

# Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

## Reading: Grade K– Age 5

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. Component</b></p> <p><b>1.1 Use word recognition skills and strategies to read and comprehend text.</b></p> <p><b>1.1.1 Understand and apply <u>concepts of print</u>.</b> Use <u>directionality</u> when listening to or following text. Identify front cover, back cover, and title of books. Recognize that print represents spoken language (e.g., <u>environmental print</u> and own name). Recognize letters and spaces between words.</p> <p><b>1.1.2 Understand and apply <u>phonological awareness and phonemic awareness</u>.</b> Substitute auditorially one <u>phoneme</u> for another to make a new word (e.g., beginning and ending sounds; <u>odddity tasks</u>). Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt. Manipulate and segment words orally by <u>onset and rime</u>. <u>Segment</u> and <u>blend</u> two and three phoneme words orally.</p> <p><b>1.1.3 Apply understanding of oral language skills to develop reading skills.</b> Participate orally in discussions/interactions (e.g., contribute descriptions, explanations, and details) when listening to stories read aloud and/or during shared reading.</p> <p><b>1.1.4 Apply understanding of <u>phonics</u>.</b> Identify letters of the alphabet. Identify <u>common consonant sounds</u> and short vowel sounds. Use common consonant sounds with short vowel sounds to decode three- and four-letter words. Use knowledge of <u>phonics</u> to read unfamiliar words in isolation and in context.</p> <p><b>Component 1.2 Use vocabulary (word meaning) strategies to comprehend text</b></p> <p><b>1.2.1 Understand how to use resources to learn new word meanings.</b> Use simple resources with teacher guidance (e.g., picture dictionaries).</p> <p><b>1.2.2 Apply <u>vocabulary strategies</u> in grade-level text.</b> Use <u>oral language structure</u>, letters, and pictures to <u>predict</u> and confirm word meaning with teacher guidance. Use <u>prior knowledge</u> and <u>context</u> in read aloud and/or shared reading to predict meaning of unfamiliar words.</p>	<p style="text-align: center;"><b><u>I. Foundational Skills</u></b></p> <p><b>Discriminate and produce rhyming words and alliteration</b></p> <ul style="list-style-type: none"> <li>• Repeat and produce rhyming words</li> <li>• Identify and repeat sentences that use alliteration, e.g. <i>Peter Piper picked a peck of pickled peppers</i></li> </ul> <p><b>Blend sounds and syllables to form words</b></p> <ul style="list-style-type: none"> <li>• Orally blend syllables into a whole word, such as <i>fun-ny = funny</i></li> <li>• Orally blend <i>onset</i> and <i>rimes</i> (word families) into a whole word, such as, <i>b-at = bat</i></li> <li>• Orally blend two to three phonemes into one syllable words, such as <i>m-e = me, f-u-n = fun</i></li> </ul> <p><b>Segment and manipulate sounds in spoken words and sentences</b></p> <ul style="list-style-type: none"> <li>• Clap words in a sentence</li> <li>• Clap syllables in a word</li> <li>• Say syllables</li> <li>• Identify the initial sound in a word</li> <li>• Segment individual sounds in words</li> <li>• Substitute initial sounds in words to form new words</li> </ul> <p><b>Identify letters and corresponding sounds</b></p> <ul style="list-style-type: none"> <li>• Identify in isolation all upper and lower case letters of the alphabet</li> <li>• Identify letters matched to sounds</li> <li>• Generate the sounds associated with individual letters and letter patterns, such as <i>s-</i>, <i>st-</i>, <i>-at</i>, <i>-ack</i>, <i>-ed</i></li> </ul> <p><b>Decode words in grade-level texts</b></p> <ul style="list-style-type: none"> <li>• Identify similarities and differences in letters and words</li> <li>• Blend letter sounds in one-syllable words (CVC), e.g. <i>cat</i></li> <li>• Use onset and rime (word families) to decode one syllable words, (e.g. <i>cat, bat, fat, mat, rat, sat, hat, tat, vat</i>)</li> </ul> <p><b>Engage in imitative reading at an appropriate rate</b></p> <ul style="list-style-type: none"> <li>• Listen to models of fluent reading</li> <li>• Recite nursery rhymes and poems with expression</li> </ul>

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<p><b>Component 1.3 Build vocabulary through wide reading.</b></p> <p><b>1.3.1 Understand and apply new vocabulary.</b> Use oral vocabulary gained through listening to a variety of read alouds from <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities.</p> <p><b>1.3.2 Understand and apply <u>content/academic vocabulary</u>.</b> Use <u>content/academic vocabulary</u> during class discussions.</p> <p><b>Component 1.4 Apply word recognition skills and strategies to read fluently.</b></p> <p><b>1.4.1 Know <u>common sight words</u> appropriate to grade-level.</b> Read selected sight words in isolation/lists. Recognize common sight words in text.</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>2.1.1 Understand how to ask questions about text.</b> Ask and answer questions before, during, and after read aloud and/or shared reading.</p> <p><b>2.1.2 Understand how to create <u>mental imagery</u>.</b> Compose visual images from what is read aloud and/or during shared reading. (e.g., draw a picture to represent something that was read in a story).</p> <p><b>2.1.3 Understand that some parts of the text are more important than others.</b> Identify important parts of <u>informational/expository text</u> and <u>literary/narrative text</u> in a group discussion.</p> <p><b>2.1.4 Understand how to use <u>prior knowledge</u>.</b> Make connections or identify similarities between self and text from a variety of cultures and communities after read alouds and/or shared reading.</p> <p><b>2.1.5 Understand how to <u>infer/ predict</u> meaning.</b> Use pictures and <u>culturally relevant</u> text read aloud and/or during shared reading to predict what will happen next; support <u>predictions</u> using information from the text. Make <u>inferences</u> orally before, during, and after hearing a story using <u>prior knowledge</u>, story structure, and prediction.</p> <p><b>Component 2.2 Understand and apply knowledge of text components to comprehend text.</b></p>	<p><b>Read orally from familiar text at an appropriate rate</b></p> <ul style="list-style-type: none"> <li>• Read familiar text with accuracy and expression</li> <li>• Use knowledge of end punctuation to signal expression in reading</li> <li>• Recognize some words by sight, such as students first and last name (<i>a, the, my, you, is, are</i>)</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, and reading a variety of texts on a daily basis</li> <li>• Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</li> </ul> <p><b>Understand, acquire, and use new vocabulary</b></p> <ul style="list-style-type: none"> <li>• Use text and illustrations to identify meaning of unknown words</li> <li>• Use resources to determine meaning of unknown words: <ul style="list-style-type: none"> <li>-picture dictionaries</li> <li>-charts</li> <li>-diagrams</li> <li>-posters</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>II. General Reading Comprehension</u></b></p> <p><b>Demonstrate an understanding of concepts of print to determine how print is organized and read</b></p> <ul style="list-style-type: none"> <li>• Identify title, cover page, front and back of book, table of contents, page numbers, and describe what information is presented on the title and cover pages</li> <li>• Track print from left to right and top to bottom</li> <li>• Make return sweep to next line of text</li> <li>• Match oral words to printed words</li> <li>• Recognize that printed words are separated by spaces</li> <li>• Recognize that letters build words and words build sentences</li> </ul> <p><b>Use strategies to prepare for reading (before reading)</b></p> <ul style="list-style-type: none"> <li>• Make connections to the text using illustrations, photographs, and prior knowledge</li> <li>• Make predictions by examining the title, cover, illustrations, photographs, and familiar author or topic</li> <li>• Ask questions about the text by examining the title, cover, illustrations, photographs, and text</li> <li>• Set a purpose for reading</li> </ul>

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<p><b>2.2.2 Understand features of printed text and <u>electronic sources</u>.</b> Identify page numbers and titles in text. Identify and use icons.</p> <p><b>2.2.3 Understand <u>story elements</u>.</b> Identify story elements of character, setting, and important events with teacher guidance</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 similarities within and between <u>informational/expository text</u> and <u>literary/narrative text</u>.</b> Identify similarities in characters and settings within and between <u>culturally relevant</u> literary/narrative texts read aloud and/or during shared reading. Identify common information about a topic within and between texts (e.g., all birds in the text build their nests on the ground).</p> <p><b>2.3.2 Understand concept of categories.</b> Sort objects by various attributes such as color, size, and purpose. Orally sort words by various attributes (e.g., food, animals, colors, shapes).</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 give personal responses and make connections to text.</b> Generate a personal response or make connections to text based on a teacher prompt using information from a <u>culturally relevant</u> read aloud and/or shared reading.</p> <p><b>2.4.2 Understand purposes of simple text.</b> Identify the purpose of everyday printed materials (e.g., signs, labels, newspapers, story books, lists, etc.).</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 that resources contain information needed to answer questions and solve problems.</b> Listen to and talk about information from a variety of types of <u>informational/expository text</u>. Participate in whole-group discussions to generate questions and listen to <u>informational/expository text</u> for answers to those questions.</p>	<p><b>Use strategies to make meaning from text (during reading)</b></p> <ul style="list-style-type: none"> <li>• Use illustrations to construct meaning from text</li> <li>• Make, confirm, or adjust predictions</li> <li>• Ask relevant questions and make comments</li> <li>• Reread sentences when meaning is not clear</li> <li>• Connect events, characters, and actions in stories to specific life experiences</li> </ul> <p><b>Use strategies to demonstrate understanding of text (after reading)</b></p> <ul style="list-style-type: none"> <li>• Recall and discuss information from text</li> <li>• Respond to questions (who, what and where) and verify answers using illustrations and text</li> <li>• Respond to text by drawing, speaking, dramatizing or writing</li> <li>• Compare information in text with prior knowledge</li> <li>• Validate/determine the purpose for reading</li> <li>• Retell the story using text as support</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 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</li> </ul> <p><b>Listen to nonfiction materials</b></p> <ul style="list-style-type: none"> <li>• Non-fiction trade books</li> <li>• Picture dictionaries</li> <li>• Simple maps</li> <li>• Magazines</li> <li>• Newspapers</li> </ul> <p><b>Listen to and use functional documents by following simple, oral or rebus (picture) directions</b></p> <ul style="list-style-type: none"> <li>• Science investigations</li> <li>• Recipes</li> <li>• Rules</li> <li>• Signs and posters</li> <li>• Labels</li> </ul> <p><b>Identify and use text features to facilitate understanding of informational texts</b></p> <ul style="list-style-type: none"> <li>• Bold print</li> <li>• Print size</li> <li>• Labels</li> <li>• Numbered steps</li> </ul>

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<p><b>Component 3.2 Read to perform a task.</b>  <b>3.2.1 Understand that signs and labels convey information.</b>            Explain the meaning of labels and <u>environmental print</u>.</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 and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition and generate a personal response.  <b>3.4.3 Understand that literature represents 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>  <b>Component 4.2 Develop interests and share reading experiences.</b>  <b>4.2.1 Understand how readers choose books.</b>            Choose books and share with others with teacher guidance</p>	<p><b>Use informational aids</b></p> <ul style="list-style-type: none"> <li>• Materials lists</li> <li>• Labels</li> <li>• Numbered steps</li> </ul> <p><b>Identify organizational aids</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Table of contents</li> <li>• Numbered steps</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 sequential order</li> <li>• Recognize similarities and differences</li> <li>• Recognize description</li> </ul> <p><b>Determine important ideas and messages in informational text</b></p> <ul style="list-style-type: none"> <li>• State the text's purpose</li> <li>• Identify the main idea/ text's message</li> <li>• Retell important facts from a text</li> <li>• Identify how someone might use the text</li> </ul> <p><b>Evaluate informational text</b></p> <ul style="list-style-type: none"> <li>• State whether the text fulfills the reading purpose</li> <li>• Tell what the author could have done to make the text easier to understand</li> <li>• Tell whether the author's ideas are clear</li> </ul> <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 assigned literary texts</b></p> <ul style="list-style-type: none"> <li>• Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</li> <li>• Identify characteristics of different types of fictional literary texts, such as plays, poems, stories (folktales, fairytales, fantasy, fables, realistic fiction, and historical fiction)</li> </ul> <p><b>Use text features to facilitate understanding of literary texts</b></p> <ul style="list-style-type: none"> <li>• Identify and explain how the title contributes to meaning</li> <li>• Identify and explain how text features, such as illustrations, punctuation, and print features contribute to meaning</li> </ul>

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	<p><b>Use elements of narrative texts to facilitate understanding</b></p> <ul style="list-style-type: none"> <li>• Identify the beginning, middle, and end of a story, including the problem, and solution</li> <li>• Identify the characters, sequence of events, and setting of a story</li> </ul> <p><b>Use elements of poetry to facilitate understanding</b></p> <ul style="list-style-type: none"> <li>• Identify rhyme, rhythm, and repetition in poems read to them</li> <li>• Retell the events of the poem</li> </ul> <p><b>Use elements of drama to facilitate understanding</b></p> <ul style="list-style-type: none"> <li>• Identify the characters, dialogue, and scenery of a play read to them</li> </ul> <p><b>Determine important ideas and messages in literary texts</b></p> <ul style="list-style-type: none"> <li>• Retell the story by sequencing the main events</li> <li>• Identify a personal connection 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 descriptive words in text read to them</li> </ul>