Release of Responsibility

Shared Inquiry™ is a way for students in grades 6–8 to collaborate with each other to gain a deeper understanding of a complex text. This chart outlines how your role as 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 "Approaching Objectives" behaviors in Stage 1 student learning spectrums.	SHARED RESPONSIBILITY Use when students demonstrate "Meeting Objectives" behaviors in Stage 1 student learning spectrums or "Approaching Objectives" behaviors in Stage 2.	GREATER STUDENT RESPONSIBILITY IN STAGE 1 Use when students demonstrate "Exceeding Objectives" behaviors in Stage 1 student learning spectrums or "Meeting Objectives" behaviors in Stage 2.	FURTHER STUDENT RESPONSIBILITY IN STAGE 2 Use when students demonstrate "Exceeding Objectives" behaviors in Stage 2 student learning spectrums.
First Reading	◆ Pause at a few important passages and model marking your reactions and questions. ◆ Guide students to rich passages to generate questions, and prompt them to turn reactions into questions.	◆ Remind students to mark questions; pause occasionally to ask them to share what they marked. ◆ Have students review the passages they marked and record their questions, with help as needed.	◆ Have students suggest a few symbols for marking a wider range of reactions to the text. ◆ Have students write questions based on a range of reactions, with help as needed.	◆ Have students make notes using a customized system of symbols. ◆ Consider having students make more detailed notes, writing a word or phrase to help them remember their reactions.
Sharing Questions	◆ Review question types with students. ◆ Point out important factual, background, and vocabulary questions on the class list and guide students through answering them. ◆ Lead students through testing some of the remaining questions, modeling how you determine question types.	◆ Help students identify important factual, background, and vocabulary questions and resolve them. ◆ With students' help, test some of the remaining questions. Identify a few interpretive questions to set aside for discussion.	◆ After helping students resolve important factual, background, and vocabulary questions, have pairs or small groups test remaining questions and then share their results with the class. ◆ Have students identify possible interpretive questions for discussion.	◆ Have students work in pairs or groups to resolve important factual, background, and vocabulary questions. ◆ Have students work in pairs, groups, or individually to test questions and identify interpretive questions. ◆ Help students identify 2–3 issues or events and identify the interpretive questions related to each.

Shared Inquiry™ is a trademark of the Great Books Foundation.

Release of Responsibility *(continued)*

CORE ACTIVITY	TEACHER MODELING — Use when students demonstrate "Approaching Objectives" behaviors in Stage 1 student learning spectrums.	SHARED RESPONSIBILITY — Use when students demonstrate "Meeting Objectives" behaviors in Stage 1 student learning spectrums or "Approaching Objectives" behaviors in Stage 2.	GREATER STUDENT RESPONSIBILITY IN STAGE 1 — Use when students demonstrate "Exceeding Objectives" behaviors in Stage 1 student learning spectrums or "Meeting Objectives" behaviors in Stage 2.	FURTHER STUDENT RESPONSIBILITY IN STAGE 2 — Use when students demonstrate "Exceeding Objectives" behaviors in Stage 2 student learning spectrums.
Second Reading	• Read a few passages aloud, modeling how you could mark each passage with either note and giving evidence for both. • Guide students to rich passages for making notes. • Ask a few volunteers to share how they would mark a rich passage. Elicit reasons for both note choices.	• Have students make notes independently, with help as needed. • Choose a few passages to review in class; ask volunteers to share how they marked each passage and explain why.	• Have students mark the text using one of three types of prompts: contrasting notes, literary elements, or recurring concepts. • After making notes, have students help choose passages to discuss; encourage them to ask each other questions about their notes.	• Have students choose which of the three suggested note options to use during second reading. • Have pairs of students compare their notes, then share (aloud or in writing) how their partner's ideas are similar to or different from their own.
Shared Inquiry Discussion	• Choose or develop focus and cluster questions for the discussion based on students' interests. • Lead the discussion, modeling listening and asking related follow-up questions throughout. Encourage students to speak directly to one another.	• Have students select possible discussion questions from those set aside during the sharing questions activity. • Lead the discussion, encouraging students to ask follow-up questions and speak directly to one another.	• Have students select discussion questions from options they identified in the sharing questions activity. • Have students conduct short preliminary discussions in small groups. • Encourage groups to practice asking follow-up questions in one skill area (idea, evidence, or response).	• Have the class select the group of interpretive questions they'd most like to discuss. • Have students ask each other follow-up questions during the discussion while you intervene only as needed.

Shared Inquiry™ is a trademark of the Great Books Foundation.