

# Practices in the Inquiry Cycle: Communicating - with C3 pathway indicators

## 7. Construct viable arguments, relevant explanations and/or public demonstrations that convey ideas and perspectives to a wide array of appropriate audiences.

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).

## 8. Critique the arguments and explanations of others paying particular attention to credibility and relevance of information.

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.

# Practices in the Inquiry Cycle: Communicating - with C3 pathway indicators (continued)

## 9. Address options of individuals and groups to identify and apply a range of strategies and complex reasoning to **take public action or propose a solution.**

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.