

DIMENSION 1

Constructing Compelling Questions

INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...

D1.1.K-2. Explain why the compelling question is important to the student.

D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).

D1.1.6-8. Explain how a question represents key ideas in the field.

D1.1.9-12. Explain how a question reflects an enduring issue in the field.

D1.2.K-2. Identify disciplinary ideas associated with a compelling question.

D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Constructing Supporting Questions

INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...

D1.3.K-2. Identify facts and concepts associated with a supporting question.

D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

D1.4.K-2. Make connections between supporting questions and compelling questions.

D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.

D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

Determining Helpful Sources

INDIVIDUALLY AND WITH OTHERS, STUDENTS ...

D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

3-5

6-8

9-12

DIMENSION 3 – Evaluating Sources and Using Evidence

Gathering and Evaluating Sources

D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.

D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.

D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.

D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

Developing Claims and Using Evidence

Begins in grades 3–5

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Begins in grades 3–5

D3.4.3-5. Use evidence to develop claims in response to compelling questions.

D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4 Communicating Conclusions & Taking Informed Action

Communicating and Critiquing Conclusions

D4.1.K-2. Construct an argument with reasons.

D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

D4.2.K-2. Construct explanations using correct sequence and relevant information.

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.

D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.4.K-2. Ask and answer questions about arguments.

D4.4.3-5. Critique arguments.

D4.4.6-8. Critique arguments for credibility.

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

D4.5.K-2. Ask and answer questions about explanations.

D4.5.3-5. Critique explanations.

D4.5.6-8. Critique the structure of explanations.

D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

Taking Informed Action

D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.

D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.