Inquiry and Inquiry-related Priority Skills for Transition Years

	End of Year 2	End of Year 6	End of Year 9	Over Years 10-11	Over Years 12-13
Connect	• Shares what is known about the general topic to elicit and make connections to prior knowledge	• Generates a list of key words for a research-based project with guidance	• Revises the topic as needed to arrive at a manageable topic for a given research situation	• Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research • Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest • Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry	• Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources • Explores problems or questions for which there are multiple answers or no "best" answer
Wonder	• Develops "I Wonder" questions with the class while reading or listening to texts about the research topic	• Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry • Forms tentative thesis about main ideas with guidance • For science topics, forms hypothesis ("if. . .then" statement) that can be "tested" through research or experiment/experience	• Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)	• Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue) • Plans inquiry to test hypothesis systematically or gather evidence to validate thesis	• Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives
Investigate	• Sources | Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization • Evidence | Distinguishes between fact and opinion • Evidence | Begins to recognize different points of view of characters in a story • Making Sense of Information and Notetaking | With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions	• Sources | Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/ creator/publisher • Sources | Selects and uses an appropriate print, video, or electronic source to answer questions • Evidence | Uses navigation tools of pre-selected websites and databases to locate relevant information • Evidence | Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view • Evidence | Begins to analyze multiple points of view from multiple sources to determine similarities and differences • Making Sense of Information and Notetaking | Uses a variety of strategies to determine important ideas (e.g., looking at ideas featured in introduction and conclusion, analyzing information highlighted in boxes or charts, paying attention to the topic of each paragraph, noting the amount of supporting details for the topic of each paragraph) • Making Sense of Information and Notetaking | Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose	• Sources | Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources • Sources | Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information • Evidence | Evaluates the accuracy, authority, validity, perspective, and bias of sources and information • Evidence | Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information • Evidence | Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details • Evidence | Recognizes that own point of view influences the interpretation of information • Making Sense of Information and Notetaking | Identifies misconceptions and revises ideas as new information is gained • Making Sense of Information and Notetaking | Provides evidence for logical inferences based on both the explicit and implicit meaning of text • Making Sense of Information and Notetaking | Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted	• Sources | Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective • Sources | Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources • Sources | Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness • Evidence | Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view • Evidence | Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias • Evidence | Analyzes the impact of point of view, perspective, and purpose of the information provided by a source • Making Sense of Information and Notetaking | Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information • Making Sense of Information and Notetaking | Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps)	• Sources | Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions • Sources | Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives • Sources | Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail • Evidence | Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives • Evidence | Analyzes degrees of bias (from slightly slanted perspective to heavily slanted propaganda) and the impact of that bias • Evidence | Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites) • Making Sense of Information and Notetaking | Challenges ideas in text and makes notes of questions to pursue in additional sources • Making Sense of Information and Notetaking | Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product
Construct	• Sorts books by fiction vs. nonfiction • Participates in discussions to draw conclusions about a topic or story	• With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer • Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up	• Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning	• Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered • Draws clear and appropriate conclusions supported by evidence and examples	• Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence • Builds a conceptual framework by synthesizing ideas gathered from multiple sources • Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning
Express	• Uses writing process, emergent writing, and drawing to develop expression of new understandings • With help, makes a list of the source(s) used with title and author	• Presents information clearly so that main points and supporting evidence are readily understood by audience • Modifies and revises own work based on feedback from teacher and peers • Provides a bibliography of all sources used according to model provided by teacher	• Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims • Creates products for authentic reasons and audiences • Cites all sources used according to local style formats	• Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience • Cites all sources used according to standard style formats • Embeds citations to specific information, visuals, or sound when appropriate	• Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence • Publishes final product for an authentic audience and real-world application • Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary
Reflect	• Identifies own strengths and sets a goal for improvement • With help or with the class, asks, "What do I wonder about now?"	• Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry • Identifies own strengths and sets goals for improvement	• Reflects on own emotional and intellectual experience through the process of inquiry	• Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc.	• Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future

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Design Thinking	• Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results	• Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis	• Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the solution/model when needed, and determining the validity of the hypothesis or the quality of the model	• Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement • Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the solution/model when needed, and determining the validity of the hypothesis or the quality of the model	• Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a- thons, coding camps, video production centers) • Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact
Multiple Literacies	• Draws and shares conclusions about main idea of a story • Identifies main ideas, facts, details, and opinions expressed through media other than print	• Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot • Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source	• Participates in literary discussions, special literary programs, and book clubs • Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals) • Matches language of presentation with audience, purpose, complexity of the content, and intended impact	• Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products) • Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning • Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots) • Retrieves and uses images, sound, and visual media according to ethical and legal standards	• Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information) • Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality • Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others • Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth • Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an "expert" or "professional" stance
Social & Civic Responsibility	• Listens and responds to multicultural texts from various genres • Contributes to group media project to communicate ideas to classmates, families, and others • Credits authors and resources for all information that was used or shared • Creates and uses effective username that protects private information	• Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives • Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others • Actively solicits and listens with an open mind to the opinions and ideas of others • Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only	• Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos) • Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit • Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences • Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use) • Observes Internet safety procedures, including safeguarding personal information and equipment	• Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives • Curates and shares valuable resources with peers • Abides by the Acceptable Use Policy in all respects • Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying	• Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos) • Demonstrates tolerance for different viewpoints • Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences • Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary • Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks
Personal Growth & Agency	• Engages in simple and independent inquiry to find answers to questions • Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness] • Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions	• Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge • Sets reading and learning goals and perseveres to achieve those goals [self-management] • Reflects on own social and emotional strengths and challenges [self-awareness] • Exhibits effective skills in sharing knowledge gained through personal and academic pursuits	• Explores opportunities to prepare for the future, including higher education, career training, vocational training • Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness] • Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision- making] • Displays self-confidence in forming and sharing own opinion and ideas (even when those ideas are different from or conflict with the ideas of others), but also in changing ideas when appropriate • Takes a leadership role in collaborative groups	• Identifies social media contexts that are of personal interest, determines the content and "rules of engagement" for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context • Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills] • Demonstrates respect and empathy for diverse people and perspectives [social awareness] • Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own • Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas	• Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career • Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training • Develops a growth mindset [self-management] • Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making] • Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information • Takes a leadership role in collaborative groups and completion of group projects by fulfilling own responsibilities effectively while enabling others to contribute their best work as well