Overview and Purpose of the Inquiry Space

The purpose of the Inquiry Space is to provide teachers and students with a centralized, digital place to record, collect, and synthesize concepts from each lesson as they go through a K.L.I. module. Each component of K.L.I. provides opportunities for teachers and students to engage with the Inquiry Space, whether it is answering each day’s Guiding Question during Discovery Reading, summarizing and synthesizing the structure of Confident Reading and Uncover the Structure texts, or recording the Mystery Sentence from Sentence Workshop and new words from Breaking Words.

Simply collecting these new ideas and concepts is not enough to help students construct new knowledge of each topic. Teachers and students must also engage and re-engage with the knowledge they’ve built throughout each module. The Inquiry Space is a resource for students to refer back to on regular maintenance days scheduled throughout each module and at the end of the module as they prepare for their final presentations.

There is no one right way to construct the Inquiry Space. It could be anything from a piece of chart paper with sticky notes to a digital format. Since interventions are often implemented in pull-out settings, we have provided an example of a digital Inquiry Space. There are several reasons why a digital format is uniquely suited to this part of the K.L.I. framework: a) it’s portable, b) it’s interactive, c) it gives students more equitable access to the content, and d) multimodal components such as video, photographs, etc., can be easily included.

Example

To illustrate how the Inquiry Space could look and evolve, we are going to take a tour of the sample Inquiry Space in this section. We have included some suggestions for organization including a sample layout and a simple color-coding scheme. These are just suggestions. It will be up to teachers and students to ultimately decide how their Inquiry Space will look, and we encourage you to be creative!

The image below shows how the Inquiry Space might look in the early days of the Robots module. Here, two columns provide space for groups to record and categorize their new learning from the week’s lessons. One column holds the answers to the Big Questions from DR (blue sticky notes), the Mystery Sentences from SW (red sticky notes), and the summary from UtS (orange sticky note). The second column provides a place for new vocabulary words (green sticky notes). Notice that at this point the “Think Space” is empty. That part of the Inquiry Space will be used later, during a maintenance day in the module lesson sequence.
The next image shows how the Inquiry Space might look after the first maintenance day. Here, students have re-engaged with the concepts and ideas they learned in the first few DR, SW, CR, and UtS lessons. The “big ideas” from the collection columns have been brought into the main think space, where teachers and students can manipulate them, grouping certain ideas together and linking others by drawing arrows. Notice also how size has been used for emphasis: the more important the idea, the larger it is in comparison to others. Also, a few visuals have been added to this slide. As groups become more familiar with Inquiry Space, visuals representing important ideas such as photographs, diagrams, etc., should be selected and added by the group.
The final image shows how the Inquiry Space might look after another series of lessons and a maintenance day. New information has been mapped into this group’s previous work, with newly acquired ideas and connections layered into older learning, while still leaving room for new knowledge as the module progresses. This example by no means represents a “finished” Inquiry Space. In fact, teachers and students are encouraged not to pursue a “finished” space: this is a workspace, not a final product. The Inquiry Space should, however, serve as an aid as teachers and students develop their final presentation at the conclusion of the module.

**Final Presentation**

As teachers and students work through each model and within the Inquiry Space, they should be developing ideas for how they want to communicate their learning outside of the group. Several days at the end of each module are set aside for groups to finish organizing their new knowledge within the Inquiry Space and to plan an informal presentation to share with others. This step of the intervention is crucial: students should be given the opportunity to creatively show what they’ve learned and present it to classmates and adults outside of their K.L.I. group.