.g.,   table of contents, index,   chapter headings, guide   words) to access information   and ideas **SSRCA pp. 171-173**  2. Matches reading rate (e.g.,   skimming, scanning, careful   reading ) to specific purpose and   difficulty of reading material  3. Selects relevant information  **SSRCA pp. 128-133**  4. Determines the difference   between fact and underlying   message portrayed in visuals and   between real or imaginary images   (e.g., images altered by Photoshop,   Microsoft Photo Editor)  5. Listens and views for a variety of   purposes including to understand   and gather information  6. Recognizes the main ideas and   supporting details   **SSRCA pp. 127-133**  7. Continues to recognize  fact and opinion; distinguishes   between cause and effect  8. Continues to interpret and use   graphs, tables, maps, grids,   scales, legends  9. Answers inquiry or research   questions using a variety of oral   information sources (e.g., Elders,   interviews, field trips,   newspapers)  10. Makes jot notes to assist recall of   the main idea(s) expressed by the   speaker (examples in appendix)  **SSRCA pp. 233-236**  11. Distinguishes the characteristics   and uses of primary sources:  i) newspaper articles  ii) surveys  iii) emails  iv) interviews  iv) autobiographies  12. Distinguishes the characteristics   and uses of secondary sources:  i) non-fiction books  ii) magazines (print)  iii) magazines (online)  iv) newspaper articles and   editorials  v) encyclopedias (print and   online)  vi) dictionaries, biographies,   atlases  13. Distinguishes the characteristics   and uses of tertiary sources:  i) fact books  ii) specialized encyclopedias  iii) almanacs, chronologies  (timelines),   iv) specialized dictionaries  14. Uses Boolean operators (and, or,   **but, not and quotation marks**) in   search engine to narrow or   broaden search  15. Uses copyright date to   establish currency  16. Identifies resources used during the   research process (APA or MLA);   MLA: “Works Cited” page/slide; APA:   “References Uses the proper style   (MLA or APA) for the “Works Cited”   page/slide  17. Documents the source of the   information obtained electronically   (e.g., text, graphics, sound, video)  18. **With teacher assistance includes   in-text citations**  19. Continues to compare the   features, relative merits, and   inadequacies of 2 or 3 sources  (identify, evaluate, choose, and   acknowledge relevant ideas and   information from two or three   sources)  20. Continues to establish reliability   or authenticity by verifying   authority (author) | 1. Uses organizers to develop and   arrange ideas at Gr. 8 level  **SSRCA pp. 232-236**  2. Organizes information and ideas   into categories (e.g., who, what,   where, when, why, how) using a   variety of strategies (e.g., webs,   graphic organizers, sequencing,   charting) to ensure essential   ideas and information are   communicated **SSRCA pp. 232-236**  3. Summarizes major ideas and  records information in own words  **SSRCA pp. 232-236**  4. With teacher direction generates   original ideas, supported by   research and the ideas of credible   sources, in order to arrive at   solutions to problems  5. With teacher direction continues   to practice developing a thesis   statement and supporting   arguments (position on a problem   taken by a writer with the purpose   of proving or supporting it)  6. Recognizes gaps in information   gathered and locates additional   information needed for a particular   form, audience, or purpose | 1. Conveys ideas and information   using a variety of media and   formats including illustrations,   dramatizations, tableaux,   diagrams, posters, video, maps,   graphs, cartoons, dioramas,   charts, digital presentations such   as PowerPoint, Photo Story, Wikis,   Podcasts, Blogs or other Web   tools **SSRCA p. 213**  2. Writes clear and focused single   and multi-paragraph   compositions with an   introductory paragraph, supporting   paragraphs for facts and   explanations, and a concluding   paragraph (summary)  3. Uses language free of bias  4. Revises final draft to ensure that   each paragraph has a topic   sentence, a body, and a   concluding sentence  5. Uses word processing skills which   include:  i) editing- cut, copy, paste  ii) format – paragraph ( indent;   double line spacing, two   spaces after each period); font  iii) tools- word count, spell-check,   grammar check, thesaurus  6 Identifies intent and appeal of   audio-visual supports (e.g., charts,   poster, model) used to enhance   presentations  7. Responds to the information   presented (e.g., written summary,   questions, reactions).  8. Shows respect for presenter’s   opinions and ideas through active   listening and other appropriate  behaviours (e.g., polite feedback,   responding to the speaker’s  gestures, showing attentive body   language)  9. Uses level of language and   vocabulary appropriate to   audience and purpose |

**Inquiry and Research Skills Scope and Sequence**

**Grade 9**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1. Draws on prior knowledge and   experience by considering what is   known, and needs to be known   about a topic  2. Formulates questions to aid in   finding relevant information  3. Is guided through the research   project giving consideration to :  i) focus question  ii) sources of information and   their locations  iii) advanced organizer  iv) headings and key words  v) identifies end product    4. Continues to use online catalogues to  locate materials  5. Reviews online safety with an   activity facilitated by the teacher   and or teacher-librarian (refer to   appendix)  i) Clarifies importance of the AUP  (Acceptable Use Policy:   refer to appendix)  ii) Adheres to the copyright laws   (refer to appendix)  iii) Identifies fictitious websites  iv) Reviews the proper use of   social networking tools (e.g..   Facebook, Ning, Utube, etc.)    6. Engages in activities to   understand that the accuracy and   value of information will vary from   site to site  7. Compares and considers   information from different sites  8. Continues further development of a   time management plan to meet   deadlines independently | 1. Uses a variety of tools (e.g.,   table of contents, index,   chapter headings, guide   words) to access information   and ideas  2. Matches reading rate (e.g.,   skimming, scanning, careful   reading ) to specific purpose and   difficulty of reading material  3. Selects relevant information;   recognizes the main ideas and   supporting details  **SSRCA pp. 127-133**  4. With teacher guidance recognizes   any underlying biases, stereotypes |   or prejudices in texts; the use of bias,   stereotyping, emotional persuasion,   and propaganda in visuals  5. Listens for a variety of   purposes including to gather   information, to form an opinion  6. Determines the difference   between fact and underlying   message portrayed in visuals and   between real or imaginary images   (i.e. images altered by Photoshop,   MS Photo Editor)  7. Identifies the different explicit and   implicit messages in visual texts  8. Continues to interpret and use   graphs, tables, maps, grids,   scales, legends  9. Answers inquiry or research   questions using a variety of oral   information sources (e.g. Elders,   interviews, field trips, newspapers)  10. Makes jot notes to assist recall of   the main idea(s) expressed by   the speaker (examples in   appendix)  11. Distinguishes the characteristics   and uses of primary sources  i) newspaper articles  ii) surveys  iii) emails  iv) interviews  iv) autobiographies  12. Distinguishes the characteristics   and uses of secondary sources:  i) non-fiction books  ii) magazines (print)  iii) magazines (online)  iv) newspaper articles and   editorials  v) encyclopedias (print and   online)  vi) dictionaries, biographies,   atlases  13. Distinguishes the characteristics   and uses of tertiary sources:  i) fact books  ii) specialized encyclopedias  iii) almanacs, chronologies  (timelines), specialized dictionaries  14. Uses Boolean operators (and, or,   but, not and quotation marks) in   search engine to narrow or   broaden search  15. Begins to perform Internet   searches using portals and   directories (see Appendix)  16. Uses copyright date to   establish currency  17. Identifies resources used during the   research process (APA or MLA);   MLA: “Works Cited” page/slide;  APA: “References Uses the proper  style (MLA or APA) for the “Works  Cited” page/slide  18. Documents the source of the   information obtained electronically   (e.g., text, graphics, sound, video)  19. **With teacher assistance includes   in-text citations**  20. Continues to compare the   features and relative merits and   inadequacies of 2 or 3 sources  (identify, evaluate, choose, and   acknowledge relevant ideas and   information from two or three   sources)  21. Continues to establish reliability or  authenticity by verifying authority  (author) | 1. Organizes information and ideas   into categories (e.g., who, what,   where, when, why, how) using a   variety of strategies (e.g., webs,   graphic organizers at the Gr. 9   level, sequencing, charting) to   ensure essential ideas and   information are communicated  **SSRCA pp. 232-236**  2. Makes jot notes to assist recall of   the main idea(s) expressed by the   author; paraphrases and   summarizes major ideas  **SSRCA pp. 232-236**  3. With teacher direction   generates original ideas,   supported by research and the   ideas of credible sources, in order   to arrive at solutions to problems  4. With teacher direction ensures   that an original thesis statement is   developed and supporting   arguments are included (position   on a problem taken by a writer   with the purpose of proving or   supporting it)  5. Recognizes gaps in information   gathered and locates additional   information needed for a particular   form, audience, or purpose  **SSRCA pp. 112 Strategy 14** | 1. Determines key ideas, messages.   or information to be expressed and   conveys these using a variety of   media and formats which may   included but are not limited to   illustrations, dramatizations,   tableaux, diagrams, posters,   video, maps, graphs, cartoons,   dioramas, charts, digital   presentations such as   PowerPoint, Photo Story, Wikis,   Podcasts, Blogs or other Web   tools **SSRCA p. 213**  2. Chooses appropriate media and   format for purpose, audience,   and situation  3. Revises final drafts to ensure that   compositions have effective   beginning, adequately developed   middles, and appropriate   conclusions  4. Uses word processing skills which   include:  i) editing- cut, copy, paste  ii) format – paragraph ( indent;   double line spacing, two   spaces after each period); font  iii) tools- word count, spell-check,   grammar check, thesaurus  5. Identifies intent and appeal of   audio-visual supports (e.g., charts,   poster, model) used to enhance   presentations and chooses   appropriate medium with teacher   guidance  6. Responds to the information   presented (e.g., written summary,   questions, reactions).  7. Shows respect for presenter’s   opinions and ideas through active   listening and other appropriate  behaviours (e.g., polite feedback,   responding to the speaker’s  gestures, showing attentive body   language)  8. Uses level of language and   vocabulary appropriate to   audience and purpose |

**Inquiry and Research Skills Scope and Sequence**

**Grades 10 - 12**

*Through planned learning activities the student . . .*

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Search** | **Finding Information** | **Organizing Information** | **Presenting Information** |
| 1. Draws on prior knowledge and   experience by considering what is   known, and needs to be known   about a topic  2. Formulates questions to aid in   finding relevant information  3. Is guided through the research   project giving consideration to :  i) focus question  ii) sources of information and   their locations  iii) advanced organizer  iv) headings and key words  v) identifies end product    4.Continues to use online   catalogues to locate materials  5. Reviews online safety with an   activity facilitated by the teacher   and or teacher-librarian (refer to   appendix)  a) Clarifies importance of the   AUP (Acceptable Use Policy:   refer to appendix)  b) Adheres to copyright laws (refer  to appendix).  c) Identifies fictitious websites  d) Reviews the proper use of   social networking tools (e.g.,   Facebook, Ning, Utube, etc.)  6. Engages in activities to   understand that the accuracy and   value of information will vary from   site to site  7. Compares and considers   information from different sites  8. Understands and respects   copyright laws  10. With teacher guidance develops a   time management plan to meet   deadlines independently | 1. Listens for a variety of   purposes including to gather   information, to form an opinion  2. Matches reading rate (eg.   skimming, scanning, careful   reading ) to specific purpose and   difficulty of reading material for   required information  3. **With teacher guidance begins to   recognize prominent   organizational patterns within text   (e.g., spatial, chronological or   climactic; logical including listing,   cause/effect, comparison/contrast,   problem/solution)**  4. Recognizes any underlying biases,   stereotypes or prejudices in texts   and distinguishes fact from opinion  5. Identifies the different explicit and   implicit messages in visual texts   as well as the use of bias,   stereotyping, emotional   persuasion, and propaganda in   visuals  5. Selects relevant information to   make jot notes; recognizes the   main ideas and supporting details  6. Modifies primary question, revises   topic and research strategies as   needed  7. With the assistance of the teacher   begins to develop criteria for   evaluating the accuracy and   objectivity of information  8. **Recognizes the need to locate a   variety of sources representing a   range of views**  9. Distinguishes the characteristics and  uses of primary sources:  i) newspaper articles  ii) surveys  iii) emails  iv) interviews  iv) autobiographies  10. Distinguishes the characteristics   and uses of secondary sources:  i) non-fiction books  ii) magazines (print)  iii) magazines (online)  iv) newspaper articles and   editorials  v) encyclopedias (print and   online)  vi) dictionaries, biographies,   atlases  11. Distinguishes the characteristics   and uses of tertiary sources:  i) fact books  ii) specialized encyclopedias  iii) almanacs, chronologies  (timelines), specialized dictionaries  12. Uses Boolean operators (and, or,   but, not and quotation marks) in   search engine to narrow or   broaden search  13. Begins to perform Internet   searches using meta-search   engines and cluster search   engines (see Appendix)  14. Uses copyright date to   establish currency    15. Establishes reliability   or authenticity by verifying   authority (author)  16. Uses the proper style (MLA or   APA) for the “Works Cited”   page/slide (MLA). “References”   page/slide (APA) and in-text   citations**: direct and indirect   quotes, footnotes**  17. Documents the source of the   information obtained electronically   (i.e., text, graphics, sound, video) | 1. Organizes information and ideas   into categories (e.g., who, what,   where, when, why, how) using a   variety of strategies (e.g., webs,   graphic organizers at the Gr. 9   level, sequencing, charting) to   ensure essential ideas and   information are communicated  2. Makes jot notes to assist recall of   the main idea(s) expressed by the   author; paraphrases and   summarizes major ideas  3. With teacher direction generates   original ideas, supported by   research and the ideas of credible   sources, in order to arrive at   solutions to problems  4. Ensures that an original   thesis statement is developed and   supporting arguments are   included (position on a problem   taken by a writer with the purpose   of proving or supporting it)  5. Seeks additional information from   other sources as needed | 1. Determines key ideas, messages.   or information to be expressed and   conveys these using a variety of   media and formats which may   include but are not limited to   illustrations, dramatizations,   tableaux, diagrams, posters,   video, maps, graphs, cartoons,   dioramas, charts, digital   presentations such as   PowerPoint, Photo Story,   Podcasts, Blogs or other Web   tools  2. **ELA A10**: Presents information   using print and non-print aids to   engage and inform a familiar   audience. Presents thoughts,   ideas, and feelings using an   appropriate combination of charts,   diagrams, pictures, audiotapes,   slides, models, drama, and print  **ELA 20** Presents information   incorporating visual, audio-visual,   and dramatic aids to engage the   intended audience. Presents   thoughts, ideas, and feelings using   an appropriate combination of   visual aids and print  *Communicate thoughts, ideas, and*  *feelings for a specific audience and*  *purpose through a radio script, an*  *advertisement, or a photo essay*  ***ELA B30*** *– Present information on a*  *topic with class members in a planned*  *and focused group session using a*  *variety of audio-visual strategies*  *Communicate thoughts, ideas, and*  *feelings using two or more media*  *Deliver a multi-media presentation for a*  *specific audience and purpose (e.g., to*  *inform, to influence, to entertain*  3. If a report is the final product,   prepares a final copy using   appropriate conventions of   publication (e.g., title page,   references)  4. States a topic sentence clearly   and limits the content to pertinent   material  5. Develops ideas rather than just   restating them.  6. Uses word processing skills which   include:  i) editing- cut, copy, paste  ii) format – paragraph ( indent;   double line spacing, two   spaces after each period); font  iii) tools- word count, spell-check,   grammar check, thesaurus  7. Identifies intent and appeal of   audio-visual supports (e.g., charts,   poster, model) used to enhance   presentations and chooses   appropriate medium with teacher   guidance  8. Responds to the information   presented (e.g. written summary,   questions, reactions).  9. Shows respect for presenter’s   opinions and ideas through active   listening and other appropriate  behaviours (e.g., polite feedback,   responding to the speaker’s  gestures, showing attentive body   language)  10. Uses level of language and   vocabulary appropriate to   audience and purpose |