

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

Writing Standards

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.	
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.	<p>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.</p> <p>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.</p> <p>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.</p>
1.1.4 Find, evaluate, and select appropriate sources to answer questions.	<p>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.</p> <p>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 avoiding plagiarism and following a standard format for citation.</p> <p>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.</p> <p>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.</p> <p>CC11-12WH/SS/S/TS7 Conduct short as well as more sustained research projects to answer a question (including a</p>

	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.
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.	<p>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.</p> <p>CC6-8WH/SS/S/TS2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>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 avoiding plagiarism and following a standard format for citation.</p> <p>CC6-8WH/SS/S/TS9 Draw evidence from informational texts to support analysis reflection, and research.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC9-10WH/SS/S/T9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC11-12WH/SS/S/TS9 Draw evidence from informational texts to support analysis, reflection, and research.</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>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>CC6-8WH/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.</p> <p>CC6-8WH/SS/S/TS2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p>	
<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p>	<p>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.</p>
<p>1.2 Dispositions in Action</p>	
<p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p>	
<p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and</p>	

information.	
1.2.3 Demonstrate creativity by using multiple resources and formats.	<p>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.</p> <p>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 avoiding plagiarism and following a standard format for citation.</p> <p>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.</p> <p>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.</p>
1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.	<p>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 avoiding plagiarism and following a standard format for citation.</p>
1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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.	<p>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 avoiding plagiarism and following a standard format for citation.</p> <p>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.</p> <p>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.</p>
1.3.2 Seek divergent perspectives during information gathering and assessment.	
1.3.3 Follow ethical and legal guidelines in gathering and using information.	<p>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 avoiding plagiarism and following a standard format for citation.</p> <p>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.</p>
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>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.</p> <p>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.</p>
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry	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.

process.	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.
1.4.3 Monitor gathered information and assess for gaps or weaknesses.	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.
1.4.4 Seek appropriate help when needed.	

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.	
2.1 Skills	
<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>CC6-8WH/SS/S/TS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>CC6-8WH/SS/S/TS9 Draw evidence from informational texts to support analysis reflection, and research.</p> <p>CC9-10WH/SS/S/TS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>CC9-10WH/SS/S/T9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>CC11-12WH/SS/S/TS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>2.1.2 Organize knowledge so that it is useful.</p>	<p>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.</p> <p>CC6-8WH/SS/S/TS2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</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>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.</p> <p>CC6-8WH/SS/S/TS1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC6-8WH/SS/S/TS2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CC6-8WH/SS/S/TS2e Establish and maintain a formal style and objective tone.</p> <p>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.</p> <p>CC9-10WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>CC11-12WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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.</p> <p>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).</p>
<p>2.1.4 Use technology and other information tools to analyze and organize information.</p>	<p>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.</p> <p>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.</p>
<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p>	<p>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.</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>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.</p> <p>CC6-8WH/SS/S/TS1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CC6-8WH/SS/S/TS1d Establish and maintain a formal style.</p>

CC6-8WH/SS/S/TS1e Provide a concluding statement or section that follows from and supports the argument presented.

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.

CC6-8WH/SS/S/TS2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CC6-8WH/SS/S/TS2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CC6-8WH/SS/S/TS2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC6-8WH/SS/S/TS2e Establish and maintain a formal style and objective tone.

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.

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.

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 writing.

CC9-10WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.

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.

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.

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.

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.

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).

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.

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.

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.

CC11-12WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.

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.

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.

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.

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.

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).

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.

2.2 Dispositions in Action

<p>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.</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>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.</p> <p>CC6-8WH/SS/S/TS2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p>	<p>CC6-8WH/SS/S/TS1 Write arguments focused on discipline-specific content.</p> <p>CC6-8WH/SS/S/TS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>CC9-10WH/SS/S/TS1 Write arguments focused on discipline-specific content.</p>

	<p>CC9-10WH/SS/S/TS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC11-12WH/SS/S/TS1 Write arguments focused on discipline-specific content.</p> <p>CC11-12WH/SS/S/TS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
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>CC6-8WH/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.</p> <p>CC6-8WH/SS/S/TS2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
2.4 Self- Assessment Strategies	
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.	
2.4.3 Recognize new knowledge	CC6-8WH/SS/S/TS1e Provide a concluding statement or section that follows from and supports the argument

and understanding.	<p>presented.</p> <p>CC6-8WH/SS/S/TS2e Establish and maintain a formal style and objective tone.</p> <p>CC9-10WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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).</p> <p>CC11-12WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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).</p>
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.	<p>CC6-8WH/SS/S/TS1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CC6-8WH/SS/S/TS1d Establish and maintain a formal style.</p> <p>CC6-8WH/SS/S/TS1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC6-8WH/SS/S/TS2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>CC6-8WH/SS/S/TS2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC6-8WH/SS/S/TS2e Establish and maintain a formal style and objective tone.</p> <p>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.</p> <p>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 writing.</p> <p>CC9-10WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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.</p> <p>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.</p> <p>CC9-10WH/SS/S/TS2e Establish and maintain a formal style and objective tone while attending to the norms and</p>

	<p>conventions of the discipline in which they are writing.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>CC11-12WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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).</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>CC6-8WH/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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3.1.5 Connect learning to community issues.</p>
<p>3.1.5 Connect learning to community issues.</p>	
<p>3.1.6 Use information and technology ethically and</p>	

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.	<p>CC6-8WH/SS/S/TS1 Write arguments focused on discipline-specific content.</p> <p>CC6-8WH/SS/S/TS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC9-10WH/SS/S/TS1 Write arguments focused on discipline-specific content.</p> <p>CC9-10WH/SS/S/TS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>CC11-12WH/SS/S/TS1 Write arguments focused on discipline-specific content.</p> <p>CC11-12WH/SS/S/TS2 Write informative/explanatory texts, including the narration of historical events, scientific</p>

	procedures/ experiments, or technical processes.
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.	<p>CC6-8WH/SS/S/TS1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC6-8WH/SS/S/TS2e Establish and maintain a formal style and objective tone.</p> <p>CC9-10WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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).</p> <p>CC11-12WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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).</p>
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.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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.	<p>CC6-8WH/SS/S/TS1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC6-8WH/SS/S/TS2e Establish and maintain a formal style and objective tone.</p> <p>CC9-10WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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).</p> <p>CC11-12WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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).</p>
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.	<p>CC6-8WH/SS/S/TS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC6-8WH/SS/S/TS5 With some guidance and support from peers and adults, develop and strengthen writing as</p>

	<p>needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC9-10WH/SS/S/TS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC11-12WH/SS/S/TS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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.	
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.	<p>CC6-8WH/SS/S/TS1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC6-8WH/SS/S/TS2e Establish and maintain a formal style and objective tone.</p> <p>CC9-10WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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).</p> <p>CC11-12WH/SS/S/TS1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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).</p>
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.	