





## Guided Inquiry Design Framework

| Stage  | Description of Inquiry Steps   | Big 6 Correlations  | Information Search Process (ISP) Correlations                           | Who Guides This Step? Lead/Partner | Where? Primary/secondary location                | Group size Examples/suggestions                    | Strategies Examples/suggestions  |
|--|--|---|---|------------------------------------|--|--|--|
| <br>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)  | <b>Initiation</b> (Initiating the research project)                     | Teacher/librarian                  | Classroom/library                                | Whole group<br>Small groups                        | Create "hook"<br>Move from "What does the teacher want me to do?" → "Why is this important to me?"<br>• Whole group (inquiry communities) and/or small groups (inquiry circles) converse and collaborate with each other<br>• View visuals - videos, etc.<br>• Provide Tactile experiences |
| <br>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)  | <b>Selection</b> (Selecting the topic)                                  | Teacher/librarian                  | Classroom/library                                | Whole group<br>Small group<br>Individuals          | • Whole group (inquiry communities) and/or small groups (inquiry circles) converse and collaborate with each other<br>• KWL or similar graphic organizers<br>• Compose journal entries   |
| <br>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)  | <b>Exploration</b> (Exploring Information)                              | Librarian/teacher                  | Library - within the walls and outside the walls | Individuals<br>Small groups<br>Whole groups (K-2?) | • Whole group (inquiry communities) and/or small groups (inquiry circles) converse and collaborate with each other<br>• Compose journal entries<br>• Use inquiry logs  |
| <br>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)<br><b>★Information seeking strategies</b> (determine all possible sources & select the best one)        | <b>Formulation</b> (Formulating a focus)                                | Librarian/teacher                  | Library /classroom                               | Individuals<br>Small groups<br>Whole groups (K-2?) | • Whole group (inquiry communities) and/or small groups (inquiry circles) converse and collaborate with each other<br>• Create Inquiry charts  |
| <br>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)<br><b>★Location and Access</b> (Locate sources & find information within sources) | <b>Collection</b> (Collecting information on focus and seeking meaning) | Librarian/teacher                  | Library - within the walls and outside the walls | Individuals<br>Small groups<br>Whole groups (K-2?) | • Whole group (inquiry communities) and/or small groups (inquiry circles) converse and collaborate with each other<br>• Create Inquiry charts<br>• Add to journals and logs  |

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| <br>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>    | <ul style="list-style-type: none"> <li>★<b>Use Information</b> (engage with the information &amp; extract relevant information)</li> <li>★<b>Synthesis</b> (organize from multiple sources &amp; present the information)</li> </ul> | <b>Presentation</b><br>(Preparing to present) | Librarian & Teacher                | Library/classroom                 | Individuals<br>Small groups<br>Whole groups (K-2?) | <ul style="list-style-type: none"> <li>•Whole group (inquiry communities) and/or small groups (inquiry circles) converse with each other to construct meaning</li> <li>•Review Inquiry charts, journals, and logs</li> <li>•See connections, interpret information, synthesize, and determine relevance to the real world.</li> </ul>              |
| <br>Share     | <ul style="list-style-type: none"> <li>•Learn from each other</li> <li>•Share learning</li> <li>•Tell your story</li> </ul>                         | <ul style="list-style-type: none"> <li>★<b>Synthesis</b> (organize from multiple sources &amp; present the information)</li> </ul>   |   | Teacher/librarian                  | Classroom/library                 | Small groups<br>Whole group                        | <ul style="list-style-type: none"> <li>•Present to whole groups (inquiry communities) and/or small groups (inquiry circles) and/or wider inquiry community</li> <li>•Communicate what has been learned in an interesting and informative way</li> <li>•Demonstrate understanding and contribute learning to the whole group</li> </ul>             |
| <br>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> | <ul style="list-style-type: none"> <li>★<b>Evaluation</b> (judge the product for effectiveness &amp; judge the process for efficiency)</li> </ul>  | <b>Assessment</b><br>(Assessing the process)  | Teacher/librarian                  |                                   | Individuals<br>Small groups<br>Whole groups        | <ul style="list-style-type: none"> <li>•Student self-reflection tools for the process and the learning</li> <li>•Class assesment of what they learned from the sharing sessions</li> <li>•Conferences with individuals to evaluate student's work</li> <li>•Summative rubrics</li> <li>•Data gathered during the guided inquiry process</li> </ul> |