

Engage in Inquiry Sentence Stems

Why and When To Use

WHY Sentence stems can be helpful tools to practice using the *Engage in Inquiry* competency. Exploring new ideas, gathering information, and synthesizing it into new findings requires awareness and skills that the *Engage in Inquiry* competency can support. These stems can help you frame questions, build inquiry plans, navigate sources, and gather & organize new information.

WHEN You could use these sentence stems in a variety of ways. You could use them as:

- Guidance for navigating a new inquiry-based project
- guidance when collaborating with others on an inquiry-based project
- Prompts for reflection when analyzing a past project for strengths and weaknesses

What To Do

STEP 1. Print or bookmark this document.

- Sentence stems are most helpful when they are readily available to reference. Keep these in a place and a format that is most likely to be helpful for you.

STEP 2. Use the stems when engaging or reflecting on an inquiry-based project.

- You could use these when navigating a new project, collaborating with others, or reflecting on past inquiry.

ENGAGE IN INQUIRY SENTENCE STEMS

Frame a question

I'm curious about _____. [1]

I wonder _____? [2]

I'm interested in learning about _____ because I _____.
[2, 3]

The question of _____ excites me because _____. [2, 3]

I wonder if _____, will _____? [3]

I'm interested in _____, so I wonder if _____, then will
_____? [3, 4]

To understand the context around _____, I looked at sources
like _____ and _____. [4]

_____ has already explored the question of _____. [4]

I want to _____, so I'm exploring whether _____. [5]

Building on _____'s findings that _____, I explored
_____. [5, 6]

My goal here is to _____ the idea that _____; so my question
is, _____? [5, 6]

We already know _____, so I want to explore whether _____.
[6]

In my work, I draw on _____'s ideas that _____. [6]

Note: Numbers in brackets refer to the competency skill level(s) that align with the prompt.

ENGAGE IN INQUIRY SENTENCE STEMS

Develop an inquiry plan

I plan to explore _____ by _____. [1]

I plan to explore _____ by _____, because _____. [2, 3]

I plan to gather and record information by _____. [2]

I asked _____ if they would be willing to _____ as part of my exploration. [3]

In the interest of confidentiality, I will _____. [3]

I will explore _____ by looking at sources like _____. [3]

To make sense of the information I gather, I will _____ and _____. [3]

I think _____ is the best way for me to examine _____, because my goal is to _____. [4]

My goal is to explore _____ within the context of _____ and _____. [4]

Although worthwhile, my exploration will not touch on _____ or _____. [4, 5]

In my work, I gave careful thought to _____ to ensure I was acting ethically. [4, 5]

I used a combination of _____ and _____ to explore _____. [5]

Based on the way _____ explored _____, I decided to approach my exploration of _____ by _____. [5]

My exploration was limited in terms of _____, which might be avoided in future research by _____. [5, 6]

I struggled with _____ in my exploration, so future projects may wish to _____ to avoid such difficulties. [5, 6]

My exploration of _____ follows in the footsteps of _____ and _____. [6]

By doing _____ to explore _____, I hope to contribute to our understanding of _____. [6]

My exploration of _____ will attend to _____, as well as _____, in order to remain unbiased, fair, and ethical. [6]

Note: Numbers in brackets refer to the competency skill level(s) that align with the prompt.

ENGAGE IN INQUIRY SENTENCE STEMS

Select and evaluate sources

I learned _____ from _____. [1]

To learn more about _____ source, I asked _____. [1]

I found _____, which helped me answer my question about _____. [2]

I wanted to make sure _____ would help me answer my question, so I checked whether _____. [2, 3]

I searched for _____ to find sources that would help me understand _____. [3]

I know _____ source is credible, because _____ and _____. [3, 4]

To develop a thorough and diverse understanding of _____, I searched for sources like _____ and _____. [4, 5]

Although some of my sources are _____, I also want to consider which ones are _____, to make sure I have a diverse and credible set. [5, 6]

I considered whether my sources were _____, as well as _____. [5, 6]

One gap in my sources is _____. [5]

The sources I draw on are limited by _____. [5]

Since my goal was to _____, I looked for sources like _____ by _____. [6]

To avoid bias, I sought to _____ by using sources like _____, which are _____. [6]

I tried to approach _____ from a more global perspective, by using sources like _____. [6]

Note: Numbers in brackets refer to the competency skill level(s) that align with the prompt.

ENGAGE IN INQUIRY SENTENCE STEMS

Gather and organize original data

While exploring _____, I observed that _____. [1, 2]

I recorded my observations about _____ in the form of _____. [2]

I plan to collect _____ data by _____. [3]

I plan to record the information I gather by _____, and present it by _____. [3]

I organized the data I collected on _____ using _____. [3, 4]

What's interesting about this data is _____. [4]

Although the data generally shows _____, you can see that _____. [4]

The data here shows that _____, which means _____. [4]

In the interest of honesty and ethics, I plan to collect data by _____ and present it by _____. [4, 5]

If you do _____, you can see that the relationship between _____ and _____ is actually _____. [5, 6]

To organize my data, I used _____ to create _____. [5, 6]

I collected data by _____, ensuring that I _____ and _____ in order to act ethically. [6]

I repeated my data collection by _____, in order to _____. [6]

Although _____ seems to contradict the idea that _____, it actually makes sense because _____. [6]

Note: Numbers in brackets refer to the competency skill level(s) that align with the prompt.

ENGAGE IN INQUIRY SENTENCE STEMS

Synthesize sources or findings

The main idea in this source is _____. [1, 2]

Before my research, I had no idea _____. [2]

The main idea in _____ source is _____, which contrasts with the main idea from _____ which is _____. [3]

After researching, I wonder _____ about my original question. [3]

From sources like _____, we learn _____, which connects to the idea of _____ that comes from another source, _____. [4]

The idea that _____ is closely connected to the idea that _____, even though both come from different sources. [4, 5]

Based on ideas like _____ and _____, I suggest that _____. [5]

Within the context of _____, I think the idea that _____ shows that actually, _____. [5, 6]

Based on my research, I think _____ because I learned that _____ and _____. [4, 5]

After doing some research, my thesis is _____, and I want to draw on ideas like _____ and _____. [5]

In my project, I reference _____'s work on _____. [4, 5]

The original idea for _____ comes from _____, whom I reference throughout my project. [4, 5]

My sources are formatted in _____, because _____. [5]

My findings are limited by _____, so future research should _____. [6]

To ensure I'm acting ethically, I need to keep in mind _____ while forming my _____. [6]

Note: Numbers in brackets refer to the competency skill level(s) that align with the prompt.