



THE INQUIRY CYCLE

<p>Inquiry</p> <p>Learners</p>	<ul style="list-style-type: none"> • is messy and recursive, a cycle rather than a linear process, that progresses through phases • is permeated with reflection and critical thinking • (uses technology) • builds connections through the skills of literacy • involves reading, writing, speaking, and listening to learn <ul style="list-style-type: none"> • acquire deep understandings about the topic of inquiry and develop skills that empower them to learn on their own. 	
<p>Connect-and-Wonder Phase</p> 	<p>What the Students Do</p> <ul style="list-style-type: none"> • Connect the inquiry topic to what they already know, to themselves, to the ideas of others (text-to-self, text-to-text, text-to-world) • Build background knowledge to reveal complexities, areas of interest, or framework of accurate information about the topic • Ask questions and make predictions and hypothesize to develop the schema to which the new information will be attached 	<p>What Teachers Do</p> <ul style="list-style-type: none"> • Help students build connections and background knowledge • Provide a context for learning through language, developing content-specific vocabulary and knowledge of text structures and patterns • Tie the learning to curriculum
<p>Investigate Phase</p> 	<ul style="list-style-type: none"> • Use strategies for comprehending text and making meaning 	<ul style="list-style-type: none"> • Support students using multiple strategies for comprehending texts and making meaning
<p>Strategies for the Investigate Phase: find multiple sources; analyze sources for relevance, currency, point of view, accuracy, etc; distinguish fact from opinion; skim; scan; find the main idea; assess the importance of ideas; find supporting detail; use text patterns and text organizers; paraphrase; summarize; infer; take notes in a variety of formats; compose reader responses; create patterns of organization; monitor comprehension; generate new questions and predictions, etc.</p>		

<p>Construct Phase</p>	<ul style="list-style-type: none"> • Think about answers and ideas, then build new understandings connected to previous knowledge • Draw conclusions about questions and hypotheses • Explain what they understand and what is new knowledge 	<ul style="list-style-type: none"> • Provide scaffolding for novice inquirers • Incorporate multiple appropriate strategies to aid students in clarifying their thinking
	<p>Strategies for the Construct Phase: <i>interpret using inferencing; find patterns and relationships; test against predictions; compare new information with previously held ideas; recognize author’s point of view and its impact on the message; use visual literacy to organize ideas and extract meaning from different formats of text; construct reasonable explanations using supporting evidence; follow a decision-making process; use visual organizers; use oral strategies to clarify thinking, such as class conversations, peer-to-peer dialogues, questions, and quick speaks; use writing strategies such as quick writes, directed writing, journaling, and interactive writing to clarify main ideas</i></p>	
<p>Express Phase</p>	<ul style="list-style-type: none"> • Use the writing process: prewrite, write, revise, edit, publish • Assess their own products • Provide feedback to others • Choose format for expression based on the topic and audience • Organize ideas appropriately 	<ul style="list-style-type: none"> • Use writers’ workshop approach to help student craft a written product • Help students use graphic organizers, models, collaborative approach, conferencing, technology tools, and rubrics
	<p>Strategies for Express Phase: <i>Use writing process; consider the audience; choose from amongst various formats, including oral presentation, visual and/or multimedia display, etc.; present bibliographic and/or source information</i></p>	
<p>Reflect Phase</p>	<ul style="list-style-type: none"> • Think about the product and processes • Revise and improve work • Acknowledge new understandings • Ask new questions about the topic • Set new goals for learning 	<ul style="list-style-type: none"> • Guide reflective processes
	<p>Strategies for the Reflect Phase: <i>Peer feedback, self-assessment</i></p>	

Based on Barbara Stripling's "Using Inquiry to Explode Myths about Learning and Libraries" in CSLA JOURNAL (28:1. Fall 2004. 15-17).