THE INQUIRY CYCLE

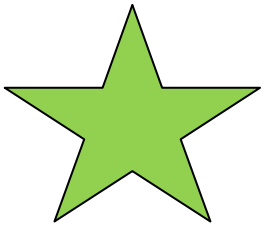
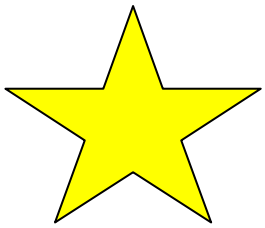
Inquiry

- 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

Learners

- acquire deep understandings about the topic of inquiry and develop skills that empower them to learn on their own.

	What the Students Do	**What Teachers Do**
Connect-and-Wonder Phase	• 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	• 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
	Strategies for the Connect-and-WonderPhase: *guided imagery, KWL charts, small group discussions, brainstorming, webbing, word walls, pre-reading aids, anticipation guides, overview information, media resources, concept maps, peer questioning, question stems, etc.*	
Investigate Phase	• Use strategies for comprehending text and making meaning	• Support students using multiple strategies for comprehending texts and making meaning
	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.*	

Construct Phase 	• 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	• Provide scaffolding for novice inquirers • Incorporate multiple appropriate strategies to aid students in clarifying their thinking
	Strategies for the Construct Phase*: 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, journalling, and interactive writing to clarify main ideas*	
Express Phase 	• 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	• Use writers' workshop approach to help student craft a written product • Help students use graphic organizers, models, collaborative approach, conferencing, technology tools, and rubrics
	Strategies for Express Phase: *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*	
Reflect Phase	• Think about the product and processes • Revise and improve work • Acknowledge new understandings • Ask new questions about the topic • Set new goals for learning	• Guide reflective processes
	Strategies for the Reflect Phase: *Peer feedback, self-assessment*	

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