

FIGURE 3.4

Guided Inquiry Subskills

GID Process Phase(s)	Description of Phase	Subskills (*tested on standardized tests)
Open, Immerse, Explore	<p>Educators</p> <ul style="list-style-type: none"> • Launching inquiry problem/concept/context <p>Students</p> <ul style="list-style-type: none"> • Immersing • Exploring 	<ul style="list-style-type: none"> • Brainstorming - included in writing tests* • Webbing - included in writing tests* • Identifying main ideas (while recording brief notes)*
Identify	<p>Students</p> <ul style="list-style-type: none"> • Developing, revisiting, and refining questions at this phase and throughout the process <p>Educators</p> <ul style="list-style-type: none"> • Coaching for deeper, meaningful, doable questions 	<ul style="list-style-type: none"> • Determining questions <p>Examples</p> <ul style="list-style-type: none"> • math word problems* • question/answer relationships*
Gather	<p>Students</p> <ul style="list-style-type: none"> • Collecting and responding to ideas and information to answer questions • Accessing, selecting, evaluating resources that meet their purposes • Making notes • Organizing information so it is useful <p>Educators</p> <ul style="list-style-type: none"> • Providing mini-lessons and interventions • Monitoring and supporting 	<ul style="list-style-type: none"> • Using text features* • Identifying main ideas (while using notemaking graphic organizers that show relative importance)* • Making inferences* • Interpreting information* • Composing summary notes • Composing paragraphs (on writing tests)* • Keeping bibliographic records
Create	<p>Students</p> <ul style="list-style-type: none"> • Selecting tools • Fine-tuning audience(s) <p>Educators</p> <ul style="list-style-type: none"> • Providing mini-lessons and interventions • Monitoring and supporting 	<ul style="list-style-type: none"> • Drafting (on writing tests)* • Storyboarding (on writing tests)* • Creating (on writing tests)* • Citing sources
Share	<p>Students</p> <ul style="list-style-type: none"> • Presenting <p>Educators</p> <ul style="list-style-type: none"> • Monitoring 	<ul style="list-style-type: none"> • Presentation Skills including speaking and listening • Disseminating learning/findings
Evaluate	<p>Students</p> <ul style="list-style-type: none"> • Self-assessing • Peer reviewing <p>Educators</p> <ul style="list-style-type: none"> • Assessing 	<ul style="list-style-type: none"> • Using exit slips, rubrics, and other self-assessment instruments to assess process and product • Peer and educator feedback
Reflect	<p>Students</p> <ul style="list-style-type: none"> • Reflecting <p>Educators</p> <ul style="list-style-type: none"> • Reflecting 	<ul style="list-style-type: none"> • Practicing metacognition* • Oral or written reflections throughout the process for students and educators

From J. Moreillon, *Maximizing School Librarian Leadership: Building Connections for Learning and Advocacy* (Chicago: American Library Association, 2018).

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