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

Reading Standards for Lit in Science Tech — Sixth/Seventh/Eighth Grades

Common Core Crosswalk	AASL Standards
CC6-8RS/TS1 Cite specific textual evidence to support analysis of science and technical texts.	1.1.4 Find, evaluate, and select appropriate sources to answer questions.
CC6-8RS/TS2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 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.
CC6-8RS/TS3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. 1.4.3 Monitor gathered information and assess for gaps or weaknesses.
CC6-8RS/TS4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	
CC6-8RS/TS5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 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.

CC6-8RS/TS6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 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.
CC6-8RS/TS7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	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.
CC6-8RS/TS8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 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. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.
CC6-8RS/TS9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	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. 2.2.3 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.
CC6-8RS/TS10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.	

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

Reading Standards Lit in Science Tech — Ninth/Tenth Grades

Common Core Crosswalk	AASL Standards
CC9-10RS/TS1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1.1.4 Find, evaluate, and select appropriate sources to answer questions.
CC9-10RS/TS2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 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.
CC9-10RS/TS3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. 1.4.3 Monitor gathered information and assess for gaps or weaknesses.
CC9-10RS/TS4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	
CC9-10RS/TS5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 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.

CC9-10RS/TS6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 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.
CC9-10RS/TS7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 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. 4.3.2 Recognize that resources are created for a variety of purposes.
CC9-10RS/TS8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 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.

CC9-10RS/TS9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	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. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. 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. 2.4.1 Determine how to act on information (accept, reject, modify). 2.4.3 Recognize new knowledge and understanding.
CC9-10RS/TS10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	

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

Reading Standards for Lit in Science Tech — Eleventh/Twelfth Grades

Common Core Crosswalk	AASL Standards
CC11-12RS/TS1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.4.3 Monitor gathered information and assess for gaps or weaknesses.
CC11-12RS/TS2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 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.
CC11-12RS/TS3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. 1.4.3 Monitor gathered information and assess for gaps or weaknesses.
CC11-12RS/TS4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.	

CC11-12RS/TS5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 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.
CC11-12RS/TS6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 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. 1.4.3 Monitor gathered information and assess for gaps or weaknesses.
CC11-12RS/TS7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 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.
CC11-12RS/TS8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 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.

CC11-12RS/TS9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	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). 2.4.2 Reflect on systematic process and assess for completeness of investigation. 4.4.1 Identify own areas of interest.
CC11-12RS/TS10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.	