Appendix A
Guide for Book Studies

There are many examples of professional book studies that occur as a result of teachers’ own inquiries, an instructional coaching component, or a professional development plan. Both Sean and Katie love engaging in professional book studies. There is really no substitute for reading the same book as a colleague or a group of colleagues and then discussing it either in face-to-face or virtual settings. We also acknowledge that book studies can be an individual endeavor as well.

In this appendix, we want to provide you a guide to help you engage with, reflect on, and discuss the chapters in the book. You will find questions catered to each of the chapters in the book. You can examine the questions as you progress through the book or wait until you have finished the book in order to examine these questions.

So brew up a cup of coffee or tea, and start reflecting and discussing!

Section One: Key Background and Context

Introduction: What Is Inquiry-Based Literature Instruction?
1. What three adjectives describe your literature instruction now?
2. What motivated you to read about inquiry-based literature instruction?
3. What are some features of an inquiry-based literature instruction unit?
4. What do you hope to learn from reading this book?
Chapter One: The Importance of Inquiry
1. Why is inquiry important in the literacy classroom?
2. How might you reconsider the nature of the units in your curriculum?
3. What does inquiry-based literature instruction afford teachers and students?
4. What can you apply from this chapter to your classroom?

Chapter Two: Inquiry and Essential Questions
1. How do you currently use essential questions in your planning?
2. In what ways does this chapter allow your understanding of essential questions to develop?
3. What are the advantages of creating essential questions in the literacy classroom?
4. What are some essential questions you would like to have your students explore?
5. What texts might help students explore these essential questions?
6. What can you apply from this chapter to your classroom?

Section Two: What Can Inquiry-Based Literature Instruction Look Like?

Chapter Three: An Inquiry-Driven Unit on Social Action
1. What are the major components of the inquiry-driven unit shared in this chapter?
2. In what ways do standards align with the inquiry-driven unit shared in this chapter?
3. Why is it important to offer a rationale to students and parents?
4. In what ways do texts other than the central text help students answer the essential question in the inquiry-driven unit shared in this chapter?
5. What is the teacher’s role in the inquiry-driven unit shared in this chapter?
6. What are the students’ roles in the inquiry-driven unit shared in this chapter?
7. How are students assessed in the inquiry-driven unit shared in this chapter?
8. What can you apply from this chapter to your classroom?
Chapter Four: Student-Selected Text Sets in an Inquiry-Driven Unit

1. What are the major components of the inquiry-driven unit shared in this chapter?
2. In what ways do standards align with the inquiry-driven unit shared in this chapter?
3. Why is it important to offer a rationale to students and parents?
4. In what ways do texts other than the central text help students answer the essential question in the inquiry-driven unit shared in this chapter?
5. What is the teacher’s role in the inquiry-driven unit shared in this chapter? How is the teacher’s role different than in the previous inquiry-driven unit shared?
6. What are the students’ roles in the inquiry-driven unit shared in this chapter? How are the students’ roles different than in the previous inquiry-driven unit shared?
7. How are students assessed in the inquiry-driven unit shared in this chapter?
8. What can you apply from this chapter to your classroom?

Chapter Five: Connecting Genius Hour and Inquiry Through Student-Selected Inquiries

1. What were the major components of the inquiry-driven unit shared in this chapter?
2. In what ways do standards align with the inquiry-driven unit shared in this chapter?
3. Why is it important to offer a rationale to students and parents?
4. In what ways do texts other than the central text help students answer the essential question in the inquiry-driven unit shared in this chapter?
5. What was the teacher’s role in the inquiry-driven unit shared in this chapter? How is the teacher’s role different than in the previous inquiry-driven units shared?
6. What were the students’ roles in the inquiry-driven unit shared in this chapter? How are students’ roles different than in the previous inquiry-driven units shared?
7. How are students assessed in the inquiry-driven unit shared in this chapter?
8. What can you apply from this chapter to your classroom?
Section Three: Putting It All Together

Chapter Six: Assessing Inquiry
1. How would you describe your approach to assessment in your classroom?
2. How does assessing inquiry as described in the chapter align with contemporary views on assessment?
3. How might you incorporate the ways you currently assess your students’ literacies into your inquiry-driven units?
4. What can you apply from this chapter to your classroom?

Chapter Seven: Supporting English Language Learners in Inquiry-Based Literature Instruction
1. How do you support ELLs in your classroom?
2. How might you support ELLs in an inquiry-driven unit?
3. Which of the recommended resources might help you support an ELL’s progress through an inquiry-driven unit?
4. What can you apply from this chapter to your classroom?

Chapter Eight: Key Recommendations to Keep in Mind When Conducting Inquiry-Driven Units
1. Reflect back on the three adjectives you used to describe your literacy instruction at the very beginning of this book study. What three adjectives might describe your literacy instruction if you incorporate inquiry-driven units?
2. In what ways will inquiry-driven units help support your students?
3. Which of the five recommendations shared in this chapter do you find most relevant to your literacy instruction?
4. Now that you have finished this book on inquiry-driven units, write down (and share with colleagues, if possible) possible essential questions and texts that you might use to develop an inquiry-driven unit for your students.