

# Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

## Reading: Grade 3– Age 8

Your child will be introduced to:

EALRs	Skinner Elementary Montessori*
<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 phonics.</b>            Read words containing complex <u>letter patterns</u> and/or <u>word families</u> (e.g., -ieve, -eive, -ield) in isolation and in context. Apply multi-syllabic decoding when reading words in all text.</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 and confirm word meanings. <b>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text.</b>            Use the meanings of <u>prefixes</u>, <u>suffixes</u>, and abbreviated words to determine the meaning of unknown words in grade-level text.            Describe how word meanings change as <u>affixes</u> are added to base words (e.g., rest/unrest/restful).            Re-read to clarify, read on, ask for help, adjust reading rate, and use knowledge of <u>print conventions</u> to determine meaning of unknown words in <u>informational/expository text</u> and <u>literary/narrative text</u>.            Use <u>prior knowledge</u>, context, pictures, illustrations, and diagrams to <u>predict</u>, clarify, and/or expand word meaning, including <u>multiple-meaning words</u>.</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> critical to the meaning of the text. W</b>            Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text.            Select, from multiple choices, the meaning of words necessary to understand content/academic text.            Explain that some words have a different meaning in different content/academic texts (e.g., <i>area</i> in math and geography).            Use new vocabulary in oral and written communication.</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>• Sound out common word parts</li> <li>• Break words into familiar parts</li> <li>• Use word meanings and order in sentences to confirm decoding efforts</li> </ul> <p><b>Develop and apply vocabulary through exposure to a variety of text</b></p> <ul style="list-style-type: none"> <li>• Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</li> <li>• Discuss words and word meanings daily as they are encountered in text, instruction, and conversation</li> </ul> <p><b>Understand, acquire, and use new vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use context to determine the meanings of words</li> <li>• Use word structure to determine the meaning of words</li> <li>• Use resources to determine the meanings of words</li> <li>• Use new vocabulary in speaking and writing to gain and extend content knowledge</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> </ul> <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-correction</li> <li>• Increase sight words read fluently</li> </ul> <p><b>Read grade-level text with expression</b></p> <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in a text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation (emphasis on certain words) to convey meaning and expression</li> <li>• Adjust intonation and pitch (rise and fall of spoken voice) appropriately to convey meaning and expression</li> </ul>

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<p><b>Component 1.4 Apply word recognition skills and strategies to read fluently.</b></p> <p><b>1.4.2 Apply <u>fluency</u> to enhance comprehension.</b> Read aloud familiar 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 with fluency in a range of 110–120+ words correct per minute.</p> <p><b>1.4.3 Apply different reading rates to match text.</b> Adjust reading rate to match difficulty of texts (e.g., content/academic text) and for different purposes (e.g., pleasure reading vs. reading for information).</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 ideas, and supporting details</u> in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>. W</b> State main idea of an <u>informational/expository text</u> passage and give two reasons from the text supporting the choice. State the main idea of a <u>literary/narrative text</u> passage and support with two details from the story. Select, from multiple choices, the main idea of a passage, poem, or selection. Select, from multiple choices, a title that best fits the selection and support the choice with text evidence/details. State the theme/message in <u>culturally relevant literary/narrative text</u> and support with text-based evidence with teacher guidance. Organize main ideas and supporting details in a teacher-selected <u>graphic organizer</u> to enhance comprehension of text.</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, events, and information occurring within <u>culturally relevant text</u> or among multiple texts. Call on <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 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</b></p>	<p><b><u>II. General Reading Comprehension</u></b> <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>Survey and preview the text by examining features, such as the title, picture, illustrations, photographs, charts, and graphs</li> <li>Set a purpose for reading the text</li> <li>Make predictions and ask questions about the text</li> <li>Make connections to the text from prior knowledge and experiences</li> </ul> <p><b>Use strategies to make meaning from text (during reading)</b></p> <ul style="list-style-type: none"> <li>Reread the difficult parts slowly and carefully</li> <li>Use own words to restate the difficult part</li> <li>Read on and revisit the difficult part</li> <li>Make, confirm, or adjust predictions</li> <li>Look back through the text to search for connections between and among ideas</li> <li>Periodically summarize while reading</li> <li>Periodically paraphrase important ideas or information</li> <li>Visualize what was read for deeper understanding</li> <li>Explain personal connections to the idea or information in the text</li> </ul> <p><b>Use strategies to demonstrate the understanding of the text (after reading)</b></p> <ul style="list-style-type: none"> <li>Identify and explain the main idea</li> <li>Identify and explain what is directly stated in the text</li> <li>Identify and explain what is not directly stated in the text by drawing inferences</li> <li>Draw conclusions based on the text and prior knowledge</li> <li>Confirm, refute, or make predictions and form new ideas</li> <li>Paraphrase the main idea</li> <li>Summarize</li> <li>Connect the text to prior knowledge or personal experience</li> </ul> <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 text</b></p> <ul style="list-style-type: none"> <li>Read, use and identify the characteristics of non-fiction materials to gain information and content knowledge</li> <li>Select and read to gain information from personal interest materials, such as brochures, books, magazines, catalogues and cookbooks</li> </ul>

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<p>Predict or infer about text content using prior knowledge, text, and text features in both informational/expository and literary/narrative text. Support with evidence from text (e.g., how a character will act, why a character acts a certain way, why an author includes certain information, and what might happen next).</p> <p>Use text to make, confirm, or revise <u>inferences</u> and <u>predictions</u> in both literary/narrative and informational/expository text.</p> <p>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).</p> <p>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).</p> <p>Organize information that supports a prediction or inference in a teacher-selected <u>graphic organizer</u> to enhance comprehension.</p> <p><b>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.</b></p> <p>Monitor for meaning by identifying where and why comprehension was lost and use <u>comprehension-repair strategies</u> to regain meaning.</p> <p>Generate and answer questions before, during, and after reading.</p> <p>Draw, write about, or verbally describe the <u>mental imagery</u> that occurs while reading.</p> <p>Organize images and information into a graphic organizer with teacher guidance, to enhance comprehension of text (e.g., add information to a partially completed organizer).</p> <p><b>2.1.7 Apply <u>comprehension strategies</u> during and after reading: summarize grade-level <u>literary/narrative text</u> and <u>informational/expository text</u>. W</b></p> <p>Summarize the events or ideas in <u>literary/narrative text</u>, citing text-based evidence.</p> <p>Summarize the events, information, or ideas in <u>informational/expository text</u> (e.g., the life cycle of a frog, characteristics of a desert, life events in a biography), citing text-based evidence.</p> <p>Summarize the plot/message in culturally relevant <u>literary/narrative text</u>.</p> <p>Select, from multiple choices, a sentence that best summarizes the story or informational/expository selection and support the choice with text evidence/details.</p> <p>Organize summary information in a teacher-selected <u>graphic organizer</u> to enhance comprehension.</p> <p><b>Component 2.2 Understand and apply knowledge of text components to comprehend text.</b></p> <p><b>2.2.1 Understand sequence in <u>informational/expository text</u> and <u>literary/narrative text</u>. W</b></p> <p>Explain story 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.)</p>	<p><b>Identify and use text features to facilitate understanding of informational text</b></p> <ul style="list-style-type: none"> <li>• Use print features</li> <li>• Use graphic aids</li> <li>• Use informational aids</li> <li>• Use organizational aids</li> </ul> <p><b>Refer to Grade 2, pages 4 and 5 for a complete listing</b></p> <p><b>Develop knowledge of organizational structure of informational text to understand what is read</b></p> <ul style="list-style-type: none"> <li>• Identify and analyze the organization of text</li> <li>• Identify and use words and phrases associated with common organizational patterns</li> </ul> <p><b>Determine important ideas and messages in informational texts</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the author's/text's purpose and intended audience</li> <li>• Identify and explain the author's opinion</li> <li>• State and support main ideas and messages</li> <li>• Summarize or paraphrase</li> <li>• Identify and explain information not related to the main idea</li> <li>• Identify and explain relationships between and among ideas</li> <li>• Draw conclusions and inferences and make generalizations and predictions from text</li> <li>• Distinguish between a fact and an opinion</li> <li>• Identify and explain how someone might use the text</li> <li>• Connect the text to prior knowledge or experience</li> </ul> <p><b>Identify and explain the author's use of language</b></p> <ul style="list-style-type: none"> <li>• Identify and explain specific words or phrases that contribute to meaning of the text</li> <li>• Identify and explain specific words and punctuation that create tone and mood</li> <li>• Identify and explain the effect of repetition of words or phrases</li> </ul> <p><b>Read critically to evaluate informational text</b></p> <ul style="list-style-type: none"> <li>• Explain whether the text fulfills the reading purpose</li> <li>• Identify and explain additions or changes to format, or features that would make the text easier to understand</li> <li>• Identify and explain what makes the text a reliable source of information</li> <li>• Explain whether or not the author's opinion is presented fairly</li> <li>• Identify and explain information not included in the text</li> <li>• Identify and explain words and other techniques that affect the reader's feelings</li> </ul>

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<p>Explain steps in a process (e.g., problem solving in mathematics, life cycle of a butterfly).</p> <p>Select, from multiple choices, the order of ideas, facts, events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).</p> <p><b>2.2.2 Apply knowledge of printed and electronic text features to locate and comprehend text. W</b></p> <p>Identify and use grade-level appropriate <u>text features</u>.</p> <p>Explain how certain text features help you understand the selection.</p> <p>Interpret information from graphs, charts, diagrams, and tables.</p> <p>Identify, from multiple choices, where certain information/ideas might be found in the text.</p> <p>Use <u>icons</u>, <u>pull-down menus</u>, <u>key word searches</u></p> <p><b>2.2.4 Apply understanding of simple <u>text organizational structures</u>.</b></p> <p>Recognize and use previously learned text organizational structures of simple listing and sequential order to aid comprehension.</p> <p>Identify and use text written in the text organizational structures of <i>description</i> and <i>compare and contrast</i> to find and organize information and comprehend text</p> <p><b>Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational 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>. W</b></p> <p>Compare and contrast information (e.g., facts and details, literary/narrative elements, different versions of the same story, time period, cultures) within text and between texts.</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 settings).</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</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><b>2.3.2 Apply understanding of systems for organizing information.</b></p> <p>Use alphabetical, numerical, and key word/topic systems to locate information on a specific topic or for a specific purpose in an encyclopedia or dictionary.</p> <p><b>2.3.3 Understand <u>literary/narrative devices</u>.</b></p> <p>Explain <u>similes</u>, <u>metaphors</u>, <u>alliterative sentences</u>, and <u>onomatopoeia</u> and identify each in literary/narrative passages</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 text</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 understanding of literary text</b></p> <ul style="list-style-type: none"> <li>Identify and explain how organizational aids contribute to meaning</li> <li>Identify and explain how graphic aids contribute to meaning</li> <li>Identify and explain how informational aids contribute to meaning</li> </ul> <p><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 distinguish among types of narrative texts</li> <li>Identify and explain the elements of a story</li> <li>Identify and describe the setting and the mood</li> <li>Identify and analyze the characters</li> <li>Identify and explain relationships between and among characters, setting, and events</li> <li>Identify and describe the narrator</li> </ul> <p><b>Use elements of poetry to facilitate understanding</b></p> <ul style="list-style-type: none"> <li>Use structural features to identify poems as a literary form</li> <li>Identify and explain the meaning of words, lines, and stanzas</li> <li>Identify and explain sound elements of poetry</li> <li>Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning</li> </ul> <p><b>Use elements of drama to facilitate understanding</b></p> <ul style="list-style-type: none"> <li>Use structural features to identify a play as a literary form</li> <li>Identify and explain the action of a scene</li> <li>Identify and explain stage directions that help to create character and movement</li> <li>Identify and explain stage directions and dialogue that help to create character</li> </ul>

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<p><b>Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text</b></p> <p><b>2.4.1 Understand how to draw conclusions and give a response to <u>informational/expository text</u> and <u>literary/narrative text</u>. W</b>  Generate a personal or text-based response to text using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).  Draw a conclusion from grade-level text (e.g., how the story or information might be useful, to whom the story or information might be useful) and support with evidence from the text.</p> <p><b>2.4.2 Understand the <u>author’s purpose</u> for and style of writing in both <u>informational/expository text</u> and <u>literary/narrative text</u>. W</b>  Decide on the author’s purpose for writing a selection and support the decision with evidence/details from the text. Identify simple <u>elements of style</u> (word choice, sentence structure and length, <u>literary devices</u>) (with teacher guidance).</p> <p><b>2.4.3 Understand the difference between fact and opinion. W</b>  Identify facts and opinions and explain the difference between them.  Select, from multiple choices, a statement that is a fact or an opinion.</p> <p><b>2.4.4 Evaluate author’s effectiveness for a chosen audience.</b>  Read an article and explain whether the author convinced the reader to think or act differently. <b>W</b></p> <p><b>2.4.5 Understand how to <u>generalize</u> from text. W</b>  Generalize about common characteristics of literary/narrative <u>sub-genres</u>.  Generalize by comparing characters in similar stories from different cultures (e.g., Cinderella/The Rough-Faced Girl or Little Red Riding Hood/Lon Po Po).</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></p> <p><b>3.1.1 Understand how to select and use appropriate <u>resources</u>.</b>  Identify two resources and use them to answer a question or solve a problem.</p> <p><b>Component 3.2 Read to perform a task.</b></p> <p><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.  Interpret information from common <u>environmental print</u> to solve a problem or perform a task (e.g., set up and run a science experiment using steps outlined in text).</p>	<p><b>Determine important ideas and messages in literary texts</b></p> <ul style="list-style-type: none"> <li>• Identify and explain main ideas in universal themes</li> <li>• Identify and explain a similar idea or theme in more than one text</li> <li>• Retell the text</li> <li>• Summarize</li> <li>• Identify and explain 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>• Identify and explain how the use of dialogue contributes to a story</li> <li>• Identify and explain specific words and phrases that contribute to meaning</li> <li>• Identify and explain words and punctuation that create tone and mood</li> <li>• Identify and explain figurative language (simile, personification and onomatopoeia)</li> <li>• Identify and explain language that appeals to the senses and feelings</li> <li>• Identify and explain repetition and exaggeration</li> </ul> <p><b>Read critically to evaluate literary text</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the believability of the characters, actions, and the story’s events</li> <li>• Identify and explain questions that are left unanswered by the text</li> </ul>

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<p><b>3.2.2 Understand a variety of functional documents.</b> Explain the information in functional documents that are used in a school setting to communicate information (e.g., notes home to family members, rules, newsletters, schedules).</p> <p><b>Component 3.4 Read for literary experience in a variety of genres.</b></p> <p><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 contemporary and traditional literature written in a variety of genres.</b> Explain the characteristics of a variety of genres. 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> Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.</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></p> <p><b>4.1.1 Apply strategies to monitor reading progress.</b> Identify reading strengths and weaknesses with teacher assistance and select targets on which to work. Track progress in reading achievement with graphs, charts, and checklists.</p> <p><b>4.1.2 Understand how to set grade-level appropriate reading goals.</b> Set two reading goals and create a plan to meet those goals with teacher assistance.</p> <p><b>Component 4.2 Develop interests and share reading experiences.</b></p> <p><b>4.2.1 Evaluate authors and books to select favorites.</b> Develop a list of favorite authors and books, including the reason each was selected for the list, and share with others. Self-select books to read at an <u>instructional level</u> and an <u>independent level</u>.</p>	