

Crosswalk of the Common Core Standards and the Standards for the 21st-Century Learner

Reading Standards for History

Sixth/Seventh/Eighth Grades

Common Core Crosswalk	AASL Standards
CC6-8RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources.	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>
CC6-8RH/SS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>
CC6-8RH/SS3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
CC6-8RH/SS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC6-8RH/SS5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC6-8RH/SS6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p>

<p>CC6-8RH/SS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>
<p>CC6-8RH/SS8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>
<p>CC6-8RH/SS9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>
<p>CC6-8RH/SS10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	

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Reading Standards for History

Ninth/Tenth Grades

Common Core Crosswalk	AASL Standards
CC9-10RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>
CC9-10RH/SS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>
CC9-10RH/SS3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
CC9-10RH/SS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC9-10RH/SS5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC9-10RH/SS6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p>

<p>CC9-10RH/SS7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>
<p>CC9-10RH/SS8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>
<p>CC9-10RH/SS9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>
<p>CC9-10RH/SS10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>	
<p>CC9-10RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>

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Reading Standards for History

Eleventh/Twelth Grades

Common Core Crosswalk	AASL Standards
CC11-12RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.4.1 Determine how to act on information (accept, reject, modify).
CC11-12RH/SS2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.4.1 Determine how to act on information (accept, reject, modify).
CC11-12RH/SS3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
CC11-12RH/SS4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC11-12RH/SS5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC11-12RH/SS6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

<p>CC11-12RH/SS7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>
<p>CC11-12RH/SS8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>
<p>CC11-12RH/SS9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>4.4.4 Interpret new information based on cultural and social context.</p>
<p>CC11-12RH/SS10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.</p>	
<p>CC11-12RH/SS1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>