The Alabama Library Media Crosswalk

Alabama's College and Career Ready Standards

English Language Arts

Kindergarten

Prepared by: (Librarians Name)

For: (School Name)

<<date>>>

Dear Administrator/Principal:

The <<schoolname>>> Library is continuing its long tradition of supporting student growth in information literacy and research skills, as well as providing ongoing support, materials, and technology integration to all subject areas.

In this document, I review the Alabama College and Career Ready standards for Kindergarten and identify those standards for which the librarian can leverage resources and instructional expertise in support of this multi-state initiative.

<<<Here, identify some major existing practices of the library/librarian that dovetail with major ideas you provide.>>>

I look forward to talking further with you about our work together.

Sincerely,

<<<your signature>>>

<<<yourname>>>

School Librarian

<<<nameofschool>>>

<<<email address>>>

<<<phone number>>

DCoe 5-18-2013/07/26/2013

Kindergarten - Reading Standards for Literature

CCRS STANDARD	AASL Standard Crosswalk	Librarian teaches alone	Librarian/Teacher collaborate	Lesson Notes/Tools
Key Ideas and Details				
1.) With prompting and support, ask and answer questions about key details in a text. [RL.K.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			
a. Make predictions to determine main idea and anticipate an ending. (Alabama)				
2.) With prompting and support, retell familiar stories, including key details. [RL.K.2]	3.1.3 Use writing and speaking skills to communicate new understandings effectively.			
3.) With prompting and support, identify characters, settings, and major events in a story. [RL.K.3]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			

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Craft and Structure

4.) Ask and answer questions about unknown words in a text. [RL.K.4]	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.			
5.) Recognize common types of texts (e.g., storybooks, poems). [RL.K.5]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.3.2 Recognize that resources are created for a variety of purposes.			
6.) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [RL.K.6]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			

Integration of Knowledge and Ideas

7.) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [RL.K.7	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres			
8.) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RL.K.9]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			

Range of Reading and Level of Text Complexity

9.) Actively engage in group reading activities with purpose and understanding. [RL.K.10	3.1.2 Participate and collaborate as members of a social and intellectual network of learners.			

	3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community			

Reading Standards for Informational Text

Key Ideas and Details

10.) With prompting and support, ask and answer questions about key details in a text. [RI.K.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.) With prompting and support, identify the main topic and retell key details of a text. [RI.K.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.) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.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, main and supporting ideas, conflicting information, and point of view or bias			
Craft and Structure				
13.) With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4]	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.			
14.) Identify the front cover, back cover, and title page of a book. [RI.K.5]				
15.) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [RI.K.6]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres			
Integration of Knowledge and Ideas				
16.) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [RI.K.7]	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. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres			
17.) With prompting and support, identify the reasons an author gives to support points in a text.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual,			

[RI.K.8]	visual, media, digital) in order to make inferences and gather meaning.			
18.) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.K.9]	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.			
Range of Reading and Level of Text Complexity				
19.) Actively engage in group reading activities with purpose and understanding. [RI.K.10]	3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.			

Reading Standards: Foundational Skills

Print Concepts				
20.) Demonstrate understanding of the organization and basic features of print. [RF.K.1				

a. Follow words from left to right, top to bottom, and page by page. [RF.K.1a			
b. Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b			
c. Understand that words are separated by spaces in print. [RF.K.1c			
d. Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d]			
Phonological Awareness			
21.) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2]			
a. Recognize and produce rhyming words. [RF.K.2a]			
b. Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b]			
c. Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c]			
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the			

spelling of the word.) [RF.K.2d]				
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e]				
Phonics and Word Recognition				
22.) Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3]				
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a]				
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b]				
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [RF.K.3c]				
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d]				
Fluency				
23.) Read emergent-reader texts with purpose and understanding. [RF.K.4]	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.			

Writing Standards

Text Types and Purposes

24.) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is …). [W.K.1]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
25.) Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. [W.K.2]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to			

	organize and display knowledge and understanding in ways that others can view, use, and assess. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres			
26.) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [W.K.3]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.			
Production and Distribution of Writing				
27.) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [W.K.5]	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.			
28.) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.K.6]	2.1.4 Use technology and other information tools to analyze and organize information. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products			

	that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.2.3 Demonstrate teamwork by working productively with others.			
Research to Build and Present Knowledge				
29.) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [W.K.7]	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. 1.1.9 Collaborate with others to broaden and deepen understanding. 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. 3.2.3 Demonstrate teamwork by working productively with others.			
30.) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.K.8]	1.1.2 Use prior and background knowledge as context for new learning. 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. 2.3.1 Connect understanding to the real world. 4.1.5 Connect ideas to own interests and previous knowledge and experience			

Speaking and Listening Standards

Comprehension and Collaboration

31.) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.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. 1.4.3 Monitor gathered information and assess for gaps or weaknesses. 1.4.4 Seek appropriate help when needed. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.			

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a]	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. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.			
b. Continue a conversation through multiple exchanges. [SL.K.1b]	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.			
32.) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	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,			

[SL.K.2]	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. 1.4.4 Seek appropriate help when needed. 2.4.1 Determine how to act on information (accept, reject, modify). 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.			
33.) Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3]	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 1.4.4 Seek appropriate help when needed. 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.			
Presentation of Knowledge and Ideas				
34.) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.			
35.) Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.			
36.) Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6]	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.			

Language Standards

Conventions of Standard English				
37.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.K.1]				

a. Print many uppercase and lowercase letters. [L.K.1a]				
b. Use frequently occurring nouns and verbs. [L.K.1b]				
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [L.K.1c]				
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [L.K.1d]	1.1.3 Develop and refine a range of questions to frame search for new understanding.			
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [L.K.1e]				
f. Produce and expand complete sentences in shared language activities. [L.K.1f]				
38.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.K.2]				
a. Capitalize the first word in a sentence and the pronoun I. [L.K.2a]				
b. Recognize and name end punctuation. [L.K.2b]				
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c]				
d. Spell simple words phonetically, drawing on knowledge of sound-				

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letter relationships. [L.K.2d]				
Vocabulary Acquisition and Use				
39.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. [L.K.4]	1.1.2 Use prior and background knowledge as context for new learning.			
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). [L.K.4a]				
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. [L.K.4b]				
40.) With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5]				
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.K.5a]				
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b]				
c. Identify real-life connections between words and their use (e.g.,				

note places at school that are colorful). [L.K.5c]				
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [L.K.5d]				
41.) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [L.K.6]				

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