

The Alabama Library Media Crosswalk



Alabama's College and Career Ready Standards English Language Arts 2nd Grade

Librarian Name: _____

School Name: _____

2nd Grade Reading Standards for Literature

CCRS STANDARD	AASL Standard Crosswalk	Librarian Teaches	Librarian Collaborates/ Co-Teaches	Lesson Notes/Tools
Key Ideas and Details				
<p>1.) Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. [RL.2.1]</p> <p>a. Infer the main idea and supporting details in narrative texts. (Alabama)</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</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>2.) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>			

3.) Describe how characters in a story respond to major events and challenges. [RL.2.3]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
Craft & Structure				
4.) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres			
5.) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
6.) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.2.6]	4.1.3 Use writing and speaking skills to communicate new understandings effectively.			
Integration of Knowledge and Ideas				
7.) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres			
8.) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [RL.2.9]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres			

Range of reading and level of complexity

9.) By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]

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

Reading Standards for Informational Text

Key Ideas and Details

10.) Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. [RI.2.1]	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			
11.) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [RI.2.2]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.			
12.) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions,			

	<p>main and supporting ideas, conflicting information, and point of view or bias.</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>			
Craft and Structure				
13.) Determine the meaning of words and phrases in a text relevant to a <i>Grade 2 topic or subject area</i> . [RI.2.4]				
14.) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. [RI.2.5]	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			
15.) Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]	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.			
Integration of Knowledge and Ideas				
16.) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [RI.2.7]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in			

	<p>order to make inferences and gather meaning.</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>			
17.) Describe how reasons support specific points the author makes in a text. [RI.2.8]	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations			
18.) Compare and contrast the most important points presented by two texts on the same topic. [RI.2.9]	<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>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations</p>			

Range of Reading and Level of Complexity

19.) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]

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.

Reading Standards: Foundational Skills

Phonological Awareness

20.) Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]

a. Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]

b. Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]

c. Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]

d. Decode words with common prefixes and suffixes. [RF.2.3d]

e. Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]

f. Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]

Fluency

21.) Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]

a. Read on-level text with purpose and understanding. [RF.2.4a]	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.			
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]				
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]				

Writing Standards

Text Types and Purposes

<p>22.) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. [W.2.1]</p> <p>a. Write free verse poetry to express ideas. (Alabama)</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>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>			
<p>23.) Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [W.2.2]</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>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			
<p>24.) Write narratives in which they recount a well-elaborated event or short sequence of events, include</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create</p>			

<p>details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. [W.2.3]</p>	<p>products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p>			
Production and Distribution of Writing				
<p>25.) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p>			
<p>26.) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.2.6]</p>	<p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p>			

Research to Build and Present Knowledge

<p>27.) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). [W.2.7]</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>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.3 Demonstrate teamwork by working productively with others</p>			
<p>28.) Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</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>			

	2.3.1 Connect understanding to the real world.			
--	--	--	--	--

Speaking and Listening Standards

Comprehension and Collaboration

<p>29.) Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups. [SL.2.1]</p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p>			
---	---	--	--	--

<p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]</p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p>			
<p>b. Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop</p>			

	<p>new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others</p>			
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]</p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4.4 Seek appropriate help when needed.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p>			

	3.1.2 Participate and collaborate as members of a social and intellectual network of learners.			
30.) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]	<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>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>			
31.) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [SL.2.3]	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</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>1.4.4 Seek appropriate help when needed.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>			
Presentation of Knowledge and Ideas				
32.) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.			
33.) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. [SL.2.5]	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>4.1.8 Use creative and artistic formats to express personal learning.</p>			
34.) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards				

35 and 37 for specific expectations.) [SL.2.6]				
--	--	--	--	--

Language Standards

Conventions of Standard English

<p>35.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]</p> <p>a. Use collective nouns (e.g., <i>group</i>). [L.2.1a]</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). [L.2.1b]</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). [L.2.1c]</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). [L.2.1d]</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). [L.2.1f]</p>				
<p>36.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]</p>				

a. Capitalize holidays, product names, and geographic names. [L.2.2a]				
b. Use commas in greetings and closings of letters. [L.2.2b]				
c. Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]				
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]				
e. Form uppercase and lowercase letters in cursive. (Alabama)				
f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.2.2e]	1.1.4 Find, evaluate, and select appropriate sources to answer questions.			
Knowledge of Language				
37.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3] a. Compare formal and informal uses of English. [L.2.3a]				
Vocabulary Acquisition and Use				
38.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content,				

choosing flexibly from an array of strategies. [L.2.4]				
a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]				
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). [L.2.4b]				
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). [L.2.4c]				
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). [L.2.4d]				
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [L.2.4e]	1.1.4 Find, evaluate, and select appropriate sources to answer questions.			
39.) Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]				
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [L.2.5a]				

b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). [L.2.5b]				
40.) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). [L.2.6]				

PERMISSIONS:

From <http://corestandards.org/public-license>:

The NGA Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) hereby grant a limited, non-exclusive, royalty-free license to copy, publish, distribute, and display the Common Core State Standards for purposes that support the Common Core State Standards Initiative. These uses may involve the Common Core State Standards as a whole or selected excerpts or portions.

The introduction, and *some* chart formatting are © Copyright 2012 by Kristin Fontichiaro and released under a Creative Commons Attribution 3.0 license(<http://creativecommons.org/licenses/by/3.0/>).

Excerpted from Standards for the 21st-Century Learner by the American Association of School Librarians, a division of the American Library Association, copyright © 2007 American Library Association. Available for download at www.ala.org/aasl/standards. Used with permission.

The Alabama Course of Study can be found at http://alex.state.al.us/staticfiles/2010_Alabama_English_Language_Arts_Course_of_Study.pdf.

The Quality Core crosswalk to the Alabama 2010 ELA COS is located at:

<http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/QC%20to%2010%20revised.pdf>

Any additions to these pieces are copyrighted by the person whose name appears on the cover of this document. (D. Coe) You are free to copy, distribute, transmit and adapt/remix the work under the following conditions: *Attribution — You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).