



Impact on Teaching	Impact on Learning
Teachers will...	Students will...

## C3 FRAMEWORK INDICATORS: GRADES 3-5

DIMENSION 4: Communicating Conclusions & Taking Informed Action			C3 INDICATORS		DESCRIPTION	APPLICATION	CONNECTIONS TO THE COMMON CORE STATE STANDARDS
			<b>Communicating Conclusions</b> <i>Individually and with others, students...</i> <ul style="list-style-type: none"> <li>• <b>D4.1.3-5.</b> Construct arguments using claims and evidence from multiple sources.</li> <li>• <b>D4.2.3-5.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</li> <li>• <b>D4.3.3-5.</b> 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).</li> </ul>		<p>Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.</p>		
			<b>Critiquing Conclusions</b> <i>Individually and with others, students...</i> <ul style="list-style-type: none"> <li>• <b>D4.4.3-5.</b> Critique arguments.</li> <li>• <b>D4.5.3-5.</b> Critique arguments.</li> </ul>				
			<b>Taking Informed Action</b> <i>Individually and with others, students...</i> <ul style="list-style-type: none"> <li>• <b>D4.6.3-5.</b> 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.</li> <li>• <b>D4.7.3-5.</b> Explain different strategies and approaches students and other could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</li> <li>• <b>D4.8.3-5.</b> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</li> </ul>		<p>In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.</p>		



# Communicating Conclusions & Taking INFORMED ACTION

**THE C3 FRAMEWORK PROVIDES GUIDANCE** to states on framing social studies standards that ask students to develop questions, apply disciplinary knowledge and concepts, gather and evaluate sources, and then develop claims and use evidence to support those claims. In addition, state social studies standards should consider including expectations for students to collaborate with others as they communicate and critique their conclusions in public venues.

These venues may range from the school classroom to the larger public community. Collaborative efforts may range from teaming up to work on a group presentation with classmates to actual work on a local issue that could involve addressing real-world problems that students analyze through the methods and concepts informed by their work in the disciplines that constitute the social studies.

Most inquiries will culminate in a range of activities and assessments that support the goals of college and career readiness. They should also support the third feature of the C3 Framework: readiness for civic

life. Civic engagement in the social studies may take many forms, from making independent and collaborative decisions within the classroom, to starting and leading student organizations within schools, to conducting community-based research and presenting findings to external stakeholders. The subsection on page 62 below, Taking Informed Action, provides students opportunities to adapt and apply their work in the disciplines that constitute the social studies in order to develop the skills and dispositions necessary for an active civic life. In this respect, civic engagement is both a means of learning and applying social studies knowledge.

## Communicating and Critiquing Conclusions

Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students’

primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

*Indicators of Dimension 4—Communicating Conclusions—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 28.*

**TABLE 28: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 4, Communicating Conclusions**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...			
<b>D4.1.K-2.</b> Construct an argument with reasons.	<b>D4.1.3-5.</b> Construct arguments using claims and evidence from multiple sources.	<b>D4.1.6-8.</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	<b>D4.1.9-12.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
<b>D4.2.K-2.</b> Construct explanations using correct sequence and relevant information.	<b>D4.2.3-5.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	<b>D4.2.6-8.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	<b>D4.2.9-12.</b> 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).
<b>D4.3.K-2.</b> Present a summary of an argument using print, oral, and digital technologies.	<b>D4.3.3-5.</b> 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).	<b>D4.3.6-8.</b> 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).	<b>D4.3.9-12.</b> 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).

The inquiry process, as described in the C3 Framework, should include regular opportunities for students to critique their work as well as the work of others. Critiquing conclusions requires an examination of sources, consideration of how evidence is being used to support claims, and an appraisal of the structure and form of arguments and explanations. The critiquing of arguments and explanations deepens students' understanding of concepts and tools in the disciplines, and helps students strengthen their

conclusions. While the two indicators for critiquing conclusions appear in Dimension 4, students should begin the process of critiquing their emerging conclusions early in the inquiry process, and continue that process even after communicating conclusions.

*Indicators of Dimension 4-Critiquing Conclusions are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 29.*

**TABLE 29: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 4, Critiquing Conclusions**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D4.4.K-2.</b> Ask and answer questions about arguments.	<b>D4.4.3-5.</b> Critique arguments.	<b>D4.4.6-8.</b> Critique arguments for credibility.	<b>D4.4.9-12.</b> Critique the use of claims and evidence in arguments for credibility.
<b>D4.5.K-2.</b> Ask and answer questions about explanations.	<b>D4.5.3-5.</b> Critique explanations.	<b>D4.5.6-8.</b> Critique the structure of explanations.	<b>D4.5.9-12.</b> Critique the use of the reasoning, sequencing, and supporting details of explanations.

## Taking Informed Action

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end

of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

*Indicators of Dimension 4—Taking Informed Action—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 30.*

**TABLE 30: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 4, Taking Informed Action**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D4.6.K-2.</b> Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.	<b>D4.6.3-5.</b> 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.	<b>D4.6.6-8.</b> 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.	<b>D4.6.9-12.</b> 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.
<b>D4.7.K-2.</b> Identify ways to take action to help address local, regional, and global problems.	<b>D4.7.3-5.</b> 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.	<b>D4.7.6-8.</b> 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.	<b>D4.7.9-12.</b> 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.
<b>D4.8.K-2.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	<b>D4.8.3-5.</b> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.	<b>D4.8.6-8.</b> 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.	<b>D4.8.9-12.</b> 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.



## ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 4

The ELA/Literacy Common Core Standards emphasize products of learning and communication in a variety of ways. As noted in the introduction to the ELA/Literacy Common Core Standards, “the need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum” (NGA and CCSSO, 2010a, p. 4). The production and presentation of knowledge is central to the design of the ELA/Literacy Common Core Standards. Production and Distribution of Writing is one of four categories in the Writing strand of the standards, and Presentation of Knowledge and Ideas is one of three categories in the Speaking and Listening strand. Through Communicating Conclusions and Taking Informed Action, Dimension 4 in the C3 Framework extends the notion of publishing the products of students’ inquiry for disciplinary and civic purposes in social studies.

Table 31 details connections between Dimension 4 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

Connections between the C3 Framework and the College and Career Readiness Anchor Standards. While the connections between the C3 Framework and the ELA/Literacy Common Core Standards are comprehensive and consistent, fifteen CCR Anchor Standards within the ELA/Literacy

Common Core Standards have broader connections within Dimension 4.

Anchor Reading Standard 1 indicates the importance of employing evidence when communicating conclusions as well as forming a plan of action based on information and data. Both making decisions and presenting results stem from students being able to both identify and use “explicit” information found within texts, as well as draw and act upon “logical inferences” made from what they read (NGA and CCSSO, 2010a, p. 10). Reading Standard 1 also expects students to “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” (NGA and CCSSO, 2010a, p. 10). The C3 Framework utilizes this focus on evidence by emphasizing that conclusions based on evidence should be framed and communicated using information gathered while students read. The Framework also views informed decision making and action stemming from those decisions as driven by data and information that flows from evidence that has been collected by students.

Anchor Writing Standards 1–8 describe skills students need to construct arguments, explanations, and narratives. Writing Standards 4–6 focus on the production and distribution of student writing. Standard 4 describes skills related to the production of “clear and coherent writing” that is “appropriate to task, purpose, and audience” (NGA and CCSSO, 2010a, p.

**TABLE 31: Connections between Dimension 4 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Communicating Conclusions	Reading 1 Writing 1–8 Speaking and Listening 1–6
	Taking Informed Action	
SHARED LANGUAGE		Argument; Explanation; Sources; Evidence; Claims; Counterclaims; Visually/Visualize; Credibility.



18). Standard 5 explains the process writing skills that students should develop. Standard 6 establishes that students should use technology to publish and distribute their writing. Standard 7 focuses on “short as well as more sustained research projects based on focused questions” (NGA and CCSSO, 2010a, p. 18). Standard 8 calls on students to “gather relevant information,” “assess the credibility and accuracy of each source,” and “integrate the information” into the text while “avoiding plagiarism” (NGA and CCSSO, 2010a, p. 18). The C3 Framework builds on these anchor standards by setting forth expectations that students will construct disciplinary arguments and explanations for a variety of audiences both inside and outside of school, and then plan how to take informed action given the products of their inquiry.

Anchor Speaking and Listening Standards 1-6 require that students engage one another strategically using different forms of media in a variety of contexts in order to present their knowledge and ideas. For example:

- **Standard 1** requires that students prepare and participate in a “range of conversations and collaborations with diverse partners” (NGA and CCSSO, 2010a, p. 22).
- **Standard 2** focuses on student use of diverse types of media to enhance communication.
- **Standard 3** expects that students will evaluate speakers’ points of view, reasoning, and use of evidence.
- **Standard 4** expects that students will present “information, findings, and supporting evidence,” with consideration of “task, purpose, and audience” (NGA and CCSSO, 2010a, p. 22).
- **Standard 5** asks students to make strategic use of “media and visual displays” when presenting (NGA and CCSSO, 2010a, p. 22).
- **Standard 6** requires that students take into consideration the context of their engagement.

The C3 Framework incorporates these skills through the expectations of Dimension 4, Communicating Conclusions, that students will present the products of their inquiries as well as adaptations of these products using a variety of technologies. When preparing to take informed action, students engage with one another in a productive manner using the skills set forth in the Speaking and Listening Standards.

**Shared Language.** The ELA/Literacy Common Core Standards closely align with Indicators in Dimension 4. In places, the connections between Common Core Standards and C3 Framework Indicators are so close that the same language is used. Dimension 4 and the ELA/Literacy Common Core Standards regularly use terms such as *argument*, *explanation*, *sources*, *evidence*, *claims*, *counterclaims*, *visually/visualize*, and *credibility*.

The ELA/Literacy Common Core Standards use the terms *visual* and *visually* to refer to presentation formats. The terms are often used in contrast to quantitative formats and as modifiers for a type of data display. The C3 Framework uses the terms *writing*, *visualizing*, and *speaking* in describing expectations for students for all of the Indicators in Table 28, Communicating Conclusions, on page 60. The uses of *visual*, *visually*, and *visualizing* are similar in referring to ways of presenting information that would otherwise be limited or even impossible using words.

Within the Common Core Standards, important literacy conventions are defined (e.g., citations, spelling, plagiarism) with regard to the presentation of conclusions, and these literacy conventions are integral to social studies inquiry.



## Domain 3: Instruction

<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they “on task.” The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don’t typically consume the entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is, “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p>				
<p><b>3C - Engaging Students in Learning</b></p> <ul style="list-style-type: none"><li>• Activities and Assignments</li><li>• Grouping of Students</li><li>• Instructional Materials and Resources</li><li>• Structure and Pacing</li></ul>	<p><b>Ineffective</b></p>			
	<ul style="list-style-type: none"><li>• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</li><li>• The pace of the lesson is too slow or too rushed.</li><li>• Few students are intellectually engaged or interested.</li></ul>	<ul style="list-style-type: none"><li>• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</li><li>• The pacing of the lesson may not provide students the time needed to be intellectually engaged.</li></ul>	<ul style="list-style-type: none"><li>• The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</li><li>• The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</li></ul>	<ul style="list-style-type: none"><li>• Exemplary</li><li>• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</li><li>• In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</li><li>• The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</li><li>• Students may have some choice in how they complete tasks and may serve as resources for one another.</li></ul>
<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"><li>• Few students are intellectually engaged in the lesson.</li><li>• Learning tasks require only recall or have a single correct response or method.</li><li>• The materials used ask students to perform only rote tasks.</li><li>• Only one type of instructional group is used (whole group, small groups) when variety</li></ul>	<ul style="list-style-type: none"><li>• Some students are intellectually engaged in the lesson.</li><li>• Learning tasks are a mix of those requiring thinking and recall.</li><li>• Students are, in large part, passively engaged with the content, learning primarily facts or procedures.</li><li>• Students have no choice in how they</li></ul>	<ul style="list-style-type: none"><li>• Most students are intellectually engaged in the lesson.</li><li>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li><li>• Students have some choice in how they complete learning tasks.</li><li>• There is a mix of different types of</li></ul>	<ul style="list-style-type: none"><li>• “accomplished”:</li><li>• Virtually all students are highly engaged in the lesson.</li><li>• Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</li><li>• Students suggest modifications to the</li></ul>

<p><b>Critical Attributes</b> (cont.)</p>	<p>would better serve the instructional purpose.</p> <ul style="list-style-type: none"> <li>Instructional materials used are unsuitable to the lesson and/or students.</li> <li>The lesson drags or is rushed.</li> </ul>	<p>complete tasks.</p> <ul style="list-style-type: none"> <li>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li>The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.</li> <li>The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others.</li> </ul>	<p>groupings, suitable to the lesson objectives.</p> <ul style="list-style-type: none"> <li>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<p>grouping patterns used.</p> <ul style="list-style-type: none"> <li>Students have extensive choice in how they complete tasks.</li> <li>Students suggest modifications or additions to materials being used.</li> <li>Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.</li> </ul>
<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li>Students are able to fill out the worksheet without fully understanding what it's asking them to do.</li> <li>The lesson drags or feels rushed.</li> <li>Students complete "busy work" activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students are asked to fill in a worksheet, following an established procedure.</li> <li>There is a recognizable beginning, middle and end to the lesson.</li> <li>Parts of the lesson have a suitable pace: other parts drag or feel rushed.</li> </ul>	<ul style="list-style-type: none"> <li>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</li> <li>Students are given a task to do independently, then to discuss with a table group, and then to report out from each table.</li> <li>There is a clear beginning, middle and end to the lesson.</li> <li>The lesson neither rushes or drags.</li> </ul>	<ul style="list-style-type: none"> <li>Students are asked to write an essay "in the spirit of Hemingway."</li> <li>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</li> <li>Students identify or create their own learning materials.</li> <li>Students summarize their learning from the lesson.</li> </ul>