

Deep Reading Skills During Inquiry *

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Phase of Inquiry	Deep Reading Skills: Students must be able to . . .
Connect	<ul style="list-style-type: none"> • Explicitly detail what already know (their internal knowledge) • Predict what might discover • Be ready to change mental models • Identify feelings, assumptions, and personal biases • Read laterally • Determine importance of information • Create a conceptual map of major ideas and overall context • Identify gaps and inconsistencies
Wonder	<ul style="list-style-type: none"> • Question the text • Challenge the ideas in text, asking questions like “Why?”, “What if?”, “What would someone else say?”, and even “So what?” • Extend the ideas in text by asking questions like “What else is important?”, “What has been left out?”, and “What is the deeper meaning?” • Be aware of own personal interests and curiosities
Investigate	<ul style="list-style-type: none"> • Read interactively • Respond to the text while reading • Employ reading self-management skills <ul style="list-style-type: none"> ○ Maintain focus and attention ○ Set a daily limited learning target ○ Make predictions about the ideas that will be uncovered • Maintain a research log • Use question-based notetaking strategies • Monitor comprehension and interpretation continually • Reflect on the growth in understanding • Develop “cognitive patience” (Maryanne Wolf): <ul style="list-style-type: none"> ○ Spend necessary time to read and re-read ○ Use reading and information literacy skills to process and interpret ○ Maintain an open mind ○ Persist to seek deep meaning
Construct	<ul style="list-style-type: none"> • Re-read notes reflectively • Reflect on both internal knowledge (experiences, feelings) and external knowledge (new information acquired during

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	<p>Investigation, own interpretations and responses to that information)</p> <ul style="list-style-type: none"> • Seek to develop empathy, or the ability to understand another’s perspectives, feelings, and actions based on the context • Extend understanding by taking multiple perspectives to interpret information • Challenge own thinking • Synthesize and conceptualize how all of their information and interpretations can be brought together into a new understanding
Express	<ul style="list-style-type: none"> • Use imagination • Employ creative thinking to envision original ways to present their ideas and conclusions • Create products with layers of meaning
Reflect	<ul style="list-style-type: none"> • Reflect throughout the process of inquiry • Reflect on the process and product at the end of an inquiry experience • Connect inquiry experience to personal growth • Draw personal agency and confidence from inquiry experience

*Note: Some of these ideas were inspired by reading *Reader, Come Home: The Reading Brain in a Digital World* by Maryanne Wolf (Harper, 2018).