C3 Framework Inquiry Arc	Stripling Model of Inquiry Process	Inquiry Skills and Strategies
Dimension 1 ***Developing Questions and Planning Inquiries***	**Connect:** ***Initiating Inquiry***	• Connect to own experience • Connect to ideas of others • Connect to previous knowledge and verify its accuracy • Gain background and context
	Wonder: ***Generating Questions***	• Develop wonder question that will lead to new understandings about key ideas • Frame questions using different levels of thinking with a push to higher levels (e.g. asking "Why?" and "How?" in addition to asking "What?") • Develop question to lead to active investigation and decision-making not passive information gathering • Make predictions and hypotheses based on prior knowledge and background information. Predict answers to wonder questions and what type of information will answer the questions
Dimension 2: ***Applying Disciplinary Concepts and Tools***	**Investigate:** ***Gathering Information***	• Plan investigation and develop search strategies to find relevant, high-quality information • Identify evaluate and use multiple sources of information • Find and evaluate information to answer questions. – Paraphrase, summarize, interpret and evaluate information. Find and evaluate main ideas and supporting and conflicting evidence. Select information to keep or discard. – Consider author's point of view. • Take notes using a variety of formats • Use information and technology responsibly • Think about the information to formulate new question, hypotheses
Dimension 3: ***Evaluating Sources and Using Evidence***	**Construct:** ***Deepening Understanding and Finalizing Inquiry***	• Organize information to detect relationships among ideas • Draw inferences justified by the evidence • Think about the information to test predictions and hypotheses – Compare evidence and pattern in data – Use evidence to construct reasonable explanations • Recognize authors' points of view and consider alternative perspectives • Construct clear and appropriate conclusions based on evidence • Connect new understandings to previous knowledge
Dimension 4: ***Communicating Conclusions and Taking Informed Action***	**Express:** ***Developing and Communicating Evidence-Based Perspectives***	• Apply new understandings to new context and new situation – create product to demonstrate new understanding • Select format based on needs of topic and audience • Communicate clearly both main and supporting points in product • Use the writing process to develop product • Evaluate and revise product based on self-assessment and feedback from others • Express new ideas or take action to share learning with others
	Reflect	• Set high and clear standards for own work • Reflect with others • Use criteria to assess own process and product throughout the learning. Make revisions when necessary • Reflect on own learning to be clear about the change in understanding • Ask new questions, set new goals for learning

Adapted from Barbara K. Stripling "Inquiry-Based Learning." Curriculum Connections through the Library, edited by Barbara K. Stripling and Sandra Hughes-Hassell, 10-17. Westport, CT: Libraries Unlimited, 2003