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| **Phases of Inquiry** | **Links to ESIFC Assessments** |
| **Connect** | [1](http://esifc.weebly.com/connect.html/" \l "c.1)-Connecting ideas to own interests- pictures  [1/2](http://esifc.weebly.com/connect.html/#c.1/2)-Connecting ideas to own interests- words  [2](http://esifc.weebly.com/connect.html/#c.2)- What do you already know about your topic?  [3](http://esifc.weebly.com/connect.html/#c.3)- My Inquiry  [4](http://esifc.weebly.com/connect.html/#c.4)-Key Words for Online Searching  [5](http://esifc.weebly.com/connect.html/#c.5)-Using Background Information to Brainstorm Ideas  [6](http://esifc.weebly.com/connect.html/#c.6)- Predicting Answers to Inquiry Questions  [7](http://esifc.weebly.com/connect.html/#c.7)- Narrowing Down A Large Topic  [7/2](http://esifc.weebly.com/connect.html/#c.7/2)- Narrowing Down A Large Topic- Example  [8](http://esifc.weebly.com/connect.html/#c.8)-Identifying Key Words, Concepts, Synonyms and Related Terms  [9](http://esifc.weebly.com/connect.html/#c.9)-Mind Mapping  [10](http://esifc.weebly.com/connect.html/#c.10)-Connecting to a Manageable Topic  [10/2](http://esifc.weebly.com/connect.html/#c.10/2)-Exploring Background Information to Refine Research Topic  [10/3](http://esifc.weebly.com/connect.html/#c.10/3)- Hooking to an Inquiry Topic  [11](http://esifc.weebly.com/connect.html/#c.11)-Selecting Complex Research Problems or Questions |
| **Wonder** | [1](http://esifc.weebly.com/wonder.html/#w.1) I Wonder  [2](http://esifc.weebly.com/wonder.html/#w.2) Main Ideas and Details  [3](http://esifc.weebly.com/wonder.html/#w.3) Predicting Answers[4](http://esifc.weebly.com/wonder.html/#w.4) Writing Questions that Lead to Inquiry  [5](http://esifc.weebly.com/wonder.html/#w.5) Developing Focus Questions  [6](http://esifc.weebly.com/wonder.html/#w.6) Refining Research Question to Search for Different Types of Information  [7](http://esifc.weebly.com/wonder.html/#w.7) Developing Focus Questions at Different Levels of Thought  [7/2](http://esifc.weebly.com/wonder.html/#w.7/2) Refining Research Questions  [8](http://esifc.weebly.com/wonder.html/#w.8) Gathering Evidence to Support Thesis- Example  [8/2](http://esifc.weebly.com/wonder.html/#w.8/2) Gathering Evidence to Support Thesis |
| **Investigate** | [1](http://esifc.weebly.com/investigate.html/#i.1) Beginning Middle End- Sequence of Events  [2](http://esifc.weebly.com/investigate.html/#i.2) Fiction and Nonfiction Books  [3](http://esifc.weebly.com/investigate.html/#i.3) How Picture Books are Organized in the Library  [4](http://esifc.weebly.com/investigate.html/#i.4) Recognizing Facts and Forming Opinions  [5](http://esifc.weebly.com/investigate.html/#i.5) Using Facts to Answer Questions  [6](http://esifc.weebly.com/investigate.html/#i.6) Inquiry Research Log  [7](http://esifc.weebly.com/investigate.html/#i.7) Main Idea & Details  [8](http://esifc.weebly.com/investigate.html/#i.8) Dewey Decimal System  [9](http://esifc.weebly.com/investigate.html/#i.9) Online Catalog Searching for Library Resources  [10](http://esifc.weebly.com/investigate.html/#i.10) Using a Website to Find Appropriate Information  [11](http://esifc.weebly.com/investigate.html/#i.11) Selecting the Right Sources  [12](http://esifc.weebly.com/investigate.html/#i.12) Paraphrasing Chart  [13](http://esifc.weebly.com/investigate.html/#i.13) Using Multiple Sources  [14](http://esifc.weebly.com/investigate.html/#i.14) Using Website Navigation Tools  [15](http://esifc.weebly.com/investigate.html/#i.15) Evaluation Tool Sheet  [16](http://esifc.weebly.com/investigate.html/#i.16) Note taking by Question  [16/2](http://esifc.weebly.com/investigate.html/#i.16/2) Note taking Grid  [17](http://esifc.weebly.com/investigate.html/#i.17) Online Catalog  [18](http://esifc.weebly.com/investigate-continued.html/#i.18) Making Inferences From Facts  [19](http://esifc.weebly.com/investigate-continued.html/#i.19) Note Taking Grid  [19/2](http://esifc.weebly.com/investigate-continued.html/#i.19/2) Website Evaluation  [20](http://esifc.weebly.com/investigate-continued.html/#i.20) Fact Vs. Opinion  [21](http://esifc.weebly.com/investigate-continued.html/#i.21) Using Different Sources  [22](http://esifc.weebly.com/investigate-continued.html/#i.22) The Effects of Different Perspectives on Issues/Topics  [23](http://esifc.weebly.com/investigate-continued.html/#i.23) Point of View Influences Interpretation or Information  [24](http://esifc.weebly.com/investigate-continued.html/#i.24) Notes on Main Ideas and Supporting Evidence  [24/2](http://esifc.weebly.com/investigate-continued.html/#i.24/2) Notes on Main Ideas and Supporting Evidence-Example  [24/3](http://esifc.weebly.com/investigate-continued.html/#i.24/3) Note Taking Grid  [24/4](http://esifc.weebly.com/investigate-continued.html/#i.24/4) Note Taking to Answer Questions  [24/5](http://esifc.weebly.com/investigate-continued.html/#i.24/5) Reflective Note Taking  [25](http://esifc.weebly.com/investigate-continued.html/#i.25) Advanced Searching-Review  [25/2](http://esifc.weebly.com/investigate-continued.html/#i.25/2) Advanced Web Searching  [26](http://esifc.weebly.com/investigate-continued.html/#i.26) Source Comparison  [27](http://esifc.weebly.com/investigate-continued.html/#i.27) Using Organizational Features of a Book to Locate Information  [28](http://esifc.weebly.com/investigate-continued.html/#i.28) Investigating Ideas  [28/2](http://esifc.weebly.com/investigate-continued.html/#i.28/2) Learning Logs for Reflective Note Taking |
| **Construct** | [1](http://esifc.weebly.com/construct.html/#cc.1) Sorting Books  [2](http://esifc.weebly.com/construct.html/#cc.2) Picturing the Main Idea of a Story  [3](http://esifc.weebly.com/construct.html/#cc.3) Prior Knowledge and New Understandings  [4](http://esifc.weebly.com/construct.html/#cc.4) Main Idea and Supporting Details  [5](http://esifc.weebly.com/construct.html/#cc.5) Mapping the Main Idea and Supporting Facts  [5/2](http://esifc.weebly.com/construct.html/#cc.5/2) Summarizing the Main Idea  [6](http://esifc.weebly.com/construct.html/#cc.6) Supporting the Main Idea  [7](http://esifc.weebly.com/construct.html/#cc.7) Using Evidence to Support Questions  [8](http://esifc.weebly.com/construct.html/#cc.8) Drawing Conclusions from Information  [9](http://esifc.weebly.com/construct.html/#cc.9) Chain of Events  [9/2](http://esifc.weebly.com/construct.html/#cc.9/2) Chronological Order  [9/3](http://esifc.weebly.com/construct.html/#cc.9/3) Flow Chart  [9/4](http://esifc.weebly.com/construct.html/#cc.9/4) One Cause One Effect  [9/5](http://esifc.weebly.com/construct.html/#cc.9/5) Time Sequence Organizer  [9/6](http://esifc.weebly.com/construct.html/#cc.9/6) Cause Effect Chart  [9/7](http://esifc.weebly.com/construct.html/#cc.9/7) Cause and Effect Diagram  [10](http://esifc.weebly.com/construct.html/#cc.10) Readers Make Inferences  [11](http://esifc.weebly.com/construct.html/#cc.11) CEI: Claim, Evidence and Interpretation  [11/2](http://esifc.weebly.com/construct.html/#cc.11/2) Drawing Conclusions from Information  [12](http://esifc.weebly.com/construct.html/#cc.12) Organizing Information- Example  [12/2](http://esifc.weebly.com/construct.html/#cc.12/2) Organizing Information  [13](http://esifc.weebly.com/construct.html/#cc.13) Drawing Conclusions from Looking at Multiple Perspectives  [13/2](http://esifc.weebly.com/construct.html/#cc.13/2) Drawing Conclusions Supported by Evidence  [14](http://esifc.weebly.com/construct.html/#cc.14) Developing a Line of Argument  [14/2](http://esifc.weebly.com/construct.html/#cc.14/2) Historical Perspective Taking/Empathy  [14/3](http://esifc.weebly.com/construct.html/#cc.14/3) Viewpoints/Beliefs/Actions  [15](http://esifc.weebly.com/construct.html/#cc.15) Concept Map  [15/2](http://esifc.weebly.com/construct.html/#cc.15/2) Concept Maps for Organizing Thinking  [16](http://esifc.weebly.com/construct.html/#cc.16) Supporting an Opinion |
| **Express** | [1](http://esifc.weebly.com/express.html/#e.1) Answering questions with facts  [2](http://esifc.weebly.com/express.html/#e.2) Reacts Taxonomy  [3](http://esifc.weebly.com/express.html/#e.3) Main Points  [4](http://esifc.weebly.com/express.html/#e.4) Bibliography Worksheet  [5](http://esifc.weebly.com/express.html/#e.5) Using Feedback to Revise My Work  [6](http://esifc.weebly.com/express.html/#e.6) CEI: Claim Evidence and Interpretation  [6/2](http://esifc.weebly.com/express.html/#e.6/2) Conclusions and Supporting Evidence  [7](http://esifc.weebly.com/express.html/#e.7) Bibliography Worksheet  [8](http://esifc.weebly.com/express.html/#e.8) My Research Project  [9](http://esifc.weebly.com/express.html/#e.9) Bibliography Worksheet  [9/2](http://esifc.weebly.com/express.html/#e.9/2) Sample Bibliography Entries- MLA Style  [10](http://esifc.weebly.com/express.html/#e.10) Communicating Ideas to an Audience  [11](http://esifc.weebly.com/express.html/#e.11) Inquiry Process Questions  [11/2](http://esifc.weebly.com/express.html/#e.11/2) Student Research Checklist |
| **Reflect** | [1](http://esifc.weebly.com/reflect.html/#r.1) In the Library I know how to…  [2](http://esifc.weebly.com/reflect.html/#r.2) Now I Wonder…  [3](http://esifc.weebly.com/reflect.html/#r.3) In the Library I know how to…  [4](http://esifc.weebly.com/reflect.html/#r.4) Strengths and Goals in the Library  [5](http://esifc.weebly.com/reflect.html/#r.5) How Am I Doing? [6](http://esifc.weebly.com/reflect.html/#r.6) Strengths and Goals  [7](http://esifc.weebly.com/reflect.html/#r.7) Identifying the Story Elements  [8](http://esifc.weebly.com/reflect.html/#r.8) Using Feedback to Revise My Work  [9](http://esifc.weebly.com/reflect.html/#r.9) Strengths and Goals  [10](http://esifc.weebly.com/reflect.html/#r.10) Using Feedback to Revise My Work  [11](http://esifc.weebly.com/reflect.html/#r.11) Strengths and Goals  [12](http://esifc.weebly.com/reflect.html/#r.12) Self- Assessment  [13](http://esifc.weebly.com/reflect.html/#r.13) Strengths and Goals  [14](http://esifc.weebly.com/reflect.html/#r.14) My Strengths in the Inquiry Process- Example  [14/2](http://esifc.weebly.com/reflect.html/#r.14/2) My Strengths in the Inquiry Process  [15](http://esifc.weebly.com/reflect.html/#r.15) Individual Experience of Inquiry |