Stages of Inquiry

We facilitate student learning through the gradual release of responsibility. Instead of telling, we are showing, modeling, coaching, mentoring, and facilitating. We teach thinking all year, every year: we teach students how to listen, view, read, gather, and engage with information; we make sure students acquire cognitive strategies, with ideas, develop judgement, and build knowledge; and just as important, we help them to remember, care, choose, and take action (Harvey & Daniels, 2009).

The stages of inquiry are recursive, intuitive, creative, and free flowing…students are shifting back and forth between stages as knowledge develops. (Harvey and Daniels)

Stage	Purpose- Development of skills/strategies occur throughout all stages	Teacher's Role	Student's Role
Immerse/ Engage	- Invite curiosity - Build background - Gather resources - Explore topics - Model questioning - Encourage wonder	- Invites curiosity, questioning, engagement - Shares own curiosity - Models personal inquiry - Shows how to ask questions - Demonstrates topic finding - Gathers and organizes relevant materials and resources - Immerses kids in topics to build background - Facilitates small-group formation to ensure heterogeneous groups with compatible interests - Confers with small groups and individuals - Encourage student responsibility and peer leadership	- Express their curiosity - Explore, experience, and learn about topics using texts, visuals, internet, artifacts, and more - Think about what they know, and connect new information to background knowledge and experience - Wonder and ask questions - Read, listen and view to build background - Respond with questions, connections, and reactions - Meet with teams to set schedules, ground rules and goals
Investigate/Explore	- Encourage meaningful talk - Develop authentic, meaningful questions - Search for information - Discover answers - Investigate resources - Write, talk, and draw to think about information	- Floods kids with resources and materials on a topic or question - Models how to read, listen and view with a question in mind - Model how to take notes by annotating text and writing in margins or on post its - Demonstrates how to determine importance - Helps kids to sharpen or change inquiry focus - Confers with groups or individuals	- Articulate thoughts and questions that stem from their own interests and experiences - Listen, talk, view and read to gain information - Write, talk, and draw to think about information - Develop question; then read, listen, and view to answer them - Use text and visual feature to gain information - Meet with teams or individuals to set

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			and monitor schedule and completion
Synthesize/ Explain	- Intensify research - Build knowledge - Infer answers and draw conclusions - Engage in deeper questioning - Target key ideas and information	- Provide access for students to be able to locate, organize, and use a variety of resources - Shows how to infer answers and draw conclusions - Demonstrates how to read for the gist and synthesize information - Engages kids in guided discussions and debates - Shares how to evaluate sources - Teaches interviewing strategies - Facilitates arrangements for out-of-school resources - Confers with groups and individuals	- Engage in deeper reading and research using books, articles, websites, videos, library visits - Check sources and determine reliability - Target key ideas and information - Keep asking: "So what? What about his really matters?" - Practice interviewing - Conduct "people" research: interview, surveys, questionnaires, focus groups - Synthesize information to build knowledge - Meet with teams to monitor schedules, complete specific tasks, and plan for sharing
Share Learning, Demonstrate Understanding, Take Action	- Demonstrate learning and understanding - Find real audiences and opportunities to share knowledge and teach others - Pose and investigate new questions for further research - Consider changes in students' beliefs or behavior	- Co - constructs expectations for final projects - Shares the widest range of possibilities for sharing - Welcomes students suggestions for sharing out - Helps students find real audiences and opportunities to share their knowledge and teach others	- Co - constructs expectations for final projects - Demonstrate learning in a variety of ways; performing, posters, models, essays, picture books, poetry, etc. - Become teachers as they share their knowledge with others
Assess/ Evaluate	- Reflect on content and process - Co-create rubrics to assess and evaluate projects	- Helps students to reflect on content and process - Co - create rubrics to assess and evaluate student learning - Responds, assesses and evaluates student work - Helps students to share their learning by taking action	- Articulate their learning process and how learning changes - Reflect on their knowledge-building and their cooperative process - Pose and investigate new questions for further research - Consider changes in their own beliefs and behavior - Take action beyond the classroom through writing, speaking, community work or advocacy

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(Harvey & Daniels, *Comprehension and Collaboration*, 2015)