

Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

Reading: Grade K– Age 5

Your child will be introduced to:

EALRs	Skinner Elementary Montessori*
<p>EALR 1: The student understands and uses different skills and strategies to read. Component</p> <p>1.1 Use word recognition skills and strategies to read and comprehend text.</p> <p>1.1.1 Understand and apply <u>concepts of print</u>. Use <u>directionality</u> when listening to or following text. Identify front cover, back cover, and title of books. Recognize that print represents spoken language (e.g., <u>environmental print</u> and own name). Recognize letters and spaces between words.</p> <p>1.1.2 Understand and apply <u>phonological awareness and phonemic awareness</u>. Substitute auditorially one <u>phoneme</u> for another to make a new word (e.g., beginning and ending sounds; <u>odddity tasks</u>). Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt. Manipulate and segment words orally by <u>onset and rime</u>. <u>Segment</u> and <u>blend</u> two and three phoneme words orally.</p> <p>1.1.3 Apply understanding of oral language skills to develop reading skills. Participate orally in discussions/interactions (e.g., contribute descriptions, explanations, and details) when listening to stories read aloud and/or during shared reading.</p> <p>1.1.4 Apply understanding of <u>phonics</u>. Identify letters of the alphabet. Identify <u>common consonant sounds</u> and short vowel sounds. Use common consonant sounds with short vowel sounds to decode three- and four-letter words. Use knowledge of <u>phonics</u> to read unfamiliar words in isolation and in context.</p> <p>Component 1.2 Use vocabulary (word meaning) strategies to comprehend text</p> <p>1.2.1 Understand how to use resources to learn new word meanings. Use simple resources with teacher guidance (e.g., picture dictionaries).</p> <p>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text. Use <u>oral language structure</u>, letters, and pictures to <u>predict</u> and confirm word meaning with teacher guidance. Use <u>prior knowledge</u> and <u>context</u> in read aloud and/or shared reading to predict meaning of unfamiliar words.</p>	<p style="text-align: center;"><u>I. Foundational Skills</u></p> <p>Discriminate and produce rhyming words and alliteration</p> <ul style="list-style-type: none"> Repeat and produce rhyming words Identify and repeat sentences that use alliteration, e.g. <i>Peter Piper picked a peck of pickled peppers</i> <p>Blend sounds and syllables to form words</p> <ul style="list-style-type: none"> Orally blend syllables into a whole word, such as <i>fun-ny = funny</i> Orally blend <i>onset</i> and <i>rimes</i> (word families) into a whole word, such as, <i>b-at = bat</i> Orally blend two to three phonemes into one syllable words, such as <i>m-e = me, f-u-n = fun</i> <p>Segment and manipulate sounds in spoken words and sentences</p> <ul style="list-style-type: none"> Clap words in a sentence Clap syllables in a word Say syllables Identify the initial sound in a word Segment individual sounds in words Substitute initial sounds in words to form new words <p>Identify letters and corresponding sounds</p> <ul style="list-style-type: none"> Identify in isolation all upper and lower case letters of the alphabet Identify letters matched to sounds Generate the sounds associated with individual letters and letter patterns, such as <i>s-</i>, <i>st-</i>, <i>-at</i>, <i>-ack</i>, <i>-ed</i> <p>Decode words in grade-level texts</p> <ul style="list-style-type: none"> Identify similarities and differences in letters and words Blend letter sounds in one-syllable words (CVC), e.g. <i>cat</i> Use onset and rime (word families) to decode one syllable words, (e.g. <i>cat, bat, fat, mat, rat, sat, hat, tat, vat</i>) <p>Engage in imitative reading at an appropriate rate</p> <ul style="list-style-type: none"> Listen to models of fluent reading Recite nursery rhymes and poems with expression

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<p>Component 1.3 Build vocabulary through wide reading.</p> <p>1.3.1 Understand and apply new vocabulary. Use oral vocabulary gained through listening to a variety of read alouds from <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities.</p> <p>1.3.2 Understand and apply <u>content/academic vocabulary</u>. Use <u>content/academic vocabulary</u> during class discussions.</p> <p>Component 1.4 Apply word recognition skills and strategies to read fluently.</p> <p>1.4.1 Know <u>common sight words</u> appropriate to grade-level. Read selected sight words in isolation/lists. Recognize common sight words in text.</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>2.1.1 Understand how to ask questions about text. Ask and answer questions before, during, and after read aloud and/or shared reading.</p> <p>2.1.2 Understand how to create <u>mental imagery</u>. Compose visual images from what is read aloud and/or during shared reading. (e.g., draw a picture to represent something that was read in a story).</p> <p>2.1.3 Understand that some parts of the text are more important than others. Identify important parts of <u>informational/expository text</u> and <u>literary/narrative text</u> in a group discussion.</p> <p>2.1.4 Understand how to use <u>prior knowledge</u>. Make connections or identify similarities between self and text from a variety of cultures and communities after read alouds and/or shared reading.</p> <p>2.1.5 Understand how to <u>infer/ predict</u> meaning. Use pictures and <u>culturally relevant</u> text read aloud and/or during shared reading to predict what will happen next; support <u>predictions</u> using information from the text. Make <u>inferences</u> orally before, during, and after hearing a story using <u>prior knowledge</u>, story structure, and prediction.</p> <p>Component 2.2 Understand and apply knowledge of text components to comprehend text.</p>	<p>Read orally from familiar text at an appropriate rate</p> <ul style="list-style-type: none"> • Read familiar text with accuracy and expression • Use knowledge of end punctuation to signal expression in reading • Recognize some words by sight, such as students first and last name (<i>a, the, my, you, is, are</i>) <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, and reading a variety of texts on a daily basis • Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation <p>Understand, acquire, and use new vocabulary</p> <ul style="list-style-type: none"> • Use text and illustrations to identify meaning of unknown words • Use resources to determine meaning of unknown words: <ul style="list-style-type: none"> -picture dictionaries -charts -diagrams -posters <p style="text-align: center;"><u>II. General Reading Comprehension</u></p> <p>Demonstrate an understanding of concepts of print to determine how print is organized and read</p> <ul style="list-style-type: none"> • Identify title, cover page, front and back of book, table of contents, page numbers, and describe what information is presented on the title and cover pages • Track print from left to right and top to bottom • Make return sweep to next line of text • Match oral words to printed words • Recognize that printed words are separated by spaces • Recognize that letters build words and words build sentences <p>Use strategies to prepare for reading (before reading)</p> <ul style="list-style-type: none"> • Make connections to the text using illustrations, photographs, and prior knowledge • Make predictions by examining the title, cover, illustrations, photographs, and familiar author or topic • Ask questions about the text by examining the title, cover, illustrations, photographs, and text • Set a purpose for reading

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<p>2.2.2 Understand features of printed text and <u>electronic sources</u>. Identify page numbers and titles in text. Identify and use icons.</p> <p>2.2.3 Understand <u>story elements</u>. Identify story elements of character, setting, and important events with teacher guidance</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 similarities within and between <u>informational/expository text</u> and <u>literary/narrative text</u>. Identify similarities in characters and settings within and between <u>culturally relevant</u> literary/narrative texts read aloud and/or during shared reading. Identify common information about a topic within and between texts (e.g., all birds in the text build their nests on the ground).</p> <p>2.3.2 Understand concept of categories. Sort objects by various attributes such as color, size, and purpose. Orally sort words by various attributes (e.g., food, animals, colors, shapes).</p> <p>Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.</p> <p>2.4.1 Understand how to give personal responses and make connections to text. Generate a personal response or make connections to text based on a teacher prompt using information from a <u>culturally relevant</u> read aloud and/or shared reading.</p> <p>2.4.2 Understand purposes of simple text. Identify the purpose of everyday printed materials (e.g., signs, labels, newspapers, story books, lists, etc.).</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 that resources contain information needed to answer questions and solve problems. Listen to and talk about information from a variety of types of <u>informational/expository text</u>. Participate in whole-group discussions to generate questions and listen to <u>informational/expository text</u> for answers to those questions.</p>	<p>Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> • Use illustrations to construct meaning from text • Make, confirm, or adjust predictions • Ask relevant questions and make comments • Reread sentences when meaning is not clear • Connect events, characters, and actions in stories to specific life experiences <p>Use strategies to demonstrate understanding of text (after reading)</p> <ul style="list-style-type: none"> • Recall and discuss information from text • Respond to questions (who, what and where) and verify answers using illustrations and text • Respond to text by drawing, speaking, dramatizing or writing • Compare information in text with prior knowledge • Validate/determine the purpose for reading • Retell the story using text as support <p><u>III. Comprehension of Informational Text</u></p> <p>Develop comprehension skills by reading a variety of self-selected and assigned informational texts</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 <p>Listen to nonfiction materials</p> <ul style="list-style-type: none"> • Non-fiction trade books • Picture dictionaries • Simple maps • Magazines • Newspapers <p>Listen to and use functional documents by following simple, oral or rebus (picture) directions</p> <ul style="list-style-type: none"> • Science investigations • Recipes • Rules • Signs and posters • Labels <p>Identify and use text features to facilitate understanding of informational texts</p> <ul style="list-style-type: none"> • Bold print • Print size • Labels • Numbered steps

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<p>Component 3.2 Read to perform a task. 3.2.1 Understand that signs and labels convey information. Explain the meaning of labels and <u>environmental print</u>.</p> <p>Component 3.4 Read for literary/narrative Experience in a variety of genres. 3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature. Listen to and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition and generate a personal response. 3.4.3 Understand that literature represents different cultures and traditions. Identify and discuss the culture and/or traditions represented in a story (with teacher guidance).</p> <p>EALR 4: The student sets goals and evaluates progress to improve reading. Component 4.2 Develop interests and share reading experiences. 4.2.1 Understand how readers choose books. Choose books and share with others with teacher guidance</p>	<p>Use informational aids</p> <ul style="list-style-type: none"> • Materials lists • Labels • Numbered steps <p>Identify organizational aids</p> <ul style="list-style-type: none"> • Title • Table of contents • Numbered steps <p>Develop knowledge of organizational structure of informational text to understand what is read</p> <ul style="list-style-type: none"> • Recognize sequential order • Recognize similarities and differences • Recognize description <p>Determine important ideas and messages in informational text</p> <ul style="list-style-type: none"> • State the text's purpose • Identify the main idea/ text's message • Retell important facts from a text • Identify how someone might use the text <p>Evaluate informational text</p> <ul style="list-style-type: none"> • State whether the text fulfills the reading purpose • Tell what the author could have done to make the text easier to understand • Tell whether the author's ideas are clear <p style="text-align: center;"><u>IV. Comprehension of Literary Text</u></p> <p>Develop comprehension skills by reading a variety of self-selected assigned literary texts</p> <ul style="list-style-type: none"> • Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities • Identify characteristics of different types of fictional literary texts, such as plays, poems, stories (folktales, fairytales, fantasy, fables, realistic fiction, and historical fiction) <p>Use text features to facilitate understanding of literary texts</p> <ul style="list-style-type: none"> • Identify and explain how the title contributes to meaning • Identify and explain how text features, such as illustrations, punctuation, and print features contribute to meaning

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	<p>Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> • Identify the beginning, middle, and end of a story, including the problem, and solution • Identify the characters, sequence of events, and setting of a story <p>Use elements of poetry to facilitate understanding</p> <ul style="list-style-type: none"> • Identify rhyme, rhythm, and repetition in poems read to them • Retell the events of the poem <p>Use elements of drama to facilitate understanding</p> <ul style="list-style-type: none"> • Identify the characters, dialogue, and scenery of a play read to them <p>Determine important ideas and messages in literary texts</p> <ul style="list-style-type: none"> • Retell the story by sequencing the main events • Identify a personal connection to the text <p>Identify and describe the author's use of language</p> <ul style="list-style-type: none"> • Identify descriptive words in text read to them