

Practices in the Inquiry Cycle: Evaluating Sources - with C3 pathway indicators

4. Gather relevant information from multiple sources from a wide range of perspectives and evaluate for credibility.

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...			
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.

5. Identify and utilize evidence to seek solutions to questions.

6. Develop and create claims and counterclaims using appropriate evidence to construct strengths and weaknesses

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...			
<i>Begins in grades 3–5</i>	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.
<i>Begins in grades 3–5</i>	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.