

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

Reading Standards Literacy in Science/Technology

All

AASL Standards	Common Core Crosswalk
1. Inquire, think critically, and gain knowledge.	
1.1 Skills	
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.	<p>CC6-8RS/TS3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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.</p> <p>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.</p>
1.1.2 Use prior and background knowledge as context for new learning.	
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.	<p>CC6-8RS/TS1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>CC9-10RS/TS1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>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.</p>
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.	<p>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.</p> <p>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.</p> <p>CC6-8RS/TS6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>CC6-8RS/TS8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>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.</p> <p>CC9-10RS/TS5 Analyze the structure of the relationships among concepts in a text, including relationships among</p>

	<p>key terms (e.g., force, friction, reaction force, energy).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC11-12RS/TS5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</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>CC6-8RS/TS2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>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.</p> <p>CC6-8RS/TS6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>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).</p>

	<p>CC6-8RS/TS8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC11-12RS/TS5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>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.</p> <p>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.</p>
1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.	
1.1.9 Collaborate with others to broaden and deepen understanding.	
1.2 Dispositions in Action	
1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.	<p>CC6-8RS/TS3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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.</p>

	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.
1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.	
1.2.3 Demonstrate creativity by using multiple resources and formats.	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.
1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.	CC6-8RS/TS8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 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. 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. 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.
1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.	CC6-8RS/TS3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. 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. 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.
1.2.6 Display emotional resilience by persisting in information searching despite challenges.	
1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.	
1.3 Responsibilities	
1.3.1 Respect copyright/intellectual property rights of creators and producers.	
1.3.2 Seek divergent perspectives during information gathering and	

assessment.	
1.3.3 Follow ethical and legal guidelines in gathering and using information.	
1.3.4 Contribute to the exchange of ideas within the learning community.	
1.3.5 Use information technology responsibly.	
1.4 Self-Assessment Strategies	
1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.	<p>CC6-8RS/TS3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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.</p> <p>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.</p>
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.	
1.4.3 Monitor gathered information and assess for gaps or weaknesses.	<p>CC6-8RS/TS3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
1.4.4 Seek appropriate help when needed.	

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.	
2.1 Skills	
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.	
2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.	CC6-8RS/TS8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 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.
2.1.4 Use technology and other information tools to analyze and organize information.	
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	
2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	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.
2.2 Dispositions in Action	
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.	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.
2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.	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. CC9-10RS/TS9 Compare and contrast findings presented in a text to those from other sources (including their own

	<p>experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>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.</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>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
2.2.4 Demonstrate personal productivity by completing products to express learning.	
2.3 Responsibilities	
2.3.1 Connect understanding to the real world.	
2.3.2 Consider diverse and global perspectives in drawing conclusions.	
2.3.3 Use valid information and reasoned conclusions to make ethical decisions.	<p>CC6-8RS/TS8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
2.4 Self- Assessment Strategies	
2.4.1 Determine how to act on information (accept, reject, modify).	<p>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.</p>

	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.
2.4.2 Reflect on systematic process and assess for completeness of investigation.	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.
2.4.3 Recognize new knowledge and understanding.	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.
2.4.4 Develop directions for future investigations.	

3. Share knowledge and participate ethically and productively as members of our democratic society.	
3.1 Skills	
3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.	
3.1.2 Participate and collaborate as members of a social and intellectual network of learners.	
3.1.3 Use writing and speaking skills to communicate new understandings effectively.	
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.	CC9-10RS/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.
3.1.5 Connect learning to community issues.	
3.1.6 Use information and technology ethically and responsibly.	
3.2 Dispositions in Action	
3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.	
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.	
3.2.3 Demonstrate teamwork by working productively with others.	
3.3 Responsibilities	
3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.	
3.3.2 Respect the differing	

interests and experiences of others and seek a variety of viewpoints.	
3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.	
3.3.4 Create products that apply to authentic, real-world contexts.	
3.3.5 Contribute to the exchange of ideas within and beyond the learning community.	
3.3.6 Use information and knowledge in the service of democratic values.	
3.3.7 Respect the principles of intellectual freedom.	
3.4 Self-Assessment Strategies	
3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.	
3.4.2 Assess the quality and effectiveness of the learning product.	
3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.	

4. Pursue personal and aesthetic growth.	
4.1 Skills	
4.1.1 Read, view, and listen for pleasure and personal growth.	
4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	
4.1.4 Seek information for personal learning in a variety of formats and genres.	
4.1.5 Connect ideas to own interests and previous knowledge and experience.	
4.1.6 Organize personal knowledge in a way that can be called upon easily.	
4.1.7 Use social networks and information tools to gather and share information.	
4.1.8 Use creative and artistic formats to express personal learning.	
4.2 Dispositions in Action	
4.2.1 Display curiosity by pursuing interests through multiple resources.	
4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.	
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.	
4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.	
4.3 Responsibilities	
4.3.1 Participate in the social exchange of ideas, both electronically and in person.	
4.3.2 Recognize that resources are created for a variety of purposes.	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.
4.3.3 Seek opportunities for pursuing personal and aesthetic growth.	
4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.	
4.4 Self-Assessment Strategies	
4.4.1 Identify own areas of interest.	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.
4.4.2 Recognize the limits of own personal knowledge.	
4.4.3 Recognize when, why, and how to focus efforts in personal learning.	
4.4.4 Interpret new information based on cultural and social context.	
4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.	
4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.	