






## Guided Inquiry Design Framework for DI4LL

Stage	Description of Inquiry Steps	Big 6 Correlations	Who Guides This Step? Lead/Partner	Where Primary /secondary location	Group size Examples/ suggestions	Strategies Examples/suggestions	Learning Team Strategies
OPEN 	<ul style="list-style-type: none"> <li>• Invitation to inquiry</li> <li>• Open minds</li> <li>• Stimulate curiosity</li> </ul>	<b>Task definition</b> (define the problem & identify the information)	Teacher/librarian	Classroom/library	Whole group Small groups	<ul style="list-style-type: none"> <li>• Create "hook"</li> <li>• Move from "What does the teacher want me to do?" → "Why is this important to me?"</li> <li>• Whole group (inquiry communities) and/or small groups (inquiry circles) converse and collaborate with each other</li> <li>• View visuals - videos, etc.</li> <li>• Provide Tactile experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Model an inquiry stance of questioning</li> <li>• Listen for good ideas and questions</li> <li>• Listen for connections to the topic</li> <li>• Encourage student interaction, openness, connections, divergent thinking, and opposing viewpoints</li> </ul>
IMMERSE 	<ul style="list-style-type: none"> <li>• Build background knowledge</li> <li>• Connect to content</li> <li>• Discover interesting ideas</li> </ul>	<b>Task definition</b> (define the problem & identify the information)	Teacher/librarian	Classroom/library	Whole group Small group Individuals	<ul style="list-style-type: none"> <li>• Whole group (inquiry communities) and/or small groups (inquiry circles) converse and collaborate with each other</li> <li>• KWL or similar graphic organizers</li> <li>• Compose journal entries</li> </ul>	<ul style="list-style-type: none"> <li>• Model the inquiry stance by accepting different perspectives, incomplete ideas, and speculation</li> <li>• Listen for connections and interesting ideas</li> <li>• Provide a safe, supportive environment for all ideas</li> </ul>
EXPLORE 	<ul style="list-style-type: none"> <li>• Explore interesting ideas</li> <li>• Look around</li> <li>• Dip in</li> </ul>	<b>Task definition</b> (define the problem & identify the information)	Librarian/teacher	Library - within the walls and outside the walls	Individuals Small groups Whole groups (K-2?)	<ul style="list-style-type: none"> <li>• Whole group (inquiry communities) and/or small groups (inquiry circles) converse and collaborate with each other</li> <li>• Compose journal entries</li> <li>• Use inquiry logs</li> </ul>	Model exploratory search strategies, browsing, scanning, skimming, etc. <ul style="list-style-type: none"> <li>• Listen for development of questions that lead to further research</li> <li>• Allow time for exploration, reflection</li> <li>• Prompt students with questions about what they are finding</li> <li>• Respond to journal entries</li> </ul>

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IDENTIFY 	<ul style="list-style-type: none"> <li>•Pause and ponder</li> <li>•Identify potential inquiry question</li> <li>•Decide direction for research</li> </ul>	<b>Task definition</b> (define the problem & identify the information) <b>Information seeking strategies</b> (determine all possible sources & select the best one)	Librarian/teacher	Library /classroom	Individuals Small groups Whole groups (K-2?)	<ul style="list-style-type: none"> <li>•Whole group (inquiry communities) and/or small groups (inquiry circles) converse and collaborate with each other</li> <li>•Create Inquiry charts</li> </ul>	<ul style="list-style-type: none"> <li>•Demo an inquiry chart for sifting through ideas</li> <li>•Model thinking process to identify meaningful questions</li> <li>•Note students that need additional help forming an inquiry question</li> <li>•Look for evidence of high interest questions that lead to sustainable research and deep understanding</li> </ul>
GATHER 	<ul style="list-style-type: none"> <li>•Gather important information</li> <li>•Go broad</li> <li>•Go deep</li> </ul>	<b>Information seeking strategies</b> (determine all possible sources & select the best one) <b>Location and Access</b> (Locate sources & find information within sources)	Librarian/teacher	Library - within the walls and outside the walls	Individuals Small groups Whole groups (K-2?)	<ul style="list-style-type: none"> <li>•Whole group (inquiry communities) and/or small groups (inquiry circles) converse and collaborate with each other</li> <li>•Create Inquiry charts</li> <li>•Add to journals and logs</li> </ul>	<ul style="list-style-type: none"> <li>•Model good search strategies</li> <li>•Model evaluation techniques</li> <li>•Model types of note taking</li> <li>•Listen for intervention points when students get bogged down in insignificant facts, etc.</li> <li>•Listen for evidence students are ready to move beyond facts to interpret meaning from their information</li> <li>•Encourage original thinking and recording it in their journals</li> <li>•Assess student progress through data gathered in the inquiry journals</li> </ul>
CREATE 	<ul style="list-style-type: none"> <li>•Reflect on learning</li> <li>•Go beyond facts to make meaning</li> <li>•Create to communicate</li> </ul>	<b>Use Information</b> (engage with the information & extract relevant information) <b>Synthesis</b> (organize from multiple sources & present the information)	Librarian & Teacher	Library/classroom	Individuals Small groups Whole groups (K-2?)	<ul style="list-style-type: none"> <li>•Whole group instruction</li> <li>•Inquiry circle discussions</li> <li>•Inquiry journals entries</li> <li>•Reflection time</li> <li>•Inquiry charts</li> <li>•Mindmaps and other charting strategies</li> <li>•"So what" reflection</li> </ul>	<ul style="list-style-type: none"> <li>•Model how to pull together ideas, interpret information, and synthesize</li> <li>•Listen for deep reflections, synthesizing ideas</li> <li>•Encourage students to create something unique, interesting</li> <li>•Assess through observation, inquiry journals, conversation in inquiry circles, student choices shown in inquiry logs, and charts</li> </ul>

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SHARE 	<ul style="list-style-type: none"> <li>•Learn from each other</li> <li>•Share learning</li> <li>•Tell your story</li> </ul>	<b>Synthesis</b> (organize from multiple sources & present the information)	Teacher/librarian	Classroom/library	Small groups Whole group	<ul style="list-style-type: none"> <li>•Various sharing strategies using digital presentation tools, etc.</li> <li>•Demonstrations</li> <li>•Whole group discussions</li> </ul>	<ul style="list-style-type: none"> <li>•Model effective communication techniques</li> <li>•Help with time management</li> <li>•Discuss ways to effectively engage the audience</li> <li>•Guide students to analysis and higher order thinking following presentations to capture the big ideas and important concepts</li> <li>•Use a rubric as evidence the student has demonstrated learning of the content</li> <li>•Ties the work together through themes that arise into a coherent whole ensuring the learning of the content by everyone</li> </ul>
EVALUATE 	<ul style="list-style-type: none"> <li>•Evaluate achievement of learning goals</li> <li>•Reflect on content</li> <li>•Reflect on process</li> </ul>	<b>Evaluation</b> (judge the product for effectiveness & judge the process for efficiency)	Teacher/librarian	Classroom and library	Individuals Small groups Whole groups	<ul style="list-style-type: none"> <li>•Reflect on the content</li> <li>•Reflect on the process</li> <li>•Self-assessment</li> <li>•Group assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Conferences with students</li> <li>•Use Rubrics with students to self-assess work and process</li> <li>•Evaluate data set gathered from inquiry journals, observations, etc.</li> <li>•Confer with team members to determine grades for students</li> </ul>