

Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

Reading: Grade 4– Age 9

Your child will be introduced to:

EALRs	Skinner Elementary Montessori*
<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 <u>phonics</u>. Use multi-syllabic decoding when reading words in all texts.</p> <p>Component 1.2 Use vocabulary (word meaning) strategies to comprehend text 1.2.1 Apply reference skills to define, clarify, and refine word meanings. Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, <u>syllabication</u>, <u>synonyms</u>, <u>antonyms</u>, and parts of speech of words. 1.2.2 Apply <u>vocabulary strategies</u> in grade-level text. Use word origins to determine the meaning of unknown words. Use the meanings of <u>prefixes</u>, <u>suffixes</u>, and abbreviated words to determine the meaning of unknown words in grade-level text. Explain how to derive word meaning from knowledge of <u>affixes</u> and <u>roots</u> (e.g., port: transportation, porter, import, report). Use <u>prior knowledge</u>, the text, <u>context clues</u>, and <u>graphic features</u> of text to <u>predict</u>, clarify, and/or expand word meanings and concepts.</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 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. Explain that some words have a different meaning in different content areas (e.g., concept of <i>shade</i> in science and art). Select, from multiple choices, the meaning of words necessary to understand. Use new vocabulary in oral and written communication and <u>content/academic text</u>.</p> <p>Component 1.4 Apply word recognition skills and strategies to read fluently.</p>	<p><u>I. Foundational Skills</u></p> <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 meanings of words • Use resources to determine the meanings of words • Use new vocabulary in speaking and writing to gain and extend content knowledge <p>Develop and apply vocabulary through exposure to a variety of texts</p> <ul style="list-style-type: none"> • Acquire new vocabulary through listening to, reading independently 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>Reads fluently at an appropriate rate</p> <ul style="list-style-type: none"> • Read familiar text at a rate that is conversational and consistent <p>Read grade-level text with high accuracy, appropriate pacing, intonation, and expression</p> <ul style="list-style-type: none"> • Apply knowledge of word structures and patterns to read with automaticity • Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> -attend to sentence patterns and structures that signal meaning in text -use punctuation cues to guide meaning and expression -use pacing and intonation to convey meaning and expression -adjust intonation and pitch (rise and fall of spoken voice) • Increase sight words read fluently <p><u>II. General Reading Comprehension</u></p> <p>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, gender, disability, religion, and socio-economic background

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<p>1.4.2 Apply <u>fluency</u> to enhance comprehension. Read aloud 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 at a fluency rate of 115–125 words correct per minute.</p> <p>1.4.3 Apply different reading rates to match text. Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., <u>skimming</u> for facts, <u>scanning</u> for key words, and close/careful reading for understanding new or complex ideas).</p> <p>EALR 2: The student understands the meaning of what is read.</p> <p>Component 2.1 Demonstrate evidence of reading comprehension</p> <p>2.1.3 Apply <u>comprehension monitoring strategies</u> 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 the main idea of an <u>informational/expository text</u> passage and provide three or more text-based details that support it. State the main idea of a <u>literary/narrative text</u> passage and support with three details from the story. Select, from multiple choices, the main/major idea of a passage, poem, or selection. State the theme/message in culturally relevant <u>literary/narrative text</u> and support with text-based evidence. 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 a text or among multiple texts. Activate prior knowledge 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 monitoring 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 <u>Predict</u> text content using <u>prior knowledge</u> and <u>text features</u>. Use text and prior knowledge to make, confirm, or revise <u>inferences</u> and <u>predictions</u>. 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). 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). Organize information that supports a prediction or inference in a <u>graphic organizer</u> to enhance comprehension of text.</p>	<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, illustrations, photographs, charts, and graphs Set a purpose for reading Make predictions and ask questions about the text Make connections to the text from prior knowledge or 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 Skim the text to search for connections between and among ideas Make, confirm, or adjust predictions Periodically summarize while reading Periodically paraphrase while reading Visualize what was read for deeper understanding Use a graphic organizer or another note-taking technique to record important ideas or information Explain personal connections to the ideas or information in the text <p>Use strategies to demonstrate 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 or make generalizations about the text Confirm, refute, or make predictions and form new ideas Paraphrase the main idea Summarize Connect the text to prior knowledge or personal experience <p>III. <u>Comprehension of Informational Text</u></p> <p>Develop comprehension skills by reading a variety of self-selected and assigned print</p> <ul style="list-style-type: none"> Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge Select and read to gain information from personal interest materials, such as, brochures, books, magazines, cookbooks, and catalogs <p>Identify and use text features to facilitate understanding of informational texts</p> <ul style="list-style-type: none"> Use print features Use graphic aids Use informational aids Use organizational aids Identify and explain the contributions of text features to meaning

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<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 in grade-level informational/expository text and/or literary/narrative text. Monitor for meaning by identifying where and why comprehension was lost and use <u>comprehension-repair strategies</u> to regain meaning. Generate and answer questions before, during, and after reading. Draw, write about, or verbally describe the <u>mental imagery</u> that occurs while reading. Organize information to monitor for meaning; generate and answer questions in a teacher-selected <u>graphic organizer</u> to enhance comprehension. 2.1.7 Apply <u>comprehension strategies</u> during and after reading: summarize grade-level informational/expository text and literary/narrative text. W Summarize the events, information, or ideas in an informational/expository text (e.g., causes of an event like a war or a tornado, steps in building a snow cave). Summarize culturally relevant literary/narrative text. Select, from multiple choices, a sentence that best summarizes the story or informational selection. Organize summary information in a teacher-selected <u>graphic organizer</u> to enhance comprehension.</p>	<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 organizational patterns of texts 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 and experience
<p>Component 2.2 Understand and apply knowledge of text components to comprehend text. 2.2.1 Understand sequence in informational/expository text and literary/narrative text. W Explain 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.) Recognize and explain <u>literary/narrative text</u> written out of <u>sequence</u> (e.g., flashbacks, tales from other cultures). Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon). Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced). 2.2.2 Apply features of printed and electronic text to locate and comprehend text. W Identify and use grade-level appropriate <u>text features</u>. Explain how certain text features help you understand the selection. Interpret information from <u>graphic features</u>. Identify, from multiple choices, where certain information/ideas might be found in the text. Use <u>icons</u>, <u>pull-down menus</u>, <u>key word searches</u> on an electronic device. 2.2.3 Understand and analyze story elements. W Use knowledge of situation and characters' actions, motivations, feelings, and physical attributes to determine characters' traits. Identify the main events in a <u>plot</u>, including the cause and effect relationship in problem solving.</p>	<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 the meaning of a text Identify and explain specific words and punctuation that create mood and tone Identify and explain the effect of repetition of words and 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 <p>IV. Comprehension of Literary Text</p> <p>Develop comprehension skills by reading a variety of self-selected and assigned literary text</p> <ul style="list-style-type: none"> Listen to critically, read, and discuss a variety of literary text representing diverse cultures, perspectives, ethnicities, and time periods Listen to critically, read, and discuss a variety of literary forms and genres

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<p>Describe the components of <u>setting</u> and explain how and why setting is important to the story.</p> <p>Differentiate between first and third person <u>point of view</u> in a selection and explain the difference.</p> <p>Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).</p> <p>2.2.4 Apply understanding of <u>text organizational structures</u>.</p> <p>Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast) to aid comprehension.</p> <p>Identify and use text written in the text organizational structure of <i>chronological order</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 <u>plots</u>, characters, and <u>settings</u> in multiple texts.</p> <p>Compare and contrast information (e.g., similar topics written in different <u>genres</u> such as a short story and a poem or magazine article and encyclopedia)</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 selections).</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 text</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 and analyze appropriate sources.</p> <p>Use multiple organizational systems to locate information from reference and content area materials.</p> <p>Select appropriate resources for locating information (e.g., thesaurus, website, directory) on a specific topic or for a specific purpose.</p> <p>2.3.3 Understand <u>literary/narrative devices</u>. W</p> <p>Explain the meaning of <u>simile</u>, <u>personification</u>, <u>metaphor</u>, <u>idiom</u>, and humor in <u>literary/narrative</u> passages.</p>	<p>Use text features to facilitate understanding of literary texts</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 1, 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 • Identify and explain how the actions of the character(s) affect the plot <p>Use elements of poetry to facilitate understanding</p> <ul style="list-style-type: none"> • Use structural features to identify poetry as a literary form and distinguish among types of poems • 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 <p>Determine important ideas and messages in literary texts</p> <ul style="list-style-type: none"> • Identify and explain main ideas and universal themes • Identify and explain a similar theme in more than one text • Paraphrase 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

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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 Apply the skills of drawing conclusions, providing a response, and expressing insights to <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <p>Give a personal response that demonstrates insight about text, using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).</p> <p>Draw conclusions from text, citing text-based information to support the conclusion (e.g., how the story or information might be useful; to whom a story or information might be useful).</p> <p>2.4.2 Analyze the <u>author’s purpose</u> for and <u>style of writing</u> in both <u>informational/expository text</u> and <u>literary/narrative text</u>. W</p> <p>Determine the author’s purpose and support decision with evidence/details from text.</p> <p>Identify and explain how the author’s use of word choice, sentence structure and length, and/or literary/narrative devices affects the reader, using a variety of texts.</p> <p>2.4.3 Understand the difference between fact and opinion. W</p> <p>Identify facts and opinions; provide evidence from the text to support your answer.</p> <p>Select, from multiple choices, a statement that is a fact or an opinion. 2.4.4 Evaluate author’s effectiveness for a chosen audience. W</p> <p>Read an article and decide if a chosen audience (e.g., teachers, parents, classmates) would agree or disagree with what the author says.</p> <p>2.4.5 Understand how to <u>generalize</u> from text. W</p> <p>Generalize about a topic after reading more than one text (e.g., make generalizations about life on the prairie after reading several informational/expository and literary/narrative accounts of the migration west).</p> <p>Generalize about characters and characteristics in similar stories from different cultures (e.g., the “trickster” type tales such as Coyote in Native American literature; animals in African folk tales like Ananzi (the spider); and Br’er Rabbit stories of the Deep South).</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>.</p> <p>Collect and use information from a variety of resources to solve a problem or answer a question.</p>	<ul style="list-style-type: none"> • Identify and explain figurative language (simile, personification and onomatopoeia, metaphor) • 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 left unanswered by the text • Identify and explain the relationship between a literary text and its historical context

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<p>Component 3.2 Read to perform a task.</p> <p>3.2.1 Understand information gained from reading to perform a specific task. Interpret information from common environmental print to solve a problem or perform a task (e.g., use a catalog to choose items within a budget).</p> <p>3.2.2 Understand a variety of functional documents. Explain the information in functional documents related to hobbies or interests (e.g., skate boarding magazines, books about animals, e-mail, and letters from friends).</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 a variety of genres using teacher or self-generated prompts appropriate to the text and content.</p> <p>3.4.3 Analyze a variety of literature representing different cultures and traditions. Compare and contrast cultures and traditions from a variety of literature. Generalize about traditions after reading literature from various cultures (e.g., customs, ceremonies, celebrations).</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 and select targets on which to work. Track progress in reading achievement with graphs, charts, and checklists.</p> <p>4.1.2 Apply strategies for setting grade-level appropriate reading goals. Set reading goals, create a plan to meet those goals, and monitor progress toward implementing the plan with teacher assistance.</p> <p>Component 4.2 Develop interests and share reading experiences.</p> <p>4.2.1 Evaluate authors, books, and genres to select favorites. Discuss and share favorite authors, books, and genres with others. Explain reason for choices.</p>	