

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

**Reading: Grade 2– Age 7**

**Your child will be introduced to:**

<b>EALRs</b>	<b>Skinner Elementary Montessori*</b>
<p><b>EALR 1: The student understands and uses different skills and strategies to read.</b></p> <p><b>Component 1.1 Use word recognition skills and strategies to read and comprehend text.</b>  <b>1.1.4 Apply understanding of <u>phonics</u>.</b>            Use knowledge of phonics to read unfamiliar words in grade-level text.            Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught).            Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., <i>super</i> follows v/ cv pattern; <i>supper</i> follows vc/cv).</p> <p><b>Component 1.2 Use vocabulary (word meaning) strategies to comprehend text</b>  <b>1.2.1 Apply reference skills to determine word meanings</b>            Use glossaries and dictionaries to find word meanings.  <b>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text.</b>            Use <u>prefixes</u>, <u>suffixes</u>, <u>inflectional endings</u>, and abbreviated words to determine the meaning of unknown words in grade-level text.            Re-read to clarify, read on, ask for help, adjust reading rate, use knowledge of <u>print conventions</u>, and/or attempt alternative pronunciation for unknown words to determine meaning of unknown words; substitute familiar words for unknown.            Use <u>prior knowledge</u> and context to <u>predict</u> and confirm meanings of unknown words.            Use pictures, illustrations, and diagrams to clarify/expand word meaning.</p> <p><b>Component 1.3 Build vocabulary through wide reading.</b>  <b>1.3.1 Understand and apply new vocabulary.</b>            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.  <b>1.3.2 Understand and apply <u>content/academic vocabulary</u>.</b>            Identify and define unfamiliar words that would be important to know in order to read a new text with teacher guidance.            Use new vocabulary in oral and written communication.</p> <p><b>Component 1.4 Apply word recognition skills and strategies to read fluently.</b>  <b>1.4.1 Know <u>common sight words</u> appropriate to grade-level.</b>            Read with <u>automaticity</u> an increasing number of common sight words.</p>	<p style="text-align: center;"><b><u>I. Foundational Skills</u></b></p> <p><b>Decode words in grade-level text</b></p> <ul style="list-style-type: none"> <li>• Use phonics to decode words</li> <li>• Break compound words, contractions, and inflectional endings into known parts</li> <li>• Identify and apply vowel patterns to read words such as CVC (cat), CVCE (bake), CVVC (look)</li> <li>• Read blends fluently such as <i>spl</i> and <i>str</i></li> </ul> <p><b>Use resources to determine meaning of unknown words</b></p> <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Textbook glossaries</li> <li>• Thesaurus</li> </ul> <p><b>Determine the meaning of unknown words</b></p> <ul style="list-style-type: none"> <li>• Reread</li> <li>• Use context clues</li> <li>• Read on</li> <li>• Use text features</li> </ul> <p><b>Use word structure to determine meaning of words</b></p> <ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Root/ base words</li> </ul> <p><b>Develop and apply vocabulary to a exposure to a variety of texts</b></p> <ul style="list-style-type: none"> <li>• Acquire new vocabulary through listening to and reading independently a variety of literary and informational text</li> <li>• Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</li> <li>• Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts</li> <li>• Make inferences about the meaning of a word based on its use in a sentence</li> </ul> <p><b>Read fluently from familiar text</b></p> <ul style="list-style-type: none"> <li>• Listen to models of fluent reading</li> <li>• Read familiar text at a rate that is conversational and consistent</li> <li>• Reread text multiple times to increase familiarity with words</li> </ul>

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<p><b>1.4.2 Apply <u>fluency</u> to enhance comprehension.</b> Read grade-level text aloud fluently with expression. Read aloud unpracticed grade-level text with fluency in a range of 90–100+ words correct per minute.</p> <p><b>1.4.3 Apply <u>different reading rates</u> to match text.</b> Adjust reading rate to match purpose (e.g., speed up for pleasure reading, slow down to practice new skills or read <u>unfamiliar text</u>).</p> <p><b>EALR 2: The student understands the meaning of what is read.</b></p> <p><b>Component 2.1 Demonstrate evidence of reading comprehension</b></p> <p><b>2.1.3 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: determine importance using <u>theme, main idea, and supporting details in informational/expository text and/or literary/narrative text.</u> <u>W</u></b> Identify the main idea of an informational/expository passage and support with text-based evidence with teacher guidance. Identify the theme/message in <u>culturally relevant literary/narrative text</u> and support with text-based evidence with teacher guidance. Complete <u>graphic organizers</u> with teacher guidance to organize main ideas and supporting details.</p> <p><b>2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge/schema</u>.</b> Explain connections between self and characters and events encountered in <u>culturally relevant</u> text. Activate <u>prior knowledge</u> about a topic and organize information into a <u>graphic organizer</u> to aid in comprehension of text.</p> <p><b>2.1.5 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: <u>predict and infer</u>.</b> Predict text content using <u>prior knowledge</u> and <u>text features</u>. Use text and prior knowledge to make <u>inferences</u> about characters and/or predict events; confirm or reject <u>predictions</u>. Organize information that supports a prediction or inference in a <u>graphic organizer</u> to enhance comprehension of text.</p> <p><b>2.1.6 Apply <u>comprehension monitoring strategies</u>.</b> Use monitoring strategies to increase comprehension, including work recognition strategies, re-reading, and looking forward in the text. <b>2.1.7 Apply <u>comprehension monitoring strategies</u> during and after reading: <u>summarize informational/expository text and literary/narrative text</u>.</b> Summarize the events or information in <u>informational/expository text</u> with teacher guidance (e.g., the important characteristics of certain animals or plants presented in text). Summarize the plot/message in <u>culturally relevant literary/narrative text</u> with teacher guidance. Organize <u>summary</u> information from <u>informational/expository text</u> and/or <u>literary/narrative text</u> into a teacher-provided <u>graphic organizer</u> to enhance text comprehension.</p>	<p><b>Read grade-level text accurately</b></p> <ul style="list-style-type: none"> <li>• Reread and self-correct while reading</li> <li>• Decode words automatically</li> <li>• Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-corrections</li> <li>• Read sight words automatically</li> </ul> <p><b>Read grade-level text with expression</b></p> <ul style="list-style-type: none"> <li>• Use punctuation marks to guide expression</li> <li>• Use intonation (emphasis on certain words) to convey meaning</li> </ul> <p style="text-align: center;"><b><u>II. General Reading Comprehension</u></b></p> <p><b>Develop comprehension skills through exposure to a variety of texts</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Use strategies to prepare for reading (before reading)</b></p> <ul style="list-style-type: none"> <li>• Make and explain the connections made from prior knowledge and experiences with the text</li> <li>• Make predictions or ask questions about the text by examining the title, cover, illustrations, photographs/ text, and familiar author or topic</li> <li>• Set a purpose for reading and identify type of text (fiction or nonfiction)</li> </ul> <p><b>Use strategies to make meaning from text (during reading)</b></p> <ul style="list-style-type: none"> <li>• Recall and discuss what they understand</li> <li>• Identify and question what did not make sense</li> <li>• Reread difficult parts slowly and carefully and use own words to restate difficult parts</li> <li>• Read on, revisit, and restate the difficult parts in your own words</li> <li>• Make, confirm, or adjust predictions</li> <li>• Ask and answer questions about the text</li> <li>• Periodically summarize while reading</li> <li>• Visualize what was read</li> </ul> <p><b>Use strategies to demonstrate understanding of the text (after reading)</b></p> <ul style="list-style-type: none"> <li>• Review/ restate what the text is mainly about</li> <li>• Identify and explain what is directly stated in the text (literal meaning)</li> <li>• Identify and explain what is not stated in the text (inferential meaning)</li> <li>• Summarize the text orally</li> <li>• Engage in conversation to understand what has been read</li> <li>• Retell explicit and implicit main ideas of text</li> <li>• Answer questions (what if, why, and how) in writing</li> </ul>

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<p><b>Component 2.2 Understand and apply knowledge of text components to comprehend text.</b></p> <p><b>2.2.1 Understand story <u>sequence</u>.</b> Retell text focusing on the problem or events in sequence. (Note: Differences in story telling order exist between cultures. For example, some cultures tell the end of the story first.)</p> <p><b>2.2.2 Understand and apply features of printed and <u>electronic text</u> to locate and comprehend text.</b> Identify and use grade-level-appropriate <u>text features</u> with teacher guidance. Interpret information from graphs and charts with teacher guidance. Identify and use <u>icons</u> and <u>pull-down menus</u>.</p> <p><b>2.2.3 Understand <u>story elements</u>.</b> Describe physical traits of characters and tell how they act. Retell the important events of a story. Describe the setting of a story. Identify the speaker/narrator in a story.</p> <p><b>2.2.4 Understand <u>text organizational structures</u>.</b> Recognize and use sentences, paragraphs, and chapter structure to understand the organization in both <u>informational/expository text</u> and <u>literary/narrative text</u>. Identify text written in the text organizational structures of <i>simple listing</i> and <i>sequential order</i>.</p> <p><b>Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.</b></p> <p><b>2.3.1 Understand and analyze the relationship between and among <u>informational/expository text</u> and <u>literary/narrative text</u>.</b> Compare and contrast <u>literary/narrative text</u> elements in one story or between two stories. Compare and contrast facts in one text or between two <u>informational/expository texts</u>. Explain simple cause and effect relationships in <u>informational/expository text</u> and <u>literary/narrative text</u>.</p> <p><b>2.3.2 Understand how to locate specific information.</b> Use alphabetical and numerical systems to locate information in dictionary or book.</p> <p><b>2.3.3 Understand <u>literary/narrative devices</u>.</b> Recognize <u>similes</u>, <u>alliteration</u>, and <u>onomatopoeia</u> in literary/narrative passages.</p> <p><b>Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.</b></p> <p><b>2.4.1 Understand how to draw simple conclusions and give a response to text.</b> Give a personal or text-based response to a passage using a teacher-generated prompt. Draw a simple conclusion from grade-level text with teacher guidance.</p> <p><b>2.4.2 Understand that there are purposes of writing.</b></p>	<p><b><u>III. Comprehension of Informational Text</u></b></p> <p><b>Develop comprehension skills by reading a variety of self-selected and assigned informational texts</b></p> <ul style="list-style-type: none"> <li>• Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge</li> <li>• Select and read to gain information from personal interest materials, such as, brochures, books, magazines, cookbooks, and catalogues</li> </ul> <p><b>Read and recognize nonfiction materials to gain information and content knowledge</b></p> <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Trade books</li> <li>• Grade appropriate reference materials</li> <li>• Newspapers</li> <li>• Articles</li> <li>• Magazines</li> <li>• Questionnaires/ interviews</li> </ul> <p><b>Read and identify functional documents</b></p> <ul style="list-style-type: none"> <li>• Sets of directions</li> <li>• Science investigations</li> <li>• Posters</li> <li>• Flyers</li> <li>• Forms</li> <li>• Invitations</li> <li>• Menus</li> <li>• Maps</li> <li>• Recipes</li> <li>• Rules</li> <li>• Surveys</li> </ul> <p><b>Identify and use text features to facilitate understanding of informational texts</b></p> <p><b>Use print features</b></p> <ul style="list-style-type: none"> <li>• Large bold print</li> <li>• Font size/ type</li> <li>• Italic</li> <li>• Colored print</li> <li>• Headings/ sub-headings and chapter titles</li> <li>• Labels</li> <li>• Captions</li> <li>• Numbered steps</li> </ul> <p><b>Use graphic aids</b></p> <ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Pictures</li> <li>• Photographs</li> <li>• Drawings</li> <li>• Maps</li> </ul>

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<p>Identify common types of <u>informational/expository text</u> and <u>literary/narrative text</u> and explain why they are read.</p> <p><b>2.4.3 Understand there are facts and opinions.</b> Explain the difference between a fact and an opinion with teacher guidance</p> <p><b>EALR 3: The student reads different materials for a variety of purposes.</b></p> <p><b>Component 3.1 Read to learn new information</b> <b>3.1.1 Understand how to select and use appropriate resources.</b> Identify one resource and use it to answer a question with teacher assistance.</p> <p><b>Component 3.2 Read to perform a task</b> <b>3.2.1 Understand information gained from reading to perform a specific task.</b> Use signs, labels, and instructions to answer questions or complete a task using grade-level text. Identify and use important words in a text to perform a task (e.g., math problem solving, follow multi-step directions).</p> <p><b>3.2.2 Understand a variety of functional documents.</b> Read and explain the information in functional documents that are used in a home setting to communicate information (e.g., shopping lists, TV schedules, advertisements, telephone messages).</p> <p><b>Component 3.4 Read for literary/narrative experience in a variety of genres.</b> <b>3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.</b> 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><b>3.4.2 Understand traditional and contemporary literature written in a variety of genres.</b> Identify and explain the characteristics of a variety of genres. Read and respond to literature from multiple genres using teacher prompts appropriate to the text and content.</p> <p><b>3.4.3 Understand a variety of literature representing different cultures and traditions.</b> Identify and discuss the culture and/or traditions represented in a story with teacher guidance.</p> <p><b>EALR 4: The student sets goals and evaluates progress to improve reading.</b></p> <p><b>Component 4.1 Assess reading strengths and need for improvement.</b> <b>4.1.1 Understand how to monitor own reading progress.</b> Explain what good readers do and identify own good reader behaviors. Graph progress (e.g., keep a fluency chart of rate and accuracy).</p> <p><b>4.1.2 Understand how to set a grade-level appropriate reading goals.</b> Set a reading goal and create a plan to meet that goal with teacher assistance.</p>	<ul style="list-style-type: none"> <li>• Graphs</li> <li>• Charts/ tables</li> <li>• Diagrams</li> <li>• Materials list</li> <li>• Glossed words</li> <li>• Labels</li> <li>• Numbered steps</li> </ul> <p><b>Use of informational aids</b></p> <ul style="list-style-type: none"> <li>• Timelines</li> <li>• Captions</li> <li>• Glossed words</li> <li>• Labels</li> <li>• Numbered steps</li> </ul> <p><b>Use organizational aids when reading</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Table of contents</li> <li>• Numbered steps</li> <li>• Glossary</li> <li>• Headings</li> <li>• Transition words</li> </ul> <p><b>Develop knowledge of organizational structure of informational text to understand what is read</b></p> <ul style="list-style-type: none"> <li>• Recognize description</li> <li>• Recognize and use main idea and supporting details</li> </ul> <p style="text-align: center;"><b>Refer to Grade I, page 5 for a complete listing</b></p> <p><b>Determine important ideas and messages in informational texts</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions and generalizations from text to form new understanding</li> <li>• Summarize the text or a portion of the text</li> </ul> <p style="text-align: center;"><b>Refer to Grade I, page 5 for a complete listing</b></p> <p><b>Identify and explain the author’s use of language</b></p> <ul style="list-style-type: none"> <li>• Identify words and phrases with a special effect and meaning (similes, metaphors)</li> <li>• Recognize specific words and punctuation that create mood and tone</li> <li>• Recognize repetition of words</li> </ul> <p><b>Read critically to evaluate informational text</b></p> <p style="text-align: center;"><b>Refer to Grade I, page 5 for a complete listing</b></p>

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<p><b>Component 4.2 Develop interests and share reading experiences</b></p> <p><b>4.2.1 Understand that readers have favorite books.</b>            Select favorite subjects, authors, and/or books to share with others.            Self-select books at an <u>instructional level</u> and an <u>independent level</u></p>	<p style="text-align: center;"><b><u>IV. Comprehension of Literary Text</u></b></p> <p><b>Develop comprehension skills by reading a variety of self-selected and assigned literary texts</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</li> </ul> <p><b>Use text features to facilitate understating of literary texts</b></p> <p style="text-align: center;"><b>Refer to Grade I, page 6, for a complete listing</b></p> <p><b>Use elements of narrative texts to facilitate understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the elements of a story, including the problem, the sequence of events, and the solution to a problem</li> <li>• Identify the setting and explain its importance to the story</li> <li>• Identify the main character(s) and explain their importance in the story</li> <li>• Identify characters' actions, motives, emotions, traits, and feelings</li> <li>• Identify and explain relationships between and among characters, setting , and events</li> </ul> <p><b>Use elements of poetry to facilitate understanding</b></p> <ul style="list-style-type: none"> <li>• Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas</li> <li>• Analyze the meanings of words, lines, and stanzas</li> <li>• Identify and use sound elements of poetry, such as rhyme, no rhyme, and rhythm</li> </ul> <p><b>Use elements of drama to facilitate understanding</b></p> <ul style="list-style-type: none"> <li>• Identify the structure of a play, including characters, costumes, dialogue, and scenery</li> </ul> <p><b>Determine important ideas and messages in literary texts</b></p> <ul style="list-style-type: none"> <li>• Recognize the main idea or message of the text</li> <li>• Recognize a similar message in more than one text</li> <li>• Retell the text or part of the text</li> <li>• Summarize the text</li> <li>• Identify personal connections to the text</li> </ul> <p><b>Identify and describe the author's use of language</b></p> <ul style="list-style-type: none"> <li>• Explain how the use of dialogue contributes to the story</li> <li>• Identify specific words and phrases that contribute to the meaning of the text</li> <li>• Identify specific words and punctuation that create mood and tone</li> <li>• Identify language that appeals to the senses and feelings</li> <li>• Identify repetition and exaggeration</li> </ul>