

Inquiry Illuminated: Researcher's Workshop Across the Curriculum



Presented by:
Stephanie Harvey

**Connecticut Reading
Association Conference**

November 7, 2019

www.stephanieharvey.com
[@StephHarvey49](https://twitter.com/StephHarvey49)

Passion and Wonder are Contagious!

Inquiry is a way of life.

*Inquiry based learning is not about a
final product at the end;*

*Inquiry based learning is about living
in a way that kids' questions matter.*

Harvey 2014

Always be on the
lookout for the
presence of wonder.

E.B. White

Conditions for Curiosity:

- View learning and life as an experiment where we grow, learn & innovate by working on something, making mistakes and trying again (& again...)
- Celebrate the questioning and the learning rather than the knowing.
- Build in time every day for kids to experiment, explore and investigate.
- Model your own curiosity every day and show that you care about finding answers.

(Harvey 16)

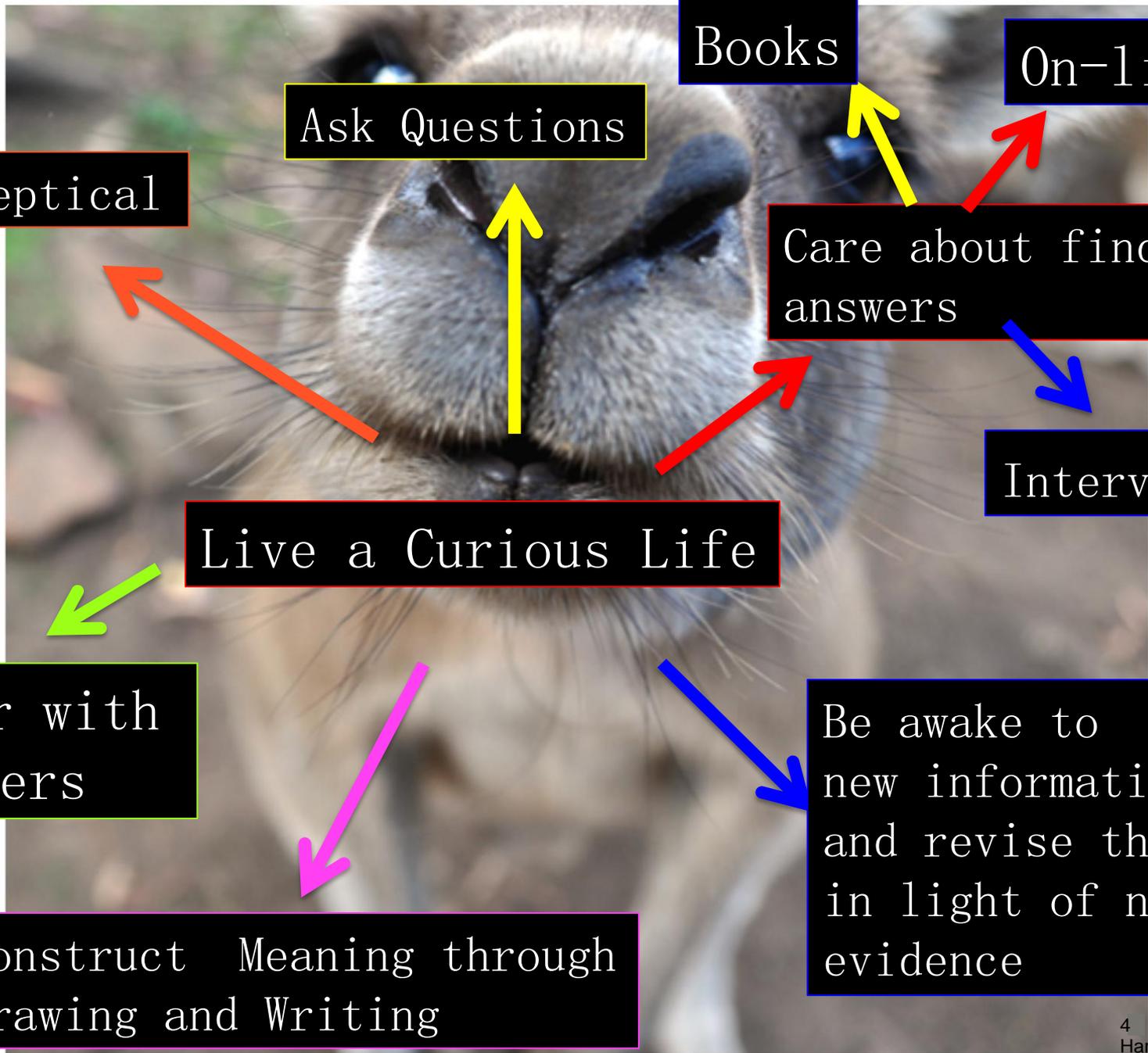
What does the research say?

Researchers have found that at home three year olds ask parents about 26 questions per hour and engage in curiosity sequences as early as two and a half years of age where their questions are linked inquiries involving follow up questions and comments.

In kindergarten, however, the number of curiosity episodes fall to one an hour and in fifth grade less than that.

Researchers conclude that many children spend hours a day in school without asking a single question.

(Harris 2013, Engel 2011 Chouinard 2007)



Books

On-line

Ask Questions

Be skeptical

Care about finding answers

Interviews

Live a Curious Life

Be awake to new information and revise thinking in light of new evidence

Confer with others

Construct Meaning through Drawing and Writing

“Reading and writing are always better when they are tools not goals.”

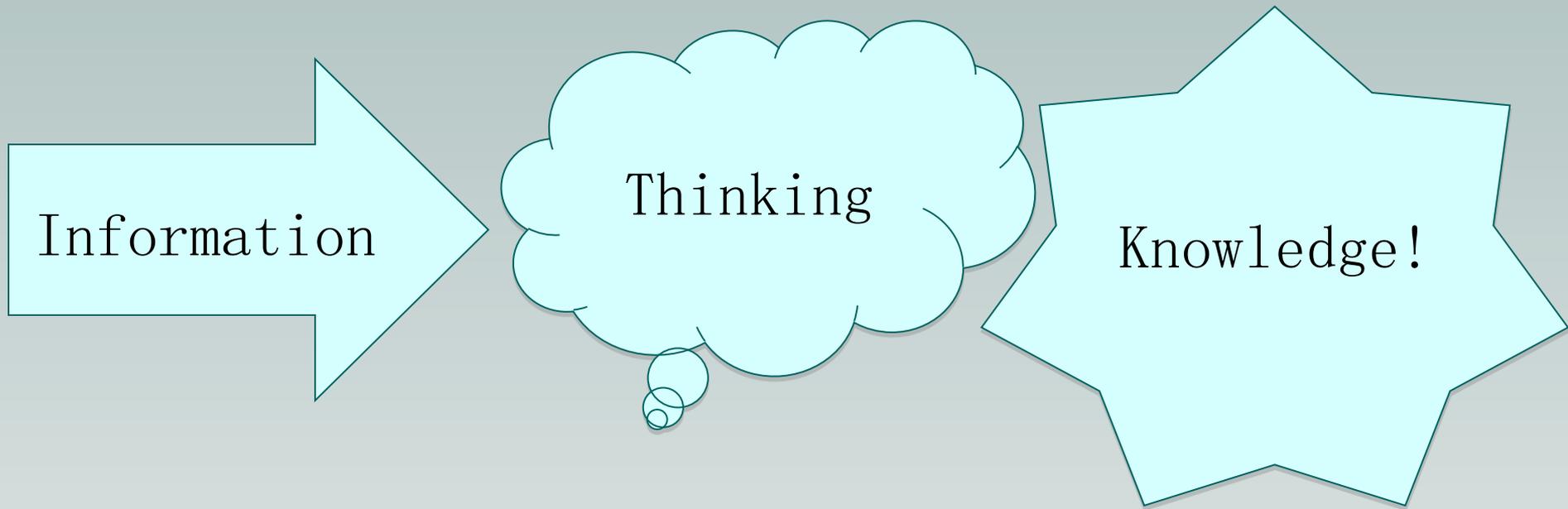
If we don't realign the current curricular imbalances, science and social studies may suffer, but ultimately reading and writing will suffer.

Reading and writing are not about reading and writing in general. They are about reading and writing particular texts that are grounded in particular experiences.

PD Pearson



“ We teach comprehension strategies so kids can acquire and use knowledge. ”



“ We turn information into knowledge by thinking about it. ”

Strategies for Active Reading

Active Readers:

- **Monitor Comprehension**
 - listen to their inner voice and follow the inner conversation,
 - notice when meaning breaks down and/or mind wanders
 - leave tracks of their thinking by jotting thoughts when reading
 - stop, think and react to information
 - talk about the reading before, during and after reading
 - respond to reading in writing
 - employ “fix up strategies” ---reread for clarification, read on to construct meaning, use context to break down an unfamiliar word, skip difficult parts and continue on to see if meaning becomes clear, check and recheck answers and thinking, examine evidence

- **Activate and Connect to Background Knowledge**
 - refer to prior personal experience
 - activate prior knowledge of the content, style, structure, features and genre
 - connect the new to the known- use what they know to understand new information
 - merge their thinking with new learning to build knowledge base
 - activate their schema to read strategically

- **Ask Questions**
 - wonder about the content, concepts, outcomes and genre
 - question the author
 - question the ideas and the information
 - read to discover answers and gain information
 - wonder about the text to understand big ideas
 - do further research and investigation to gain information

- **Infer and Visualize Meaning**
 - use context clues to figure out the meaning of unfamiliar words
 - draw conclusions from text evidence
 - predict outcomes, events and characters' actions
 - surface underlying themes
 - answer questions that are not explicitly answered in the text
 - create interpretations based on text evidence
 - visualize as well as hear, taste, smell and feel the words and ideas

- **Determine Importance**
 - sift important ideas from interesting but less important details
 - target key information and code the text to hold thinking
 - distinguish between what the reader thinks is important and what the author most wants the reader to take away
 - construct main ideas from supporting details
 - choose what to remember

- **Synthesize and Summarize**
 - take stock of meaning while reading
 - add to knowledge base
 - paraphrase information
 - move from facts to ideas
 - use the parts to see the whole--read for the gist
 - rethink misconceptions and tie opinions to the text
 - revise thinking during and after reading
 - merge what is known with new information to form a new idea, perspective, or insight
 - generate knowledge



Comprehension Continuum

Answers Literal Questions	Retells	Merges Thinking with Content	Acquires Knowledge	Actively Uses Knowledge 
<p>Answering literal questions shows that learners can skim and scan for answers, pick one out that matches the question, and have short-term recall.</p> <p>Only demonstrates surface understanding.</p>	<p>Retelling shows that learners can organize thoughts sequentially and put them into their own words. Shows short-term recall of events in a narrative and bits of information in nonfiction.</p> <p>Does not, in and of itself, demonstrate understanding.</p>	<p>Real understanding takes root when learners merge their thinking with the content by connecting, inferring, questioning, determining importance, synthesizing, and reacting to information.</p> <p>Understanding begins here.</p>	<p>Once learners have merged their thinking with the content, they can begin to acquire knowledge and insight. They can learn, understand, and remember.</p> <p>Shows more robust understanding.</p>	<p>With new insights and understandings, learners can actively use knowledge and apply what they have learned to the experiences, situations, and circumstances at hand to expand understanding and even take action.</p> <p>Understanding used for problem solving and acting.</p>
<p>Teacher Language</p>	<p>Teacher Language</p>	<p>Teacher Language</p>	<p>Teacher Language</p>	<p>Teacher Language</p>
<p>What is...? Where did...? Who was...? How did...? How many...?</p>	<p>Tell me what happened. Tell me what this was about. Retell what you read. What comes first, second, third? When did...?</p>	<p>What do you think? What did you learn? What does this remind you of? What do you wonder? What do you visualize? What do you infer? What is this mostly about? What makes you say/think that? How did you come up with that? What, if anything, confuses you?</p>	<p>What did you learn that you think is important to remember? Why does it matter? What do you think the author most wants you to get out of this? What evidence can you cite to make your claim? What do you think are some big ideas here? What difference does it make? Say more about that.</p>	<p>What do you want to do about this? Why do you want to take action? Is there a way you can get involved? How do you think you can help? How would you convince others of your point of view? What is your plan? How might you engage the help of others?</p>

Source Sets

Multi source, multi-level, multi-genre, multi-cultural, multi-media curriculum. Source Sets foster:

- **Authentic, Relevant, Significant and Interactive Topics**
- **Concept-based Teaching and Learning**
- **Curricular Integration**
- **Differentiation—(both text level and interest)**
- **Meeting Curricular Standards**
- **Passion and Wonder**
- **Small Group Collaboration**
- **Nonfiction Literacy**

Source Set Content Suggestions

- Picture books
- Trade books
- Images
- Videos
- Fiction chapter books related to the content
- Short fiction stories
- Magazines
- Newspapers
- Artifacts
- Objects
- Feature articles
- Essays
- Editorials
- Interviews
- Press releases
- Web sites
- Primary Sources—posters, tickets
- Primary source documents
- Maps
- Power Points
- Poetry
- Music/chanting
- Performance Art/Dance, theater
- Brochures
- Advertisements etc...

Stephanie Harvey 2010