AS LEADERS OF INQUIRY, STUDENTS...

- explore topics that are related to the selected curriculum concepts using a variety of resources
- use prior knowledge to connect to unit of inquiry
- generate and refine questions that guide their learning further
- model and re-frame questions to determine the focus (big) question that they wish to probe
- share their thinking and questions with peers and teachers
- make connections between current and previous questions/answers
- discuss possible ways to learn more
- make predictions about possible outcomes or outcomes

AS PARTNERS IN INQUIRY, TEACHERS AND TEACHER-LIBRARIANS...

- introduce selected curriculum concepts to students to build on prior knowledge and engage in deeper thinking
- strategically model questioning and making predictions; encourage questions and knowledge of questions being asked
- listen, observe, and talk with students to assess interests, knowledge, and needs
- provide additional information about the topic; for students with limited knowledge or experience
- dialogue with students about ways of learning more about the topic
- value student thinking
- encourage model accountable talk and provide time for student talk
- give descriptive feedback to students to develop self-regulation

AS ASSESSORS, INQUIRY, TEACHER-LIBRARIANS...

- encourage students to be curious and excited about the topic of inquiry by providing a spark for it, e.g., books, videos, online primary source documents, stories, and music
- assist students with making good questions and invite them to talk about questions through questioning thinking in action and picture books
- assist students with brainstorming, sorting, and evaluating questions; ultimately choosing one to be the focus question
- generate vocabulary related to the focus question and discuss meanings/connections
- model/teach students how to make their thinking visible
- document the questioning and learning process
- support teachers when using inquiry methodological training in assessment strategies, curriculum goals, and cross-curricular links
- model collaboration (with peers to share questioning and build the inquiry journey)
- network with other educators to share experiences with this curriculum area/topic, and technology tools

TEACHER-LIBRARIANS...

- sort, prioritize, and re-frame questions, to wonder and ask questions to push their learning forward
- connect to learning goals and success criteria
- discuss possible ways to learn more
- make predictions about possible outcomes or outcomes

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