

# Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

## Reading: Grade 4– Age 9

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 <u>phonics</u>.</b>            Use multi-syllabic decoding when reading words in all texts.</p> <p><b>Component 1.2 Use vocabulary (word meaning) strategies to comprehend text</b>  <b>1.2.1 Apply reference skills to define, clarify, and refine word meanings.</b>            Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, <u>syllabication</u>, <u>synonyms</u>, <u>antonyms</u>, and parts of speech of words.  <b>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text.</b>            Use word origins to determine the meaning of unknown words.            Use the meanings of <u>prefixes</u>, <u>suffixes</u>, and abbreviated words to determine the meaning of unknown words in grade-level text.            Explain how to derive word meaning from knowledge of <u>affixes</u> and <u>roots</u> (e.g., port: transportation, porter, import, report).            Use <u>prior knowledge</u>, the text, <u>context clues</u>, and <u>graphic features</u> of text to <u>predict</u>, clarify, and/or expand word meanings and concepts.</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 oral and written communication.  <b>1.3.2 Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text. <b>W</b></b>            Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text.            Explain that some words have a different meaning in different content areas (e.g., concept of <i>shade</i> in science and art).            Select, from multiple choices, the meaning of words necessary to understand.            Use new vocabulary in oral and written communication and <u>content/academic text</u>.</p> <p><b>Component 1.4 Apply word recognition skills and strategies to read fluently.</b></p>	<p><b><u>I. Foundational Skills</u></b></p> <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 meanings 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>Develop and apply vocabulary through exposure to a variety of texts</b></p> <ul style="list-style-type: none"> <li>• Acquire new vocabulary through listening to, reading independently 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>Reads fluently at an appropriate rate</b></p> <ul style="list-style-type: none"> <li>• Read familiar text at a rate that is conversational and consistent</li> </ul> <p><b>Read grade-level text with high accuracy, appropriate pacing, intonation, and expression</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of word structures and patterns to read with automaticity</li> <li>• Demonstrate appropriate use of phrasing               <ul style="list-style-type: none"> <li>-attend to sentence patterns and structures that signal meaning in text</li> <li>-use punctuation cues to guide meaning and expression</li> <li>-use pacing and intonation to convey meaning and expression</li> <li>-adjust intonation and pitch (rise and fall of spoken voice)</li> </ul> </li> <li>• Increase sight words read fluently</li> </ul> <p><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, gender, disability, religion, and socio-economic background</li> </ul>

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<p><b>1.4.2 Apply <u>fluency</u> to enhance comprehension.</b> Read aloud 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 at a fluency rate of 115–125 words correct per minute.</p> <p><b>1.4.3 Apply different reading rates to match text.</b> Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., <u>skimming</u> for facts, <u>scanning</u> for key words, and close/careful reading for understanding new or complex ideas).</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> 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>.</b> <b>W</b> State the main idea of an <u>informational/expository text</u> passage and provide three or more text-based details that support it. State the main idea of a <u>literary/narrative text</u> passage and support with three details from the story. Select, from multiple choices, the main/major idea of a passage, poem, or selection. State the theme/message in culturally relevant <u>literary/narrative text</u> and support with text-based evidence. 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 a text or among multiple texts. Activate prior knowledge 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</u> and <u>infer</u> from grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>.</b> <b>W</b> <u>Predict</u> text content using <u>prior knowledge</u> and <u>text features</u>. Use text and prior knowledge to make, confirm, or revise <u>inferences</u> and <u>predictions</u>. 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). 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). Organize information that supports a prediction or inference in a <u>graphic organizer</u> to enhance comprehension of text.</p>	<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, illustrations, photographs, charts, and graphs</li> <li>• Set a purpose for reading</li> <li>• Make predictions and ask questions about the text</li> <li>• Make connections to the text from prior knowledge or 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>• Skim the text to search for connections between and among ideas</li> <li>• Make, confirm, or adjust predictions</li> <li>• Periodically summarize while reading</li> <li>• Periodically paraphrase while reading</li> <li>• Visualize what was read for deeper understanding</li> <li>• Use a graphic organizer or another note-taking technique to record important ideas or information</li> <li>• Explain personal connections to the ideas or information in the text</li> </ul> <p><b>Use strategies to demonstrate 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 or make generalizations about the text</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>III. <u>Comprehension of Informational Text</u></b></p> <p><b>Develop comprehension skills by reading a variety of self-selected and assigned print</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 catalogs</li> </ul> <p><b>Identify and use text features to facilitate understanding of informational texts</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> <li>• Identify and explain the contributions of text features to meaning</li> </ul>

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<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 in grade-level informational/expository text and/or literary/narrative text.</b>  Monitor for meaning by identifying where and why comprehension was lost and use <u>comprehension-repair strategies</u> to regain meaning.  Generate and answer questions before, during, and after reading.  Draw, write about, or verbally describe the <u>mental imagery</u> that occurs while reading.  Organize information to monitor for meaning; generate and answer questions in a teacher-selected <u>graphic organizer</u> to enhance comprehension. <b>2.1.7 Apply <u>comprehension strategies</u> during and after reading: summarize grade-level informational/expository text and literary/narrative text. W</b>  Summarize the events, information, or ideas in an informational/expository text (e.g., causes of an event like a war or a tornado, steps in building a snow cave).  Summarize culturally relevant literary/narrative text.  Select, from multiple choices, a sentence that best summarizes the story or informational selection.  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>  <b>2.2.1 Understand sequence in informational/expository text and literary/narrative text. W</b>  Explain 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.)  Recognize and explain <u>literary/narrative text</u> written out of <u>sequence</u> (e.g., flashbacks, tales from other cultures).  Explain steps in a process (e.g., problem solving in mathematics, life cycle of a salmon).  Select, from multiple choices, the order of ideas, facts or events (e.g., what happened first, next, last; the order in which ideas or facts were introduced).  <b>2.2.2 Apply features of printed and <u>electronic text</u> to locate and comprehend text. W</b>  Identify and use grade-level appropriate <u>text features</u>.  Explain how certain text features help you understand the selection.  Interpret information from <u>graphic features</u>.  Identify, from multiple choices, where certain information/ideas might be found in the text.  Use <u>icons</u>, <u>pull-down menus</u>, <u>key word searches</u> on an electronic device.  <b>2.2.3 Understand and analyze <u>story elements</u>. W</b>  Use knowledge of situation and characters' actions, motivations, feelings, and physical attributes to determine characters' traits.  Identify the main events in a <u>plot</u>, including the cause and effect relationship in problem solving.</p>	<p>Refer to Grade 2, pages 4 and 5 for a complete listing</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 organizational patterns of texts</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 and 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 the meaning of a text</li> <li>Identify and explain specific words and punctuation that create mood and tone</li> <li>Identify and explain the effect of repetition of words and 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> <p><b>IV. Comprehension of Literary Text</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>Listen to critically, read, and discuss a variety of literary text representing diverse cultures, perspectives, ethnicities, and time periods</li> <li>Listen to critically, read, and discuss a variety of literary forms and genres</li> </ul>

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<p>Describe the components of <u>setting</u> and explain how and why setting is important to the story.</p> <p>Differentiate between first and third person <u>point of view</u> in a selection and explain the difference.</p> <p>Select, from multiple choices, the best description of a character or setting in a story or poem (e.g., character traits, feelings, character's problem, or importance of character).</p> <p><b>2.2.4 Apply understanding of <u>text organizational structures</u>.</b></p> <p>Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast) to aid comprehension.</p> <p>Identify and use text written in the text organizational structure of <i>chronological order</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 <u>plots</u>, characters, and <u>settings</u> in multiple texts.</p> <p>Compare and contrast information (e.g., similar topics written in different <u>genres</u> such as a short story and a poem or magazine article and encyclopedia)</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 selections).</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 text</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 and analyze appropriate sources.</b></p> <p>Use multiple organizational systems to locate information from reference and content area materials.</p> <p>Select appropriate resources for locating information (e.g., thesaurus, website, directory) on a specific topic or for a specific purpose.</p> <p><b>2.3.3 Understand <u>literary/narrative devices</u>. W</b></p> <p>Explain the meaning of <u>simile</u>, <u>personification</u>, <u>metaphor</u>, <u>idiom</u>, and humor in <u>literary/narrative</u> passages.</p>	<p><b>Use text features to facilitate understanding of literary texts</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 1, 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> <li>Identify and explain how the actions of the character(s) affect the plot</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 poetry as a literary form and distinguish among types of poems</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> <p><b>Determine important ideas and messages in literary texts</b></p> <ul style="list-style-type: none"> <li>Identify and explain main ideas and universal themes</li> <li>Identify and explain a similar theme in more than one text</li> <li>Paraphrase 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> </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 Apply the skills of drawing conclusions, providing a response, and expressing insights to <u>informational/expository text</u> and <u>literary/narrative text</u>. W</b></p> <p>Give a personal response that demonstrates insight about text, using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).</p> <p>Draw conclusions from text, citing text-based information to support the conclusion (e.g., how the story or information might be useful; to whom a story or information might be useful).</p> <p><b>2.4.2 Analyze the <u>author’s purpose</u> for and <u>style of writing</u> in both <u>informational/expository text</u> and <u>literary/narrative text</u>. W</b></p> <p>Determine the author’s purpose and support decision with evidence/details from text.</p> <p>Identify and explain how the author’s use of word choice, sentence structure and length, and/or literary/narrative devices affects the reader, using a variety of texts.</p> <p><b>2.4.3 Understand the difference between fact and opinion. W</b></p> <p>Identify facts and opinions; provide evidence from the text to support your answer.</p> <p>Select, from multiple choices, a statement that is a fact or an opinion. <b>2.4.4 Evaluate author’s effectiveness for a chosen audience. W</b></p> <p>Read an article and decide if a chosen audience (e.g., teachers, parents, classmates) would agree or disagree with what the author says.</p> <p><b>2.4.5 Understand how to <u>generalize</u> from text. W</b></p> <p>Generalize about a topic after reading more than one text (e.g., make generalizations about life on the prairie after reading several informational/expository and literary/narrative accounts of the migration west).</p> <p>Generalize about characters and characteristics in similar stories from different cultures (e.g., the “trickster” type tales such as Coyote in Native American literature; animals in African folk tales like Ananzi (the spider); and Br’er Rabbit stories of the Deep South).</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></p> <p>Collect and use information from a variety of resources to solve a problem or answer a question.</p>	<ul style="list-style-type: none"> <li>• Identify and explain figurative language (simile, personification and onomatopoeia, metaphor)</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 left unanswered by the text</li> <li>• Identify and explain the relationship between a literary text and its historical context</li> </ul>

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<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> Interpret information from common environmental print to solve a problem or perform a task (e.g., use a catalog to choose items within a budget).</p> <p><b>3.2.2 Understand a variety of functional documents.</b> Explain the information in functional documents related to hobbies or interests (e.g., skate boarding magazines, books about animals, e-mail, and letters from friends).</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 a variety of genres using teacher or self-generated prompts appropriate to the text and content.</p> <p><b>3.4.3 Analyze a variety of literature representing different cultures and traditions.</b> Compare and contrast cultures and traditions from a variety of literature. Generalize about traditions after reading literature from various cultures (e.g., customs, ceremonies, celebrations).</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 and select targets on which to work. Track progress in reading achievement with graphs, charts, and checklists.</p> <p><b>4.1.2 Apply strategies for setting grade-level appropriate reading goals.</b> Set reading goals, create a plan to meet those goals, and monitor progress toward implementing the plan with teacher assistance.</p> <p><b>Component 4.2 Develop interests and share reading experiences.</b></p> <p><b>4.2.1 Evaluate authors, books, and genres to select favorites.</b> Discuss and share favorite authors, books, and genres with others. Explain reason for choices.</p>	