



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

# C3 FRAMEWORK INDICATORS: GRADES 3-5

C3 FRAMEWORK INDICATORS: GRADES 3-5			CONNECTIONS TO THE COMMON CORE STATE STANDARDS	
C3 INDICATORS	DESCRIPTION	APPLICATION		
<p><b>Construction Compelling Questions</b> <i>Individually and with others, students construct compelling questions and...</i></p> <p><b>By the end of Grade 5:</b></p> <ul style="list-style-type: none"> <li>D1.1.3-5. Explain why the compelling questions are important to others (e.g., peer, adults).</li> <li>D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</li> </ul>	<p>Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response.</p> <p>Example: Why do we need rules?</p>			
<p><b>Constructing Supporting Questions</b> <i>Individually and with others, students construct supporting questions and...</i></p> <p><b>By the end of Grade 5:</b></p> <ul style="list-style-type: none"> <li>D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</li> <li>D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.</li> </ul>	<p>In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.</p> <p>Example: What are some rules that families follow?</p>			
<p><b>Determining Helpful Sources</b> <i>Individually and with others, students...</i></p> <p><b>By the end of Grade 5:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the multiple points of view represented in an argument, the structure of an explanation, the types of sources available, and the potential uses of the sources.</p>			

# Developing Questions & PLANNING INQUIRIES

**QUESTIONS AND THE DESIRE TO ANSWER THEM** give life to inquiry and thus to the C3 Framework. Questions arise from students' innate curiosity about the world and from their efforts to make sense of how that world works.

Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

Consider an example relevant to early elementary students. A compelling question that students might generate is, "Why do we need rules?" This question reflects the two primary qualities of a compelling question: (1) It reflects a social concern that students find engaging; and (2) It reflects an enduring issue in the field of civics. A teacher and her students might take such a question in a number of directions, but for curricular purposes, it makes sense to define some parameters that give shape to the inquiry. Supporting questions help define those curriculum parameters. Examples of supporting questions include, "What are some rules that families follow?" "What are some school rules?" or "What classroom rules have you

followed in the past?” Supporting questions, then, help guide the development of an inquiry into a compelling question.

The development of compelling and supporting questions is a sophisticated intellectual activity. Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry. Beginning in grade 6, students should be able to take increasing

responsibility for their learning so that by grade 12 they are able to construct questions and plan inquiries more independently.

Questions are just the starting point for an inquiry. To develop an inquiry, students will also determine the data sources needed to help answer compelling and supporting questions. The five indicators in Dimension 1 describe the questioning and planning skills needed to initiate inquiry.

**CENTRAL to a rich social studies experience** is the capability for developing questions that **CAN FRAME AND ADVANCE AN INQUIRY**. Those questions come in two forms: **compelling** and **supporting questions**.

### Constructing Compelling Questions

The construction of compelling questions should include the following Indicators, which are detailed

in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 5.

**TABLE 5: Suggested K-12 Pathway for College, Career, and Civic Readiness**  
**Dimension 1, Constructing Compelling Questions**

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 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.

\* Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry.

## Constructing Supporting Questions

The construction of supporting questions includes the following Indicators, which are detailed in the

suggested K-12 Pathway for College, Career, and Civic Readiness in Table 6.

**TABLE 6: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 1, Constructing Supporting Questions**

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 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.

\* Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry.

## Determining Helpful Sources

The third set of Indicators for Dimension 1 is detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 7: Determine the kinds of sources that will be helpful in answering compelling

and supporting questions, taking into consideration the multiple points of view represented in an argument, the structure of an explanation, the types of sources available, and the potential uses of the sources.

**TABLE 7: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 1, Determining Helpful Sources**

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 ...			
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.





## ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 1

Questioning plays an important role in social studies as well as in the ELA/Literacy Common Core Standards. Expectations for using questions to interrogate texts are consistently communicated in the ELA/Literacy Common Core Standards. One of the key design features of the ELA/Literacy Common Core Standards is to emphasize research skills throughout the standards. Specifically, the Common Core Standards argue, “to be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions” (NGA and CCSSO, 2010a, p. 4). The C3 Framework elaborates on the emphasis of the ELA/Literacy Common Core Standards on answering questions by establishing specific Indicators for students constructing compelling questions to initiate inquiry and supporting questions to sustain that inquiry.

Table 8 details connections between Dimension 1 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, three CCR Anchor Standards (and their corresponding grade-specific standards) within the ELA/Literacy

Common Core Standards have deeper connections within Dimension 1.

Common Core Anchor Reading Standard 1 clearly indicates the importance of evidence in framing and answering questions about the texts students are reading and researching. This crucial standard asks students to look for “explicit” information lodged within the body of the text as well as to draw “logical inferences” based on 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 stresses this focus on evidence by prioritizing a wide range of inquiry-based activities that result in information gathering on the part of students in response to planning and developing lines of inquiry.

Common Core Anchor Writing Standard 7 is particularly relevant for posing questions as an initial activity in research and inquiry in social studies. Writing Standard 7 calls on students to base their research on “focused questions, demonstrating understanding of the subject under investigation” (NGA and CCSSO, 2010a, p. 18). The C3 Framework elaborates on the process of developing questions by making distinctions about the types of questions useful for initiating and sustaining an inquiry, and by having students explain how the construction of compelling and supporting questions is connected to the disciplinary process of inquiry.

**TABLE 8: Connections between Dimension 1 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1
SHARED LANGUAGE	Questioning; Argument; Explanation; Point of View

Common Core Anchor Speaking and Listening Standard 1 also has broad application for Dimension 1. Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). Dimension 1 asks students to engage in the sophisticated intellectual activity of constructing compelling and supporting questions. Students, particularly before middle school, will need considerable guidance and support from adults and peers to construct suitable questions for inquiry. Such guidance and support will play out through conversations and collaboration. Learning in social studies is an inherently collaborative activity, and Speaking and Listening Standard 1 is thus especially relevant in Dimension 1.

A student’s ability to ask and answer questions when reading, writing, and speaking and listening is an important part of literacy and represents a foundation for learning in social studies. Throughout the C3 Framework, students are expected to practice and improve the questioning skills specified in the ELA/Literacy Common Core Standards. In Dimension 1 of the C3 Framework, students turn to questions as a way to initiate and sustain inquiry, and connect these questioning literacies to those suggested by ELA/Literacy Common Core Writing Standard 7. In alignment with the Common Core Standards, the C3 Framework views the skill of asking questions and the desire to answer them as being so fundamental to the inquiry process that inquiry cannot begin until students have developed questioning skills.

The questioning skills emphasized in the C3 Framework reflect the academic intentions of the

disciplines that make up social studies and the special purposes of social studies as preparation for civic life. Social studies teachers have an important role to play in supporting students as they develop the literacy questioning skills found in the ELA/Literacy Common Core Standards, and can do this most effectively through helping their students learn the habits and skills needed to conduct inquiry in social studies and to live productively as democratic citizens.

**Shared Language.** The ELA/Literacy Common Core Standards closely align with the Indicators in Dimension 1. In places, the connections between the Common Core Standards and the C3 Framework Indicators are so close that the same language is used. The concept of questioning is part of this shared language, but in addition, the terms *argument*, *explanation*, and *point of view* are consistently used in both the ELA/Literacy Common Core Standards and Dimension 1.

The ELA/Literacy Common Core Standards emphasize questioning as a mechanism for supporting reading and as a tool to prompt research. The C3 Framework emphasizes the use of questioning as a prompt for disciplinary inquiry. A unique distinction is made in the C3 Framework between compelling and supporting questions. This distinction is closely tied to the types of thinking and student-generated products that result from inquiry. In distinguishing these products, the C3 Framework utilizes the distinction between argumentation and explanation as described in ELA/Literacy Common Core Writing Anchor Standards 1 and 2. Thus, by design, compelling questions lead to arguments, and supporting questions lead to explanations.





Domain 3: Instruction

<p>3B - Questioning and Discussion Techniques</p> <ul style="list-style-type: none"><li>• Quality of Questions</li><li>• Discussion Techniques</li><li>• Student Participation</li></ul>	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practice. But in the framework it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage student to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.</p> <p>Not all questions must be at high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving student in small-group work, the quality of the student's questions and discussion in their small groups may be considered part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p>	<table><tr><th>Ineffective</th><th>Developing</th><th>Accomplished</th><th>Exemplary</th></tr><tr><td><ul style="list-style-type: none"><li>• Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</li><li>• Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</li><li>• A few students dominate the discussion.</li></ul></td><td><ul style="list-style-type: none"><li>• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</li><li>• Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</li><li>• Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</li></ul></td><td><ul style="list-style-type: none"><li>• Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</li><li>• Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</li><li>• Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</li></ul></td><td><ul style="list-style-type: none"><li>• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</li><li>• Students formulate many questions, initiate topics, and make unsolicited contributions.</li><li>• Students themselves ensure that all voices are heard in the discussion.</li></ul></td></tr></table>	Ineffective	Developing	Accomplished	Exemplary	<ul style="list-style-type: none"><li>• Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</li><li>• Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</li><li>• A few students dominate the discussion.</li></ul>	<ul style="list-style-type: none"><li>• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</li><li>• Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</li><li>• Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</li></ul>	<ul style="list-style-type: none"><li>• Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</li><li>• Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</li><li>• Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</li></ul>	<ul style="list-style-type: none"><li>• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</li><li>• Students formulate many questions, initiate topics, and make unsolicited contributions.</li><li>• Students themselves ensure that all voices are heard in the discussion.</li></ul>
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<p><b>Critical Attributes</b></p>	<ul style="list-style-type: none"> <li>• Questions are rapid-fire, and convergent with a single correct answer.</li> <li>• Questions do not invite student thinking.</li> <li>• All discussion is between teacher and students; students are not invited to speak directly to one another.</li> <li>• A few Students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.</li> <li>• The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>• Teacher calls on many students, but only a few actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</li> <li>• The teacher makes effective use of wait time.</li> <li>• The teacher effectively builds on student responses to questions.</li> <li>• Discussions enable students to talk to one another without ongoing mediation by the teacher.</li> <li>• The teacher calls on most students, even those who don't initially volunteer.</li> <li>• Many students actively engage in the discussion.</li> </ul>	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> <li>• Students initiate higher-order questions.</li> <li>• Students extend the discussion, enriching it.</li> <li>• Students invite comments from their classmates during a discussion.</li> </ul>
<p><b>Possible Examples</b></p>	<ul style="list-style-type: none"> <li>• All questions are of the "recitation" type such as "What is 3 x 4?"</li> <li>• The teacher asks a questions for which the answer is on the board; students respond by reading it.</li> <li>• The teacher calls only upon students who have their hands up.</li> </ul>	<ul style="list-style-type: none"> <li>• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"</li> <li>• The teacher asks: "Who has an idea about this?" but only the usual three students offer comments.</li> <li>• The teacher asks: "Michael can you comment on Mary's idea?" but Michael does not respond or makes a comment directly to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"</li> <li>• The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to . . .?"</li> <li>• The teacher asks, "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.</li> <li>• After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>• A student asks, "How many ways are there to get this answer?"</li> <li>• A student says to a classmate: "I don't think I agree with you on this, because . . ."</li> <li>• A student asks of other students: "Does anyone have another idea how we might figure this out?"</li> <li>• A student asks, "What if . . .?"</li> </ul>