

Junior Great Books Series 3–5

Release of Responsibility

Shared Inquiry™ is a way for students to collaborate with each other to gain a deeper understanding of a complex text. This chart outlines how your role as a facilitator shifts (yet remains crucial) as your students gain proficiency in Shared Inquiry and assume greater responsibility for their learning. The rate at which students develop skills and gain independence will vary, depending on their age and abilities, their experience with Shared Inquiry, and the time between units. Students may be ready to move to the next stage in one core activity before another.

CORE ACTIVITY	TEACHER MODELING Use when students demonstrate the "Approaching Objectives" behaviors in the student learning spectrums.	SHARED RESPONSIBILITY Use when students demonstrate the "Meeting Objectives" behaviors in the student learning spectrums.	GREATER STUDENT RESPONSIBILITY Use when students demonstrate the "Exceeding Objectives" behaviors in the student learning spectrums.	TIPS FOR STUDENT SUPPORT In all stages, model best practices and provide support as needed. Have students reflect on their progress periodically.
First Reading	◆ Pause at regular intervals while reading aloud to model curiosity and allow students to mark questions. ◆ Regularly prompt students to mark questions as they follow along.	◆ Remind students to mark questions as they follow along. ◆ Pause after reading one page and ask volunteers to share what they marked. Monitor students' note-taking as you continue, modeling as needed.	◆ Students mark questions on their own as they follow along. ◆ Students may make other notes, such as marking parts they think are interesting, important, or surprising.	◆ Display story pages so students can see teacher's notes. ◆ Monitor to make sure students are not marking too frequently or infrequently.
Sharing Questions	◆ Model turning comments into questions. ◆ Guide students to rich passages to generate questions. ◆ Identify questions to resolve right away (to aid comprehension) and questions to save for subsequent activities. ◆ Facilitate resolving factual and comprehension questions.	◆ Students volunteer questions from notes. You suggest passages to look at if needed. ◆ Help students identify question types, distinguishing between questions to resolve right away and questions of meaning to explore later.	◆ Students share questions in small groups, generating a list they then share with the class. ◆ Students identify and divide up questions that need resolving right away, answer in small groups, and report to class. ◆ Students identify questions for discussion (interpretive) and try grouping questions that explore similar issues.	◆ Encourage questions by asking what students wondered about or what didn't make sense. ◆ Help students distinguish between comprehension questions and questions about the story's meaning. ◆ Teach only one or two question types at a time. Model or use examples from students.

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Second Reading	For all activity options: ♦ Model the activity. ♦ Ask volunteers to answer the follow-up questions after completing the activity.	For all activity options: ♦ Students do some work on their own, then reconvene as a class to answer the follow-up questions.	For all activity options: ♦ Students collaborate with minimal teacher guidance. ♦ Students ask each other the follow-up questions, then reconvene as a class to share answers.	♦ If different ideas are not emerging, ask questions about details in the text to encourage diverse interpretations. ♦ Ask students to reflect on how and why the teacher asks follow-up questions.
Shared Inquiry Discussion	♦ Choose or develop focus and cluster questions for the discussion based on areas of student interest. ♦ Lead the discussion, and model listening and responding with related follow-up questions throughout. Focus on encouraging students to talk to one another.	♦ Guide students in reviewing their list of shared questions as well as their Reader's Journals to identify issues they would like to explore in discussion. Select or write discussion questions related to those issues. ♦ Lead the discussion and encourage students to ask one type of follow-up question (idea, evidence, or response) in each discussion.	♦ In small groups, students review the question list and their Reader's Journals to identify questions to explore in discussion. ♦ Students conduct short preliminary discussions in small groups, asking each other follow-up questions. ♦ Students reconvene for a whole-class discussion in which you give them more responsibility for sustaining discussion. Ask follow-up questions as needed.	♦ Share with students how you decide on the questions to use during discussion. ♦ Solicit and post examples of follow-up questions that address idea, evidence, and response. ♦ Distribute a deck of follow-up question cards; have students ask the questions in discussion. ♦ Regularly have students reflect on discussion with the "Our Collaboration" handout.