

The Alabama Library Media Crosswalk



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

1st Grade Reading Standards for Literature

CCRS STANDARD	AASL Standard Crosswalk	Librarian Teaches	Librarian Collaborates/Co-Teaches	Lesson Notes/Tools
Key Ideas and Details				
1.) Ask and answer questions about key details in a text. [RL.1.1]	1.1.3 Develop and refine a range of questions to frame search for new understanding. 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.			
Make predictions from text clues. (Alabama)				

<p>2.) Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>			
<p>3.) Describe characters, settings, and major events in a story, using key details. [RL.1.3]</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres</p>			
Craft & Structure				
<p>4.) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>			
<p>5.) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. [RL.1.5]</p>	<p>4.3.2 Recognize that resources are created for a variety of purposes.</p>			

6.) Identify who is telling the story at various points in a text. [RL.1.6]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres			
Integration of Knowledge and Ideas				
7.) Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
8.) Compare and contrast the adventures and experiences of characters in stories. [RL.1.9]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
Range of reading and level of complexity				
9.) With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]	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

10.) Ask and answer questions about key details in a text. [RI.1.1]	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 and retell key details of a text. [RI.1.2]	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 two individuals,	1.1.6 Read, view, and listen for information			

<p>events, ideas, or pieces of information in a text. [RI.1.3]</p>	<p>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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Craft and Structure

<p>13.) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. [RI.1.4]</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p>			
<p>14.) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. [RI.1.5]</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>15.) Distinguish between information provided by</p>	<p>1.1.6 Read, view, and listen for information</p>			

<p>pictures or other illustrations and information provided by the words in a text. [RI.1.6]</p>	<p>presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>			
<p>Integration of Knowledge and Ideas</p>				
<p>16.) Use the illustrations and details in a text to describe its key ideas. [RI.1.7]</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>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>			
<p>17.) Identify the reasons an author gives to support points in a text. [RI.1.8]</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>18.) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.1.9]</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>			
Range of Reading and Level of Complexity				
<p>19.) With prompting and support, read informational texts appropriately complex for Grade 1. [RI.1.10]</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>			

Reading Standards: Foundational Skills

Print Concepts

20.) Demonstrate understanding of the organization and basic features of print. [RF.1.1]				
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [RF.1.1a]				

Phonological Awareness

21.) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]				
a. Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]				
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]				

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]				
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). [RF.1.2d]				
Phonics and Word Recognition				
22.) Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]				
a. Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]				
b. Decode regularly spelled one-syllable words. [RF.1.3b]				
c. Know final -e and common vowel team conventions for representing long vowel sounds. [RF.1.3c]				
d. Use knowledge that every syllable must have a vowel sound to determine the				

number of syllables in a printed word. [RF.1.3d]				
e. Decode two-syllable words following basic patterns by breaking the words into syllables. [RF.1.3e]				
f. Read words with inflectional endings. [RF.1.3f]				
g. Recognize and read grade-appropriate irregularly spelled words. [RF.1.3g]				
Fluency				
23.) Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]				
a. Read on-level text with purpose and understanding. [RF.1.4a]	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.1.4b]				

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]

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Writing Standards

Text Types and Purposes

<p>24.) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. [W.1.1]</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>Write simple poems addressing a topic. (Alabama)</p>				
<p>25.) Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2]</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that</p>			

	<p>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>			
26.) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]	<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>			
Production and Distribution of Writing				
27.) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.			

<p>28.) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.1.6]</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>			
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Research to Build and Present Knowledge

<p>29.) Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). [W.1.7]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order</p>			
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	<p>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>30.) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.1.8]</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</p>			

	<p>to make inferences and gather meaning.</p> <p>2.3.1 Connect understanding to the real world</p>			
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Speaking and Listening Standards

Comprehension and Collaboration

31.) Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. [SL.1.1]

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

	<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., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]</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 responding to the comments of others through multiple exchanges. [SL.1.1b]</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 new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members</p>			

	<p>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 questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]</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>32.) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [SL.1.2]</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</p>			

	<p>(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>			
<p>33.) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]</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>1.4.4 Seek appropriate help when needed.</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>			
Presentation of Knowledge and Ideas				
<p>34.) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [SL.1.4]</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>35.) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [SL.1.5]</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>36.) Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations.) [SL.1.6]</p>				
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Language Standards

Conventions of Standard English

37.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]

a. Print all uppercase and lowercase letters. [L.1.1a]

b. Use common, proper, and possessive nouns. [L.1.1b]

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). [L.1.1c]

d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). [L.1.1d]

e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). [L.1.1e]

f. Use frequently occurring adjectives. [L.1.1f]

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). [L.1.1g]

<p>h. Use determiners (e.g., articles, demonstratives). [L.1.1h]</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward). [L.1.1i]</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]</p>				
<p>38.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]</p>				
<p>a. Capitalize dates and names of people. [L.1.2a]</p>				
<p>b. Use end punctuation for sentences. [L.1.2b]</p>				
<p>c. Use commas in dates and to separate single words in a series. [L.1.2c]</p>				
<p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]</p>				
<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]</p>				

Vocabulary Acquisition and Use

<p>39.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies. [L.1.4]</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p>			
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]</p>				
<p>b. Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b]</p>				
<p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). [L.1.4c]</p>				
<p>d. Apply alphabetical order to the first letter of words to access information. (Alabama)</p>				
<p>40.) With guidance and support from adults, demonstrate understanding of word relationships and</p>				

nuances in word meanings. [L.1.5]				
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a]				
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). [L.1.5b]				
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). [L.1.5c]				
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. [L.1.5d]				

41.) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
[L.1.6]

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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>

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