

# Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

## Writing: Grade 2 – Age 7

Your child will be introduced to:

EARLs	Skinner Elementary Montessori*
<p><b>EALR 1: The student understands and uses a writing process.</b></p> <p><b>Component 1.1:</b> Pre-writes to generate ideas and plan writing. 1.1.1 Applies at least one strategy for generating ideas and planning writing. <b>Note:</b> 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><b>Component 1.2:</b> Produces draft(s). 1.2.1 Produces a draft of multiple sentences or several paragraphs over time.</p> <p><b>Component 1.3:</b> Revises to improve text. 1.3.1 Revises text by adding and deleting words and phrases.</p> <p><b>Component 1.4:</b> Edits text. 1.4.1 Applies understanding of editing appropriate for grade level. (see3.3)</p> <p><b>Component 1.5:</b> Publishes text to share with audience. 1.5.1 Publishes own writing.</p> <p><b>Component 1.6:</b> Adjusts writing process as necessary.</p> <p><b>EALR 2: The student writes in a variety of forms for different audiences and purposes.</b></p> <p><b>Component 2.1:</b> Adapts writing for a variety of audiences. 2.1.1 Understands that writing changes for different audiences</p> <p><b>Component 2.2:</b> Writes for different purposes. 2.2.1 Demonstrates understanding of different purposes for writing.</p> <p><b>Component 2.3:</b> Writes in a variety of forms/genres. 2.3.1 Uses a variety of forms/genres.</p> <p><b>Component 2.4:</b> 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><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Use <b><u>prewriting strategies</u></b> to generate ideas and topics and make a plan before writing</li> <li>• Write a <b><u>first draft</u></b> with a main idea and supporting details</li> <li>• <b><u>Revise</u></b> to clarify writing</li> <li>• <b><u>Proofread</u></b> and edit writing for language conventions</li> <li>• <b><u>Publish</u></b> writing to display and/or share with an audience</li> </ul> <p><b>Write for a purpose</b></p> <ul style="list-style-type: none"> <li>• To express personal feelings</li> <li>• To inform using details that support a topic with a clear beginning, middle, and end</li> <li>• To persuade by supporting a stated opinion</li> </ul> <p><b>Express personal ideas and information effectively and clearly</b></p> <ul style="list-style-type: none"> <li>• Has a focused writing topic</li> <li>• Tell a complete story or make a point with support</li> <li>• Include topic sentence and supporting sentences in informational writing</li> <li>• Include 3 or more details to story or point</li> <li>• Include illustrations that add detail to text</li> <li>• Demonstrate expanded knowledge of topic</li> <li>• Write an opening that attracts</li> <li>• Is told in a logical order, sequence of events</li> <li>• Write definite conclusion sentence(s)</li> <li>• Use note taking and organizational strategies to record information</li> <li>• Demonstrate writing that is individual and expressive</li> <li>• Characterize voice: humorous, serious, angry</li> <li>• Use a variety of words with little repetition</li> <li>• May use figurative language such as similes and metaphors</li> </ul>

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

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