

# Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

## Writing: Grade 1 – Age 6

Your child will be introduced to:

EARLs	Skinner Elementary Montessori*
<p><b>EALR 1: The student understands and uses a writing process.</b></p> <p><b>Component 1.1:</b> Pre-writes to generate ideas and plan writing. 1.1.1 Applies at least one strategy for generating ideas and planning writing.</p> <p><b>Component 1.2:</b> Produces draft(s). 1.2.1 Produces a draft in sentences.</p> <p><b>Component 1.3:</b> Revises to improve text. 1.3.1 Revises text by adding words and/or phrases to text.</p> <p><b>Component 1.4:</b> Edits text. 1.4.1 Applies understanding of editing appropriate for grade level. (see3.3)</p> <p><b>Component 1.5:</b> Publishes text to share with audience. 1.5.1 Publishes own writing.</p> <p><b>Component 1.6:</b> Adjusts writing process as necessary.</p> <p><b>EALR 2: The student writes in a variety of forms for different audiences and purposes.</b></p> <p><b>Component 2.1:</b> Adapts writing for a variety of audiences. 2.1.1 Knows that an audience exists outside of self.</p> <p><b>Component 2.2:</b> Writes for different purposes. 2.2.1 Demonstrates understanding that writing has different purposes.</p> <p><b>Component 2.3:</b> Writes in a variety of forms/genres. 2.3.1 Understands there is more than one form/genre of writing.</p> <p><b>Component 2.4:</b> Writes for career applications. 2.4.1 Knows important personal information.</p>	<p><b>“Writers use the writing process to construct meaningful messages.”</b></p> <p>Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.</p> <p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Use <u><b>prewriting strategies</b></u> to generate ideas and topics and make a plan for writing</li> <li>• Write a <u><b>first draft</b></u> with a main idea and supporting details</li> <li>• <u><b>Revise to improve writing</b></u> by maintaining a topic and adding details</li> <li>• <u><b>Proofread and edit draft</b></u> for language conventions</li> <li>• <u><b>Publish writing piece</b></u> to display and/ or share with an audience</li> </ul> <p><b>Write for a purpose</b></p> <ul style="list-style-type: none"> <li>• To express personal feelings</li> <li>• To inform using details that support a topic with a clear beginning, middle, and end</li> <li>• To persuade by supporting a stated opinion</li> </ul> <p><b>Express personal ideas and information effectively and clearly</b></p> <ul style="list-style-type: none"> <li>• Write a simple story, makes a point, or informs about a topic</li> <li>• Write several sentences related to topic</li> <li>• Include 2 or more details related to story or point</li> <li>• Illustrations support writing</li> <li>• Express personal thoughts and feelings about topic</li> <li>• Writing begins to reflect individuality</li> <li>• Identify and use words to express feelings, such as happiness, anger, sadness, frustration</li> <li>• Easy to read aloud</li> <li>• Use simple and compound sentences</li> <li>• Vary sentence beginnings</li> </ul> <p><b>Produce italic handwriting that is legible to the audience</b></p> <ul style="list-style-type: none"> <li>• Stroke sequence</li> <li>• Vocabulary: ascender, body, descender, beginning and ending strokes, upper and lower case</li> <li>• Number of strokes per letter</li> <li>• Tilt of the paper</li> <li>• How to grip a writing instrument</li> <li>• Correct posture</li> </ul>

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<p><b>EALR 3: The student writes clearly and effectively.</b></p> <p><b>Component 3.1:</b> Develops ideas and organizes writing.  3.1.1 Analyzes ideas, selects topic, and adds detail, and elaborates.  3.1.2 Organizes multiple sentences on one topic showing beginning, middle, and ending.</p> <p><b>Component 3.2:</b> Uses appropriate style.  3.2.1 Understands concept of personal voice.  <ul style="list-style-type: none"> <li>• Uses exclamation points.</li> <li>• Uses size and shape of word for emphasis (e.g., <b>WOW</b>, <i>scary</i>).</li> </ul> 3.2.2 Uses a variety of words.  <ul style="list-style-type: none"> <li>• Builds a rich vocabulary.</li> </ul> 3.2.3 Understands sentence fluency.  <ul style="list-style-type: none"> <li>• Uses simple and some compound sentences.</li> </ul> <b>Note:</b> Read alouds should include a multicultural perspective and be continued throughout all grade levels.</p> <p><b>Component 3.3:</b> Knows and applies appropriate grade level writing conventions.  3.3.1 Understands and applies spacing and directionality; writes legibly.  <ul style="list-style-type: none"> <li>• Writes uppercase and lowercase letters.</li> <li>• Uses spaces between words and sentences.</li> <li>• Writes from left to right and top to bottom.</li> </ul> 3.3.2 Spells phonetically using some conventional spelling.  <ul style="list-style-type: none"> <li>• Uses spelling rules and patterns from kindergarten.</li> <li>• Spells first-grade sight words correctly.</li> <li>• Includes beginning, middle, and ending sounds in phonetic spelling.</li> </ul> 3.3.3 Applies capitalization rules.  <ul style="list-style-type: none"> <li>• Uses capitalization rules from kindergarten.</li> <li>• Capitalizes first word in a sentence.</li> <li>• Capitalizes days of the week and months of the year.</li> <li>• Capitalizes names of people.</li> </ul> 3.3.4 Applies punctuation rules.  <ul style="list-style-type: none"> <li>• Uses end marks correctly (e.g., periods, question marks, exclamation points).</li> </ul> 3.3.5 Applies usage rules.  <ul style="list-style-type: none"> <li>• Explains and uses pronouns as substitutes for nouns.</li> <li>• Uses singular and plural nouns correctly (e.g., tooth and teeth).</li> </ul> <p><b>EALR 4: The student analyzes and evaluates the effectiveness of written work.</b></p> <p><b>Component 4.1:</b> Analyzes and evaluates others' and own writing.  4.1.1 Understands criteria are used to select a preferred piece of writing.  4.1.2 Uses specific criteria for analyzing own writing.  <b>Component 4.2:</b> Sets goals for improvement  4.2.1 Identifies general goals for own writing</p> </p>	<p><b>Apply conventional spelling in writing</b></p> <ul style="list-style-type: none"> <li>• Accurate spelling of previously learned sight words</li> <li>• Spell words with simple prefixes and suffixes</li> <li>• Compound words</li> <li>• Phonetic spelling is closer to correct spelling</li> <li>• Access resources to spell unknown words, such as labeled objects, charts, dictionaries</li> <li>• Spelling rule booklet</li> </ul> <p><b>Comprehend and use basic punctuation and capitalization in written language</b></p> <p><b>Capitalize</b></p> <ul style="list-style-type: none"> <li>• Beginning of sentences</li> <li>• Proper nouns, such as names</li> <li>• Months of the year</li> </ul> <p><b>Consistently use</b></p> <ul style="list-style-type: none"> <li>• End punctuation such as period, question mark, exclamation mark</li> <li>• Periods in numbered lists</li> <li>• Commas in dates</li> </ul> <p><b>Use grammar concepts and skills to strengthen written language</b></p> <ul style="list-style-type: none"> <li>• Use various parts of speech, such as nouns (singular and plural), articles, adjectives, verbs, prepositions, pronouns, and verbs</li> <li>• Distinguish between complete and incomplete sentences</li> <li>• Compose simple sentences using correct word order</li> <li>• Logical sentence analysis/ diagramming sentences</li> <li>• Recognize when subjects and verbs agree</li> <li>• Recognize when personal nouns and pronouns agree</li> </ul>