Guidance for inquiry questions – Burnaby School District
Adapted from an October 2014 presentation from Ben Paré – Literacy Program Consultant

Things to keep in mind about questions: there is no perfect question!

1. **Use everyday language:** Avoid jargon (this makes it easier to discuss your question with others)
2. **Make it manageable:** Something you can actually do in the context of your work
3. **Keep it close to your own practice, follow your bliss:** Feel some commitment to your question, and make it meaningful to you
4. **Should have some tension:** provide an opportunity to stretch
5. **Open-Ended:** avoid yes/no questions

Examples of Burnaby inquiry questions:

- How will teacher collaboration and co-teaching of reading strategies in both whole class and small group environments affect students’ reading performance and confidence?
- If explicit instruction of reading comprehension strategies used in whole class lesson are reinforced during small group and individual intervention, will this result in increased performance in reading and comprehension?
- How do promoting a strong support network, co-constructing learning criteria/goals, and reflecting on learning help students to establish a positive mindset toward their own literary learning goals/paths?
- If we apply regular scaffolding on analysis and application in content areas, will students become more productive readers?
- If we create a classroom environment where students feel valued and capable, will this positively impact student motivation and engagement in reading and writing?
- Will using a variety of attachment and confidence building strategies help the student become a more confident reader?

Question frames:

- **What happens when _____? What differences do I notice in _____ when/if_____:**
  Allows exploration of effects of a particular practice, strategy, intervention.

  *What happens when I provide 1:1 reading and writing conferencing? What differences do I notice in reading comprehension when I explicitly teach the connection between reading, writing and speaking?*

- **How _____?**
Allows consideration of the details of a practice/behavior.

**How does structured AB partner talk affect engagement in reading and writing?**

- **What is _____?**

  Allows for thoughtful consideration of a method/strategy and to place it in classroom practice.

  **What is the role of Guided Reading or small group instruction in reading in furthering reading development?**