

# The Alabama Library Media Crosswalk



## Alabama's College and Career Ready Standards English Language Arts Grade 5

Prepared By: (School Librarian)

For: (School Name)

## Fifth Grade - Reading Standards for Literature

| CCRS STANDARD   | AASL Standard Crosswalk   | Librarian teaches | Librarian Collaborates | Lesson Notes/Tools |
|---|---|-------------------|------------------------|--------------------|
| <b>Key Ideas and Details</b>  |   |                   |                        |                    |
| <p>1.) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]</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>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>2.) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. [RL.5.2]</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>   |                   |                        |                    |

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|   | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |  |  |  |
| 3.) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3] |  |  |  |  |
| <b>Craft and Structure</b>  |  |  |  |  |
| 4.) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [RL.5.4]                            |  |  |  |  |
| 5.) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5]                     |  |  |  |  |
| 6.) Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6]  |  |  |  |  |

| <b>Integration of Knowledge and Ideas</b>   |   |  |  |  |
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| 7.) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). [RL.5.7]   | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres   |  |  |  |
| 8.) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9]   | 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. |  |  |  |
| <b>Range of Reading and Level of Text Complexity</b>  |   |  |  |  |
| 9.) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RL.5.10] | 4.1.1 Read, view, and listen for pleasure and personal growth.<br><br>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.    |  |  |  |

# Reading Standards for Informational Text

## Key Ideas and Details

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| <p>10.) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]</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>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p>  |  |  |  |
| <p>11.) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2]</p>   |   |  |  |  |
| <p>12.) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [RI.5.3]</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>2.1.1 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</p> |  |  |  |

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|  | conclusions, and create new knowledge.   |  |  |  |
| <b>Craft and Structure</b>   |  |  |  |  |
| 13.) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. [RI.5.4]   |  |  |  |  |
| 14.) Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts. [RI.5.5] |  |  |  |  |
| 15.) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [RI.5.6]   | <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>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence</p> |  |  |  |
| <b>Integration of Knowledge and Ideas</b>  |  |  |  |  |
| 16.) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or  | 1.1.4 Find, evaluate, and select appropriate sources to answer questions.  |  |  |  |

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| <p>to solve a problem efficiently. [RI.5.7]</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>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>17.) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8]</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>18.) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [RI.5.9]</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>               |  |  |  |

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|   | <p>2.1.2 Organize knowledge so that it is useful.</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> |  |  |  |
| <b>Range of Reading and Level of Text Complexity</b>  |  |  |  |  |
| <p>19.) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.<br/>[RI.5.10]</p> |  |  |  |  |

# Reading Standards: Foundational Skills

## Phonics and Word Recognition

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| 20.) Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]   |  |  |  |  |
| a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a] |  |  |  |  |

## Fluency

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| 21.) Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]  |  |  |  |  |
| a. Read on-level text with purpose and understanding. [RF.5.4a]  |  |  |  |  |
| b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b] |  |  |  |  |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]            |  |  |  |  |

# Writing Standards

## Text Types and Purposes

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| <p>22.) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br/>[W.5.1]</p>  | <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>2.1.2 Organize knowledge so that it is useful.</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>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> |  |  |  |
| <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.<br/>[W.5.1a]</p> |  |  |  |  |

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| b. Provide logically ordered reasons that are supported by facts and details. [W.5.1b]  |   |  |  |  |
| c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ). [W.5.1c]  |   |  |  |  |
| d. Provide a concluding statement or section related to the opinion presented. [W.5.1d]   |   |  |  |  |
| 23.) Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]  | <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>2.1.2 Organize knowledge so that it is useful.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> |  |  |  |
| a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when |   |  |  |  |

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| useful to aiding comprehension.<br>[W.5.2a]   |  |  |  |  |
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>[W.5.2b]   |  |  |  |  |
| c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ). [W.5.2c]   |  |  |  |  |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>[W.5.2d]  |  |  |  |  |
| e. Provide a concluding statement or section related to the information or explanation presented. [W.5.2e]  |  |  |  |  |
| 24.) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.5.3]  |  |  |  |  |
| <b>Production and Distribution of Writing</b>   |  |  |  |  |
| 25.) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.5.4] | 2.1.2 Organize knowledge so that it is useful. |  |  |  |

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| <p>26.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-5.) [W.5.5]</p>        | <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p>  |  |  |  |
| <p>27.) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [W.5.6]</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>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</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> |  |  |  |

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|  | <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</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>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> |  |  |  |
| <b>Research to Build and Present Knowledge</b>   |  |  |  |  |
| <p>28.) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [W.5.7]</p> | <p>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> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p>   |  |  |  |

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|  | <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>1.2.1 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 information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>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.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions,</p> |  |  |  |
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|  | <p>changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p>  |  |  |  |
| <p>29.) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. [W.5.8]</p> | <p>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> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</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>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> |  |  |  |

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|   | <p>1.3.5 Use information technology responsibly.</p> <p>2.1.2 Organize knowledge so that it is useful.</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>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> |  |  |  |
| <p>30.) Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.5.9]</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>a. Apply <i>Grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in</p> |  |  |  |  |

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| the text [e.g., how characters interact]"). [W.5.9a]  |  |  |  |  |
| b. Apply <i>Grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). [W.5.9b]          | 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   |  |  |  |
| <b>Range of Writing</b>   |  |  |  |  |
| 31.) Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.5.10] | <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</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>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> |  |  |  |

# Speaking and Listening Standards

## Comprehension and Collaboration

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| <p>32.) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. [SL.5.1]</p> | <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p>  |  |  |  |
| <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.5.1a]</p>                                 |  |  |  |  |
| <p>b. Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]</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>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c]</p>  | <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p>  |  |  |  |
| <p>d. Review the key ideas expressed and draw conclusions in light of</p>  | <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p>  |  |  |  |

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| <p>information and knowledge gained from the discussions. [SL.5.1d]</p>   | <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>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> |  |  |  |
| <p>33.) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2]</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>34.) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [SL.5.3]</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>   |  |  |  |

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|   | 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.   |  |  |  |
| <b>Presentation of Knowledge and Ideas</b>  |   |  |  |  |
| 35.) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.5.4] |   |  |  |  |
| 36.) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]   | <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</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> |  |  |  |

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|  | <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>37.) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 38 and 40 for specific expectations.)<br/>[SL.5.6]</p> |  |  |  |  |

# Language Standards

## Conventions of Standard English

38.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.5.1]

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1a]

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. [L.5.1b]

c. Use verb tense to convey various times, sequences, states, and conditions. [L.5.1c]

d. Recognize and correct inappropriate shifts in verb tense.\* [L.5.1d]

e. Use correlative conjunctions (e.g., either/or, neither/nor). [L.5.1e]

39.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.5.2]

a. Use punctuation to separate items in a series.\* [L.5.2a]

b. Use a comma to separate an introductory element from the rest of the sentence. [L.5.2b]

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| <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). [L.5.2c]</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works. [L.5.2d]</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]</p> |  |  |  |  |
| <b>Knowledge of Language</b>   |  |  |  |  |
| <p>40.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]</p> <p>a. Expand, combine, and reduce sentences for meaning, reader or listener interest, and style. [L.5.3a]</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. [L.5.3b]</p>   |  |  |  |  |
| <b>Vocabulary Acquisition and Use</b>  |  |  |  |  |
| <p>41.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 5 reading and content</i>, choosing flexibly from a range of strategies. [L.5.4]</p>  |  |  |  |  |

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| <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). [L.5.4b]</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.5.4c]</p> |  |  |  |
| <p>42.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]a. Interpret figurative language, including similes and metaphors, in context. [L.5.5a]</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b]</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c]</p>   |  |  |  |

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| 43.) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). [L.5.6] |  |  |  |
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