

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

Writing: Grade 2 – Age 7

Your child will be introduced to:

EALRs	Skinner Elementary Montessori*
<p>EALR 1: The student understands and uses a writing process.</p> <p>Component 1.1: Pre-writes to generate ideas and plan writing. 1.1.1 Applies at least one strategy for generating ideas and planning writing. Note: The reading aloud of well written, language-rich multicultural literature is an ongoing practice throughout all grades. It not only stimulates ideas, but it also provides students with examples of exemplary writing.</p> <p>Component 1.2: Produces draft(s). 1.2.1 Produces a draft of multiple sentences or several paragraphs over time.</p> <p>Component 1.3: Revises to improve text. 1.3.1 Revises text by adding and deleting words and phrases.</p> <p>Component 1.4: Edits text. 1.4.1 Applies understanding of editing appropriate for grade level. (see3.3)</p> <p>Component 1.5: Publishes text to share with audience. 1.5.1 Publishes own writing.</p> <p>Component 1.6: Adjusts writing process as necessary.</p> <p>EALR 2: The student writes in a variety of forms for different audiences and purposes.</p> <p>Component 2.1: Adapts writing for a variety of audiences. 2.1.1 Understands that writing changes for different audiences</p> <p>Component 2.2: Writes for different purposes. 2.2.1 Demonstrates understanding of different purposes for writing.</p> <p>Component 2.3: Writes in a variety of forms/genres. 2.3.1 Uses a variety of forms/genres.</p> <p>Component 2.4: Writes for career applications. 2.4.1 Knows important personal information.</p>	<p>“Oral language fluency is the foundation for written fluency.”</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>Writing Process</p> <ul style="list-style-type: none"> • Use <u>prewriting strategies</u> to generate ideas and topics and make a plan before writing • Write a <u>first draft</u> with a main idea and supporting details • <u>Revise</u> to clarify writing • <u>Proofread</u> and edit writing for language conventions • <u>Publish</u> writing to display and/or share with an audience <p>Write for a purpose</p> <ul style="list-style-type: none"> • To express personal feelings • To inform using details that support a topic with a clear beginning, middle, and end • To persuade by supporting a stated opinion <p>Express personal ideas and information effectively and clearly</p> <ul style="list-style-type: none"> • Has a focused writing topic • Tell a complete story or make a point with support • Include topic sentence and supporting sentences in informational writing • Include 3 or more details to story or point • Include illustrations that add detail to text • Demonstrate expanded knowledge of topic • Write an opening that attracts • Is told in a logical order, sequence of events • Write definite conclusion sentence(s) • Use note taking and organizational strategies to record information • Demonstrate writing that is individual and expressive • Characterize voice: humorous, serious, angry • Use a variety of words with little repetition • May use figurative language such as similes and metaphors

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<p>EALR 3: The student writes clearly and effectively.</p> <p>Component 3.1: 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>Component 3.2: Uses appropriate style. 3.2.1 Writes with voice.</p> <ul style="list-style-type: none"> • Uses word choice to show emotion and interest. • Uses “book language” (e.g., fairy tale language— “once upon a time” - or “in a faraway land”). <p>3.2.2 Uses a variety of words.</p> <ul style="list-style-type: none"> • Builds a rich vocabulary through listening, talking, writing, and language activities. <p>3.2.3 Uses more than one sentence type and structure.</p> <ul style="list-style-type: none"> • Writes a variety of sentence beginnings. • Writes a variety of sentence types (e.g., declarative, imperative, exclamatory, interrogative). <p>Note: Read alouds should include a multicultural perspective and be continued throughout all grade levels.</p> <p>Component 3.3: Knows and applies appropriate grade level writing conventions. 3.3.1 Uses legible handwriting. 3.3.2 Spells words appropriate for the grade level accurately, with challenging words spelled phonetically.</p> <ul style="list-style-type: none"> • Uses spelling rules and patterns from previous grades. • Spells sight words correctly. • Spells two-syllable high-frequency words (e.g., <i>mother, funny</i>). • Uses phonetic approximations for challenging words (e.g., <i>cuzin</i> for <i>cousin</i>). • Uses spelling resources (e.g., student dictionaries, sight word charts). <p>3.3.3 Applies capitalization rules.</p> <ul style="list-style-type: none"> • Uses capitalization rules from previous grades. • Capitalizes local geographic names. • Capitalizes first word in greeting and closing of a letter. <p>3.3.4 Applies punctuation rules.</p> <ul style="list-style-type: none"> • Uses punctuation rules from first grade. • Uses comma after greeting and closing of friendly letter. • Uses some quotation marks in dialogue. • Uses colon when writing time. • Uses apostrophes correctly in contractions. 	<ul style="list-style-type: none"> • Use a variety of sentences: declarative, interrogative, imperative, and exclamatory • Use a variety of sentence beginnings and sentence lengths • Use basic transitions, such as “and”, “but”, “or”, “first”, “second”, “last.” <p>Produce italic handwriting that is legible to the audience</p> <ul style="list-style-type: none"> • Cursive letter shapes • Letters you may join into • letters you may join out of • Special joins <p>See Grade 1, page 2, for other objectives</p> <p>Apply conventional spelling in written language</p> <ul style="list-style-type: none"> • Spell assigned sight words correctly • Spell words with simple prefixes and suffixes • Spell two syllable words, including compound words • Phonetic spelling that is close to correct spelling • Access resources to spell unknown words, such as a content word chart, dictionary, technology • Spelling rule booklet <p>Comprehend and apply punctuation and capitalization in written language</p> <ul style="list-style-type: none"> • Use periods and other end punctuation • Use commas in dates, addresses, greetings and closings in a friendly letter and items in a series • Use apostrophes in contractions • Use capital letters to identify proper nouns and to begin sentences <p>Use grammar concepts and skills that strengthen written language</p> <ul style="list-style-type: none"> • Identify and use various parts of speech, such as nouns (singular and plural / proper and common), noun gender, personal pronouns, verbs, adverbs, prepositions, adjectives, comparison of adjectives, interjections, conjunctions • Identify and use verb forms, such as helping verbs • Identify and use verb tenses, such as present, past, and future • Use correct subject/verb agreement and noun/ pronoun agreement • Use consistent verb tenses, such as past, present, and future • Logical sentence analysis/ diagramming sentences

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<p>3.3.5 Applies usage rules.</p> <ul style="list-style-type: none"> • Applies usage rules from first grade. • Maintains subject/verb agreement. • Maintains consistent tense, especially past tense. • Uses standard verb forms in past tense or past participle (e.g., He went home. We were going home. • Uses possessive pronouns. • Uses subject pronouns. • Uses contractions correctly. <p>3.3.6 Uses complete sentences in writing.</p> <p>3.3.7 Understands paragraph conventions.</p> <p>EALR 4: The student analyzes and evaluates the effectiveness of written work.</p> <p>Component 4.1: Analyzes and evaluates others' and own writing.</p> <p>4.1.1 Understands criteria are used to select a preferred piece of writing.</p> <p>4.1.2 Uses specific criteria for analyzing own writing.</p> <p>Component 4.2: Sets goals for improvement</p> <p>4.2.1 Identifies specific goals for next piece of writing</p>	