

**Cape Fear Center for Inquiry  
Continuum of Inquiry Skills for 21<sup>st</sup> Century Learners**

*“Inquiry provides a framework for learning. To become independent learners, students must gain not only the skills but also the dispositions to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.” AASL, Standards for the 21<sup>st</sup> Century Learner*

**Kindergarten – 1<sup>st</sup> Grade**

<b>Knowledge Seeker</b>				
<b>Defining the Task</b>	<b>Locating Information</b>	<b>Acquiring Information</b>	<b>Organizing Information</b>	<b>Analyzing &amp; Evaluating Information</b>
<i>Learning to ask essential questions.</i>	<i>Locating and using parts of a book (index, glossary, etc.) to answer questions, with guidance.</i>	<i>Observing, reading, writing, chanting/singing, drawing and moving to learn.</i>	<i>Sorting, categorizing, and making connections.</i>	<i>Distinguishing between fact and fiction.</i>
<b>Responsible Information Users</b>				
<b>Practicing Ethical Use of Information &amp; Technology</b>	<b>Respecting principle of intellectual freedom</b>	<b>Following guidelines &amp; etiquette using electronic sources</b>	<b>Maintaining physical integrity of information resources, equipment &amp; facilities</b>	
<i>Respecting each other's right to learn.</i>			<i>Learning appropriate use of tools (magnifying glass, unifix cubes, computer).</i>	
<b>Critical Inquirers &amp; Problem Solvers</b>				
<b>Asking higher level questions</b>	<b>Thinking critically</b>	<b>Solving Problems</b>		
<i>Distinguishing between deep and shallow questions.</i>	<i>Brainstorming and evaluating facts and questions.</i>	<i>Whole class brainstorming problem solving steps.</i>		
<b>Communicators &amp; Producers</b>				
<b>Presenting in various forms</b>	<b>Considering audience &amp; purpose effectively</b>	<b>Demonstrating creativity, craftsmanship &amp; multiple sign systems effectively (art, music, dance, drama &amp; technology)</b>	<b>Presenting multiple perspectives</b>	
<i>Present information through speaking and creating a physical product.</i>	<i>Teacher and class model and role play effective presentations.</i>	<i>Communicate ideas through art, music, technology, print, etc.</i>	<i>Guiding students to consider different points of view through role-playing, writing, drawing, and speaking.</i>	
<b>Self-Directed Learners</b>				
<b>Setting priorities, achievable goals, and managing time</b>	<b>Taking responsibility for own actions</b>	<b>Evaluating strengths &amp; needs &amp; carrying out personal development</b>	<b>Selecting, organizing &amp; managing resources effectively</b>	
<i>Learning to stay on task.</i>	<i>Reflecting about success of class activity; making plans for improvement.</i>	<i>Identifying and producing quality work.</i>	<i>Choosing information sources with teacher and parent guidance.</i>	
<b>Group Contributors</b>				
<b>Participating in a group</b>	<b>Controlling one's own behavior in a group</b>	<b>Working with a group to reach a common goal</b>	<b>Communicating effectively with others</b>	<b>Showing respect for other &amp; for one another's ideas &amp; needs</b>
<i>Learning to work as part of a group through speaking and listening.</i>	<i>Learning and using self control so that all can learn and participate effectively.</i>	<i>Sharing materials, taking turns, and completing tasks together.</i>	<i>Learning to take turns in conversation; learning to use "I" statements.</i>	<i>Learning to make respectful comments.</i>

## Inquiry Continuum 2<sup>nd</sup>-3<sup>rd</sup> Grades

### Knowledge Seeker

Defining the Task	Locating Information	Acquiring Information	Organizing Information	Analyzing & Evaluating Information
<i>Using graphic organizers, learning to categorize, connecting school experiences to personal experiences, and asking deep-level questions.</i>	<i>Conducting basic searches by using key words, table of contents and index:</i> <ul style="list-style-type: none"> <li>• Classroom library</li> <li>• Public library</li> <li>• Internet</li> <li>• Reference tools</li> <li>• community</li> </ul>	<i>Using reading and writing skills to find and share information on topic.</i>	<i>Using main topic notes to create an outline, graphs, tables, charts and/or diagrams to be used in visual and oral presentations.</i>	<i>Recall and understand information learned, while making real world connections.</i>

### Responsible Information Users

Practicing Ethical Use of Information & Technology	Respecting principle of intellectual freedom	Following guidelines & etiquette using electronic sources	Maintaining physical integrity of information resources, equipment & facilities	
<i>Citing sources by creating grade appropriate bibliographies.</i>	<i>Being a responsible, independent learner while respecting others' rights to learn.</i>	<i>Independently and responsibly use electronic resources (such as computers).</i>	<i>Properly interact within our classroom environment with materials and resources.</i>	

### Critical Inquirers & Problem Solvers

Asking higher level questions	Thinking critically	Solving Problems	
<i>Developing ability to ask creative/inventive questions.</i>	<i>Comparing &amp; contrasting information, understanding cause &amp; effect, and finding patterns in data.</i>	<i>Gets quickly to the root of the problem and designs solutions by planning/working with others.</i>	

### Communicators & Producers

Presenting in various forms	Considering audience & purpose effectively	Demonstrating creativity, craftsmanship & multiple sign systems effectively (art, music, dance, drama & technology)	Presenting multiple perspectives	
<i>Creating varied oral, visual and written presentations for audience.</i>	<i>Considering the who, what, when and why when preparing presentations.</i>	<i>Using new and relevant ideas through art, music, dance, drama and technology to present projects.</i>	<i>Reading and writing from various points of view.</i>	

### Self-Directed Learners

Setting priorities, achievable goals, and managing time	Taking responsibility for own actions	Evaluating strengths & needs & carrying out personal development	Selecting, organizing & managing resources effectively	
<i>Brainstorming ideas and setting priorities; using time wisely</i>	<i>Displaying responsibility and follow-through while working individually and in groups</i>	<i>Setting personal learning goals</i>	<i>Selecting research materials from online and in the classroom library with little help from the teacher</i>	

### Group Contributors

Participating in a group	Controlling one's own behavior in a group	Working with a group to reach a common goal	Communicating effectively with others	Showing respect for other & for one another's ideas & needs
<i>Collaborating effectively with partners or small groups</i>	<i>Participating in group discussions respectfully.</i>	<i>Building on each others' ideas to successfully reach the shared goal.</i>	<i>Discussing without interrupting others, using active listening and good eye contact;</i>	<i>Using discussion etiquette with 2 plusses and a wish.</i>

## Inquiry Continuum 4<sup>th</sup>-5<sup>th</sup> Grades

### Knowledge Seeker

Defining the Task	Locating Information	Acquiring Information	Organizing Information	Analyzing & Evaluating Information
<i>Defining the task, formulating questions &amp; sorting out irrelevant questions.</i>	<i>Using various search techniques to locate print, non-print &amp; electronic resources, including primary &amp; secondary resources</i>	<i>Understanding the need to collect fair and adequate data and understanding implied information</i>	<i>Asking organizing questions and organizing information into written, visual &amp; oral presentation format</i>	<i>Recognizing diversity of ideas as influenced by one's background experience and how bias is used in text &amp; media to influence</i>

### Responsible Information Users

Practicing Ethical Use of Information & Technology	Respecting principle of intellectual freedom	Following guidelines & etiquette using electronic sources	Maintaining physical integrity of information resources, equipment & facilities
<i>Citing resources in a formatted style; learning to use paraphrasing and avoid plagiarism.</i>	<i>Respecting others' rights to their own ideas even when not conventional</i>	<i>Acceptably using policies for use of electronic resources &amp; leaving inappropriate sites immediately</i>	<i>Properly interacting with technology and other equipment and maintaining information for future use.</i>

### Critical Inquirers & Problem Solvers

Asking higher level questions	Thinking critically	Solving Problems
<i>Asking strategic questions throughout the problem-solving process</i>	<i>Determining the underlying assumptions and making connections</i>	<i>Thinking clearly and rationally to solve intermediate level problems individually and collaboratively</i>

### Communicators & Producers

Presenting in various forms	Considering audience & purpose effectively	Demonstrating creativity, craftsmanship & multiple sign systems effectively (art, music, dance, drama & technology)	Presenting multiple perspectives
<i>Independently creating PowerPoint presentations &amp; tri-fold boards artistically</i>	<i>Practicing presentation skills with student and teacher feedback</i>	<i>Presenting a clear message in inquiry projects, reading response, debate, role playing, and other forms of digital presentations</i>	<i>Presenting issues from multiple perspectives</i>

### Self-Directed Learners

Setting priorities, achievable goals, and managing time	Taking responsibility for own actions	Evaluating strengths & needs & carrying out personal development	Selecting, organizing & managing resources effectively
<i>Setting goals, planning steps in project, and sharing progress with peers</i>	<i>Accepting natural consequences</i>	<i>Evaluating personal growth in project work</i>	<i>Effectively selecting online, classroom and public library resources using guidelines</i>

### Group Contributors

Participating in a group	Controlling one's own behavior in a group	Working with a group to reach a common goal	Communicating effectively with others	Showing respect for other & for one another's ideas & needs
<i>Exhibiting the ability to work with a variety of groups with responsibility</i>	<i>Following guidelines and expectations for effective group work</i>	<i>Effectively lead a group of peers by establishing a written goal, redirecting the group to keep on task, and summarizing and building on ideas of others</i>	<i>Displaying etiquette in communication, using wait time for other presenters, and making a point precisely</i>	<i>Avoiding put-downs and displaying cultural awareness</i>

## Inquiry Continuum 6-8<sup>th</sup> Grades

Knowledge Seeker				
<b>Defining the Task</b>	<b>Locating Information</b>	<b>Acquiring Information</b>	<b>Organizing Information</b>	<b>Analyzing &amp; Evaluating Information</b>
<i>Breaking down and understanding given assignment, then choosing appropriate topic to focus on.</i>	<i>Locating a variety of resources, including print and non-print sources.</i>	<i>Using a variety of strategies to record information from resources (written, mnemonic, etc).</i>	<i>Organizing information into logical oral or written report appropriate to the task.</i>	<ul style="list-style-type: none"> <li>• <i>Using graphs, tables, charts, and spreadsheets to analyze data.</i></li> <li>• <i>Comparing/evaluating the accuracy and value of sources</i></li> </ul>
Responsible Information Users				
<b>Practicing Ethical Use of Information &amp; Technology</b>	<b>Respecting principle of intellectual freedom</b>	<b>Following guidelines &amp; etiquette using electronic sources</b>	<b>Maintaining physical integrity of information resources, equipment &amp; facilities</b>	
<i>Citing sources correctly. Recognizing and discussing copyright and fair use.</i>	<i>Recognizing value in opposing ideas.</i>	<i>Using Internet and online sites appropriately.</i>	<i>Understanding computer terminology, how to store information for longevity and using equipment responsibly.</i>	
Critical Inquirers & Problem Solvers				
<b>Asking higher level questions</b>	<b>Thinking critically</b>	<b>Solving Problems</b>		
<i>Asking questions that go beyond literal understanding and challenge personal perspectives.</i>	<ul style="list-style-type: none"> <li>• <i>Making connections between subjects and experiences.</i></li> <li>• <i>Understanding and identifying hidden meanings in various sources.</i></li> <li>• <i>Creating arguments with supporting evidence.</i></li> <li>• <i>Critically evaluating own work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Defining, logically solving, and checking solution to problem.</i></li> <li>• <i>Representing solution(s) in various formats.</i></li> </ul>		
Communicators & Producers				
<b>Presenting in various forms</b>	<b>Considering audience &amp; purpose effectively</b>	<b>Demonstrating creativity, craftsmanship &amp; multiple sign systems effectively (art, music, dance, drama &amp; technology)</b>	<b>Presenting multiple perspectives</b>	
<i>Creating and conducting oral, visual, written presentations appropriate to the task.</i>	<i>Considering audience and tailoring presentation to that audience.</i>	<ul style="list-style-type: none"> <li>• <i>Ensuring product is aesthetically pleasing and purposeful, whether using writing, art, music, dance, drama or technology.</i></li> <li>• <i>Editing written work for correct grammar and spelling.</i></li> </ul>	<i>Generating and evaluating multiple perspectives on various topics.</i>	
Self-Directed Learners				
<b>Setting priorities, achievable goals, and managing time</b>	<b>Taking responsibility for own actions</b>	<b>Exploring possibilities before making decisions</b>		
<ul style="list-style-type: none"> <li>• <i>Maintaining planner.</i></li> <li>• <i>Setting goals/ deadlines and meeting them.</i></li> </ul>	<i>Following responsive classroom procedures and expectations.</i>	<i>Making lists of possible alternatives with strengths &amp; weaknesses.</i>		
Group Contributors				
<b>Participating in a group</b>	<b>Controlling one's own behavior in a group and Communicating effectively with others</b>	<b>Working with a group to reach a common goal</b>	<b>Showing respect for others &amp; for one another's ideas &amp; needs</b>	
<i>Actively, appropriately, and positively participating in academic and social groups.</i>	<ul style="list-style-type: none"> <li>• <i>Asking clarifying questions.</i></li> <li>• <i>Using "I" statements.</i></li> <li>• <i>Allowing others to participate.</i></li> </ul>	<i>Setting group goal. Monitoring and evaluating effectiveness and progress toward that goal.</i>	<i>Offering and receiving constructive criticism.</i>	

