

**Curriculum Alignment
of
Skinner Elementary Montessori and Washington State EALRs**

Reading: Grade 3– Age 8

Your child will be introduced to:

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<p>EALR 1: The student understands and uses different skills and strategies to read.</p> <p>Component 1.1 Use word recognition skills and strategies to read and comprehend text. 1.1.4 Apply understanding of phonics. Read words containing complex <u>letter patterns</u> and/or <u>word families</u> (e.g., -ieve, -eive, -ield) in isolation and in context. Apply multi-syllabic decoding when reading words in all text.</p> <p>Component 1.2 Use vocabulary (word meaning) strategies to comprehend text. 1.2.1 Apply reference skills to determine word meanings. Use glossaries and dictionaries to find and confirm word meanings. 1.2.2 Apply <u>vocabulary strategies</u> in grade-level text. Use the meanings of <u>prefixes</u>, <u>suffixes</u>, and abbreviated words to determine the meaning of unknown words in grade-level text. Describe how word meanings change as <u>affixes</u> are added to base words (e.g., rest/unrest/restful). Re-read to clarify, read on, ask for help, adjust reading rate, and use knowledge of <u>print conventions</u> to determine meaning of unknown words in <u>informational/expository text</u> and <u>literary/narrative text</u>. Use <u>prior knowledge</u>, context, pictures, illustrations, and diagrams to <u>predict</u>, clarify, and/or expand word meaning, including <u>multiple-meaning words</u>.</p> <p>Component 1.3 Build vocabulary through wide reading. 1.3.1 Understand and apply new vocabulary. Use new vocabulary from <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities, in own oral and written communication. 1.3.2 Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text. W Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text. Select, from multiple choices, the meaning of words necessary to understand content/academic text. Explain that some words have a different meaning in different content/academic texts (e.g., <i>area</i> in math and geography). Use new vocabulary in oral and written communication.</p>	<p style="text-align: center;"><u>I. Foundational Skills</u></p> <p>Decode words in grade level text</p> <ul style="list-style-type: none"> • Sound out common word parts • Break words into familiar parts • Use word meanings and order in sentences to confirm decoding efforts <p>Develop and apply vocabulary through exposure to a variety of text</p> <ul style="list-style-type: none"> • Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation <p>Understand, acquire, and use new vocabulary</p> <ul style="list-style-type: none"> • Use context to determine the meanings of words • Use word structure to determine the meaning of words • Use resources to determine the meanings of words • Use new vocabulary in speaking and writing to gain and extend content knowledge <p>Read fluently from familiar text</p> <ul style="list-style-type: none"> • Listen to models of fluent reading • Read familiar text at a rate that is conversational and consistent <p>Read grade-level text accurately</p> <ul style="list-style-type: none"> • Reread and self-correct while reading • Decode words automatically • Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction • Increase sight words read fluently <p>Read grade-level text with expression</p> <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in a text • Use punctuation cues to guide meaning and expression • Use pacing and intonation (emphasis on certain words) to convey meaning and expression • Adjust intonation and pitch (rise and fall of spoken voice) appropriately to convey meaning and expression

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<p>Component 1.4 Apply word recognition skills and strategies to read fluently. 1.4.2 Apply <u>fluency</u> to enhance comprehension. Read aloud familiar grade-level <u>informational/expository text</u> and <u>literary/narrative text</u> accurately, using appropriate pacing, phrasing, and expression. Read aloud unpracticed grade-level text with fluency in a range of 110–120+ words correct per minute.</p> <p>1.4.3 Apply different reading rates to match text. Adjust reading rate to match difficulty of texts (e.g., content/academic text) and for different purposes (e.g., pleasure reading vs. reading for information).</p> <p>EALR 2: The student understands the meaning of what is read.</p> <p>Component 2.1 Demonstrate evidence of reading comprehension 2.1.3 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: determine importance using <u>theme, main ideas, and supporting details</u> in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>. W State main idea of an <u>informational/expository text</u> passage and give two reasons from the text supporting the choice. State the main idea of a <u>literary/narrative text</u> passage and support with two details from the story. Select, from multiple choices, the main idea of a passage, poem, or selection. Select, from multiple choices, a title that best fits the selection and support the choice with text evidence/details. State the theme/message in <u>culturally relevant literary/narrative text</u> and support with text-based evidence with teacher guidance. Organize main ideas and supporting details in a teacher-selected <u>graphic organizer</u> to enhance comprehension of text.</p> <p>2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge/schema</u>. Explain connections between self and characters, events, and information occurring within <u>culturally relevant text</u> or among multiple texts. Call on <u>prior knowledge</u> about a topic and organize information into a <u>graphic organizer</u> to aid in comprehension of text</p> <p>2.1.5 Apply <u>comprehension strategies</u> before, during, and after reading: <u>predict</u> and <u>infer</u> from grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>. W</p>	<p><u>II. General Reading Comprehension</u> Develop comprehension skills through exposure to a variety of texts</p> <ul style="list-style-type: none"> Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background <p>Use strategies to prepare for reading (before reading)</p> <ul style="list-style-type: none"> Survey and preview the text by examining features, such as the title, picture, illustrations, photographs, charts, and graphs Set a purpose for reading the text Make predictions and ask questions about the text Make connections to the text from prior knowledge and experiences <p>Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> Reread the difficult parts slowly and carefully Use own words to restate the difficult part Read on and revisit the difficult part Make, confirm, or adjust predictions Look back through the text to search for connections between and among ideas Periodically summarize while reading Periodically paraphrase important ideas or information Visualize what was read for deeper understanding Explain personal connections to the idea or information in the text <p>Use strategies to demonstrate the understanding of the text (after reading)</p> <ul style="list-style-type: none"> Identify and explain the main idea Identify and explain what is directly stated in the text Identify and explain what is not directly stated in the text by drawing inferences Draw conclusions based on the text and prior knowledge Confirm, refute, or make predictions and form new ideas Paraphrase the main idea Summarize Connect the text to prior knowledge or personal experience <p><u>III. Comprehension of Informational Text</u></p> <p>Develop comprehension skills by reading a variety of self-selected and assigned informational text</p> <ul style="list-style-type: none"> Read, use and identify the characteristics of non-fiction materials to gain information and content knowledge Select and read to gain information from personal interest materials, such as brochures, books, magazines, catalogues and cookbooks

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<p>Predict or infer about text content using prior knowledge, text, and text features in both informational/expository and literary/narrative text. Support with evidence from text (e.g., how a character will act, why a character acts a certain way, why an author includes certain information, and what might happen next).</p> <p>Use text to make, confirm, or revise <u>inferences</u> and <u>predictions</u> in both literary/narrative and informational/expository text.</p> <p>Select, from multiple choices, a prediction or inference from <u>literary/narrative text</u> (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).</p> <p>Select, from multiple choices, a prediction or inference from <u>informational/expository text</u> (e.g., what is likely to happen, or what will happen next).</p> <p>Organize information that supports a prediction or inference in a teacher-selected <u>graphic organizer</u> to enhance comprehension.</p> <p>2.1.6 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions.</p> <p>Monitor for meaning by identifying where and why comprehension was lost and use <u>comprehension-repair strategies</u> to regain meaning.</p> <p>Generate and answer questions before, during, and after reading.</p> <p>Draw, write about, or verbally describe the <u>mental imagery</u> that occurs while reading.</p> <p>Organize images and information into a graphic organizer with teacher guidance, to enhance comprehension of text (e.g., add information to a partially completed organizer).</p> <p>2.1.7 Apply <u>comprehension strategies</u> during and after reading: summarize grade-level <u>literary/narrative text</u> and <u>informational/expository text</u>. W</p> <p>Summarize the events or ideas in <u>literary/narrative text</u>, citing text-based evidence.</p> <p>Summarize the events, information, or ideas in <u>informational/expository text</u> (e.g., the life cycle of a frog, characteristics of a desert, life events in a biography), citing text-based evidence.</p> <p>Summarize the plot/message in culturally relevant <u>literary/narrative text</u>.</p> <p>Select, from multiple choices, a sentence that best summarizes the story or informational/expository selection and support the choice with text evidence/details.</p> <p>Organize summary information in a teacher-selected <u>graphic organizer</u> to enhance comprehension.</p> <p>Component 2.2 Understand and apply knowledge of text components to comprehend text.</p> <p>2.2.1 Understand sequence in <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <p>Explain story ideas or events in <u>sequential</u> order. (Note: Differences in story telling order exist between cultures. For example, in some cultures the end of the story is told first.)</p>	<p>Identify and use text features to facilitate understanding of informational text</p> <ul style="list-style-type: none"> • Use print features • Use graphic aids • Use informational aids • Use organizational aids <p>Refer to Grade 2, pages 4 and 5 for a complete listing</p> <p>Develop knowledge of organizational structure of informational text to understand what is read</p> <ul style="list-style-type: none"> • Identify and analyze the organization of text • Identify and use words and phrases associated with common organizational patterns <p>Determine important ideas and messages in informational texts</p> <ul style="list-style-type: none"> • Identify and explain the author's/text's purpose and intended audience • Identify and explain the author's opinion • State and support main ideas and messages • Summarize or paraphrase • Identify and explain information not related to the main idea • Identify and explain relationships between and among ideas • Draw conclusions and inferences and make generalizations and predictions from text • Distinguish between a fact and an opinion • Identify and explain how someone might use the text • Connect the text to prior knowledge or experience <p>Identify and explain the author's use of language</p> <ul style="list-style-type: none"> • Identify and explain specific words or phrases that contribute to meaning of the text • Identify and explain specific words and punctuation that create tone and mood • Identify and explain the effect of repetition of words or phrases <p>Read critically to evaluate informational text</p> <ul style="list-style-type: none"> • Explain whether the text fulfills the reading purpose • Identify and explain additions or changes to format, or features that would make the text easier to understand • Identify and explain what makes the text a reliable source of information • Explain whether or not the author's opinion is presented fairly • Identify and explain information not included in the text • Identify and explain words and other techniques that affect the reader's feelings

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<p>Explain steps in a process (e.g., problem solving in mathematics, life cycle of a butterfly).</p> <p>Select, from multiple choices, the order of ideas, facts, events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).</p> <p>2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text. W</p> <p>Identify and use grade-level appropriate <u>text features</u>.</p> <p>Explain how certain text features help you understand the selection.</p> <p>Interpret information from graphs, charts, diagrams, and tables.</p> <p>Identify, from multiple choices, where certain information/ideas might be found in the text.</p> <p>Use <u>icons</u>, <u>pull-down menus</u>, <u>key word searches</u></p> <p>2.2.4 Apply understanding of simple <u>text organizational structures</u>.</p> <p>Recognize and use previously learned text organizational structures of simple listing and sequential order to aid comprehension.</p> <p>Identify and use text written in the text organizational structures of <i>description</i> and <i>compare and contrast</i> to find and organize information and comprehend text</p> <p>Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text</p> <p>2.3.1 Understand and analyze the relationship between and among <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <p>Compare and contrast information (e.g., facts and details, literary/narrative elements, different versions of the same story, time period, cultures) within text and between texts.</p> <p>Select, from multiple choices, a sentence that describes how specific literary/narrative elements are alike or different in a poem or story (e.g., two characters and/or their feelings, a character and the author, two events, two settings).</p> <p>Select, from multiple choices, a sentence that describes how information is alike or different (e.g., information from two selections).</p> <p>Recognize and explain cause and effect relationships in <u>informational/expository</u> and <u>literary/narrative text</u>, using evidence from the text.</p> <p>Select, from multiple choices, a sentence that explains the cause of events or the effects of actions</p> <p>2.3.2 Apply understanding of systems for organizing information.</p> <p>Use alphabetical, numerical, and key word/topic systems to locate information on a specific topic or for a specific purpose in an encyclopedia or dictionary.</p> <p>2.3.3 Understand <u>literary/narrative devices</u>.</p> <p>Explain <u>similes</u>, <u>metaphors</u>, <u>alliterative sentences</u>, and <u>onomatopoeia</u> and identify each in literary/narrative passages</p>	<p style="text-align: center;"><u>IV. Comprehension of Literary Text</u></p> <p>Develop comprehension skills by reading a variety of self-selected and assigned literary text</p> <ul style="list-style-type: none"> Identify characteristics of different types of fictional literary texts, such as plays, poems, and stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction) Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities <p>Use text features to facilitate understanding of literary text</p> <ul style="list-style-type: none"> Identify and explain how organizational aids contribute to meaning Identify and explain how graphic aids contribute to meaning Identify and explain how informational aids contribute to meaning <p>Refer to Grade I, page 6, for a complete listing</p> <p>Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> Identify and distinguish among types of narrative texts Identify and explain the elements of a story Identify and describe the setting and the mood Identify and analyze the characters Identify and explain relationships between and among characters, setting, and events Identify and describe the narrator <p>Use elements of poetry to facilitate understanding</p> <ul style="list-style-type: none"> Use structural features to identify poems as a literary form Identify and explain the meaning of words, lines, and stanzas Identify and explain sound elements of poetry Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning <p>Use elements of drama to facilitate understanding</p> <ul style="list-style-type: none"> Use structural features to identify a play as a literary form Identify and explain the action of a scene Identify and explain stage directions that help to create character and movement Identify and explain stage directions and dialogue that help to create character

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<p>Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text</p> <p>2.4.1 Understand how to draw conclusions and give a response to <u>informational/expository text</u> and <u>literary/narrative text</u>. W Generate a personal or text-based response to text using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation). Draw a conclusion from grade-level text (e.g., how the story or information might be useful, to whom the story or information might be useful) and support with evidence from the text.</p> <p>2.4.2 Understand the <u>author’s purpose</u> for and style of writing in both <u>informational/expository text</u> and <u>literary/narrative text</u>. W Decide on the author’s purpose for writing a selection and support the decision with evidence/details from the text. Identify simple <u>elements of style</u> (word choice, sentence structure and length, <u>literary devices</u>) (with teacher guidance).</p> <p>2.4.3 Understand the difference between fact and opinion. W Identify facts and opinions and explain the difference between them. Select, from multiple choices, a statement that is a fact or an opinion.</p> <p>2.4.4 Evaluate author’s effectiveness for a chosen audience. Read an article and explain whether the author convinced the reader to think or act differently. W</p> <p>2.4.5 Understand how to <u>generalize</u> from text. W Generalize about common characteristics of literary/narrative <u>sub-genres</u>. Generalize by comparing characters in similar stories from different cultures (e.g., Cinderella/The Rough-Faced Girl or Little Red Riding Hood/Lon Po Po).</p> <p>EALR 3: The student reads different materials for a variety of purposes.</p> <p>Component 3.1 Read to learn new information</p> <p>3.1.1 Understand how to select and use appropriate <u>resources</u>. Identify two resources and use them to answer a question or solve a problem.</p> <p>Component 3.2 Read to perform a task.</p> <p>3.2.1 Understand information gained from reading to perform a specific task. Use signs, labels, and instructions to answer questions or complete a task, using grade-level text. Interpret information from common <u>environmental print</u> to solve a problem or perform a task (e.g., set up and run a science experiment using steps outlined in text).</p>	<p>Determine important ideas and messages in literary texts</p> <ul style="list-style-type: none"> • Identify and explain main ideas in universal themes • Identify and explain a similar idea or theme in more than one text • Retell the text • Summarize • Identify and explain personal connections to the text <p>Identify and describe the author’s use of language</p> <ul style="list-style-type: none"> • Identify and explain how the use of dialogue contributes to a story • Identify and explain specific words and phrases that contribute to meaning • Identify and explain words and punctuation that create tone and mood • Identify and explain figurative language (simile, personification and onomatopoeia) • Identify and explain language that appeals to the senses and feelings • Identify and explain repetition and exaggeration <p>Read critically to evaluate literary text</p> <ul style="list-style-type: none"> • Identify and explain the believability of the characters, actions, and the story’s events • Identify and explain questions that are left unanswered by the text

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<p>3.2.2 Understand a variety of functional documents. Explain the information in functional documents that are used in a school setting to communicate information (e.g., notes home to family members, rules, newsletters, schedules).</p> <p>Component 3.4 Read for literary experience in a variety of genres.</p> <p>3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature. Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.</p> <p>3.4.2 Understand contemporary and traditional literature written in a variety of genres. Explain the characteristics of a variety of genres. Respond to literature from multiple genres using teacher prompts appropriate to the text and content.</p> <p>3.4.3 Understand a variety of literature representing different cultures and traditions. Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.</p> <p>EALR 4: The student sets goals and evaluates progress to improve reading.</p> <p>Component 4.1 Assess reading strengths and need for improvement.</p> <p>4.1.1 Apply strategies to monitor reading progress. Identify reading strengths and weaknesses with teacher assistance and select targets on which to work. Track progress in reading achievement with graphs, charts, and checklists.</p> <p>4.1.2 Understand how to set grade-level appropriate reading goals. Set two reading goals and create a plan to meet those goals with teacher assistance.</p> <p>Component 4.2 Develop interests and share reading experiences.</p> <p>4.2.1 Evaluate authors and books to select favorites. Develop a list of favorite authors and books, including the reason each was selected for the list, and share with others. Self-select books to read at an <u>instructional level</u> and an <u>independent level</u>.</p>	