| | Inquiry Stage | Skill Sets |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------|
| | | Interest/ Prior Knowledge |
| | Connect | Background Knowledge: Overview/ Context/ Key Ideas |
| | | Topic |
| | | Process of Inquiry/ Plan |
| | | Questions |
| | Wonder | Predicted Sources and Answers |
| | | Hypothesis/ Tentative Thesis |
| | | Different Types of Sources/ Organization of Information |
| | | Navigation and Search Strategies |
| | | Evaluation, Selection, Curation, and Use of Multiple Sources |
| | Investigate | Evaluation and Selection of Evidence within Sources |
| | | Perspective/ Point of View |
| FOSIL Inquiry Cycle Skill Sets | | Strategies to Make Sense of Information |
| FOSIL Inquiry Cycle Skill Sets (2021) by the FOSIL Group Licensed under CC BY-NC-SA 4.0 Based on The Empire State Information Fluency Continuum (2019) by Barbar | ra Stripling | Capturing Information and Thinking/ Notetaking |
| | | Organization of Information to Construct Meaning |
| | Construct | Interpretation and Synthesis of Information |
| | | Conclusions |
| | | Claims/ Opinions/ Point of View |
| | | Organization of Information to Express/ Present Meaning for Different Purposes |
| | Express | Product and/ or Presentation: Audience/ Level of Complexity/ Format/ Technology |
| | | Revision Based on Self-Assessment and Feedback |
| | | Academic Integrity |
| | | Assessment of New Learning and Experience of Inquiry |
| | Reflect | Personal Strengths and Goals for Improvement in Process and Product |
| | | Recognition of Gaps in Knowledge and New Questions |
| | | |