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

Writing Standards   Sixth/Seventh/Eighth Grade

Common Core Crosswalk	AASL Standards
CC6-8WH/SS/S/TS1 Write arguments focused on discipline-specific content.	2.2.4 Demonstrate personal productivity by completing products to express learning. 3.3.4 Create products that apply to authentic, real-world contexts.
CC6-8WH/SS/S/TS1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	2.1.2 Organize knowledge so that it is useful. 4.1.6 Organize personal knowledge in a way that can be called upon easily.
CC6-8WH/SS/S/TS1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	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. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 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.
CC6-8WH/SS/S/TS1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC6-8WH/SS/S/TS1d Establish and maintain a formal style.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC6-8WH/SS/S/TS1e Provide a concluding statement or section that follows from	2.1.3 Use strategies to draw conclusions from information and apply knowledge to

and supports the argument presented.	curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.4.3 Recognize new knowledge and understanding. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.4.2 Assess the quality and effectiveness of the learning product. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. 4.4.4 Interpret new information based on cultural and social context.
CC6-8WH/SS/S/TS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	2.2.4 Demonstrate personal productivity by completing products to express learning. 3.3.4 Create products that apply to authentic, real-world contexts.
CC6-8WH/SS/S/TS2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	2.1.2 Organize knowledge so that it is useful. 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. 4.1.6 Organize personal knowledge in a way that can be called upon easily.
CC6-8WH/SS/S/TS2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	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. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

American Association of School Librarians, 50 E. Huron St., Chicago, IL 60611 ©2011 by the American Library Association

Permission to use, reproduce, and distribute this document is hereby grants for private, non-commercial, and education purposes only. 2

	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 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.
CC6-8WH/SS/S/TS2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC6-8WH/SS/S/TS2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC6-8WH/SS/S/TS2e Establish and maintain a formal style and objective tone.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.4.3 Recognize new knowledge and understanding. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.4.2 Assess the quality and effectiveness of the learning product. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. 4.4.4 Interpret new information based on cultural and social context.
CC6-8WH/SS/S/TS2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	
CC6-8WH/SS/S/TS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in

audience.	order to construct new understandings, draw conclusions, and create new knowledge.
	4.3.2 Recognize that resources are created for a variety of purposes.
CC6-8WH/SS/S/TS5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	1.1.9 Collaborate with others to broaden and deepen understanding.
	1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
	1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
	4.3.2 Recognize that resources are created for a variety of purposes.
CC6-8WH/SS/S/TS6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	2.1.4 Use technology and other information tools to analyze and organize information.
	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.
CC6-8WH/SS/S/TS7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	1.1.3 Develop and refine a range of questions to frame search for new understanding.
	1.1.4 Find, evaluate, and select appropriate sources to answer questions.
	1.2.3 Demonstrate creativity by using multiple resources and formats.
	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.
	2.1.2 Organize knowledge so that it is useful.
	2.2.4 Demonstrate personal productivity by completing products to express learning.
CC6-8WH/SS/S/TS8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while	1.1.4 Find, evaluate, and select appropriate sources to answer questions.
	1.1.5 Evaluate information found in selected sources on the basis of accuracy,

avoiding plagiarism and following a standard format for citation.	validity, appropriateness to needs, importance, and social and cultural context. 1.2.3 Demonstrate creativity by using multiple resources and formats. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information.
CC6-8WH/SS/S/TS9 Draw evidence from informational texts to support analysis reflection, and research.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 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.
CC6-8WH/SS/S/TS10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

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

Writing Standards   Ninth/Tenth Grade

Common Core Crosswalk	AASL Standards
CC9-10WH/SS/S/TS1 Write arguments focused on discipline-specific content.	2.2.4 Demonstrate personal productivity by completing products to express learning. 3.3.4 Create products that apply to authentic, real-world contexts.
CC9-10WH/SS/S/TS1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	2.1.2 Organize knowledge so that it is useful. 4.1.6 Organize personal knowledge in a way that can be called upon easily.
CC9-10WH/SS/S/TS1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	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. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 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.
CC9-10WH/SS/S/TS1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC9-10WH/SS/S/TS1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

American Association of School Librarians, 50 E. Huron St., Chicago, IL 60611   ©2011 by the American Library Association

Permission to use, reproduce, and distribute this document is hereby grants for private, non-commercial, and education purposes only.   Page 1

	writing.	3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC9-10WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.		2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.4.3 Recognize new knowledge and understanding. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.4.2 Assess the quality and effectiveness of the learning product. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. 4.4.4 Interpret new information based on cultural and social context.
CC9-10WH/SS/S/TS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.		2.2.4 Demonstrate personal productivity by completing products to express learning. 3.3.4 Create products that apply to authentic, real-world contexts.
CC9-10WH/SS/S/TS2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		2.1.2 Organize knowledge so that it is useful. 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. 4.1.6 Organize personal knowledge in a way that can be called upon easily.
CC9-10WH/SS/S/TS2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge 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.
	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
	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.
CC9-10WH/SS/S/TS2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC9-10WH/SS/S/TS2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC9-10WH/SS/S/TS2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC9-10WH/SS/S/TS2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.4.3 Recognize new knowledge and understanding. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

	3.4.2 Assess the quality and effectiveness of the learning product.
	4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
	4.4.4 Interpret new information based on cultural and social context.
CC9-10WH/SS/S/TS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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. 4.3.2 Recognize that resources are created for a variety of purposes.
CC9-10WH/SS/S/TS5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 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.
CC9-10WH/SS/S/T6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	2.1.4 Use technology and other information tools to analyze and organize information. 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.
CC9-10WH/SS/S/T7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 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. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in

American Association of School Librarians, 50 E. Huron St., Chicago, IL 60611   ©2011 by the American Library Association

Permission to use, reproduce, and distribute this document is hereby grants for private, non-commercial, and education purposes only.   4

	order to construct new understandings, draw conclusions, and create new knowledge.
CC9-10WH/SS/S/T8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.2.3 Demonstrate creativity by using multiple resources and formats. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information.
CC9-10WH/SS/S/T9 Draw evidence from informational texts to support analysis, reflection, and research.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 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.
CC9-10WH/SS/S/T10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

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

Writing Standards   Eleventh/Twelfth Grade

Common Core Crosswalk	AASL Standards
CC11-12WH/SS/S/TS1 Write arguments focused on discipline-specific content.	2.2.4 Demonstrate personal productivity by completing products to express learning. 3.3.4 Create products that apply to authentic, real-world contexts.
CC11-12WH/SS/S/TS1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	2.1.2 Organize knowledge so that it is useful. 4.1.6 Organize personal knowledge in a way that can be called upon easily.
CC11-12WH/SS/S/TS1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	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. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 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.
CC11-12WH/SS/S/TS1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
CC11-12WH/SS/S/TS1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

CC11-12WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.4.3 Recognize new knowledge and understanding. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.4.2 Assess the quality and effectiveness of the learning product. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. 4.4.4 Interpret new information based on cultural and social context.
CC11-12WH/SS/S/TS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	2.2.4 Demonstrate personal productivity by completing products to express learning. 3.3.4 Create products that apply to authentic, real-world contexts.
CC11-12WH/SS/S/TS2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	2.1.2 Organize knowledge so that it is useful. 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. 4.1.6 Organize personal knowledge in a way that can be called upon easily.
CC11-12WH/SS/S/TS2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge 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. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to

	curricular areas, real world situations, and further investigations.
	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
	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.
CC11-12WH/SS/S/TS2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
CC11-12WH/SS/S/TS2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
CC11-12WH/SS/S/TS2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.4.3 Recognize new knowledge and understanding. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.4.2 Assess the quality and effectiveness of the learning product. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. 4.4.4 Interpret new information based on cultural and social context.
CC11-12WH/SS/S/TS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.

	4.3.2 Recognize that resources are created for a variety of purposes.
CC11-12WH/SS/S/TS5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 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.
CC11-12WH/SS/S/TS6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 2.1.4 Use technology and other information tools to analyze and organize information.
CC11-12WH/SS/S/TS7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 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. 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.
CC11-12WH/SS/S/TS8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.2.3 Demonstrate creativity by using multiple resources and formats. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.4.3 Monitor gathered information and assess for gaps or weaknesses. 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

American Association of School Librarians, 50 E. Huron St., Chicago, IL 60611   ©2011 by the American Library Association

Permission to use, reproduce, and distribute this document is hereby grants for private, non-commercial, and education purposes only.   4

	knowledge.
CC11-12WH/SS/S/TS9 Draw evidence from informational texts to support analysis, reflection, and research.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. .
CC11-12WH/SS/S/TS10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	