

Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

Writing: Grade 3 – Age 8

Your child will be introduced to:

EARLs	Skinner Elementary Montessori*
<p>EALR 1: The student understands and uses a writing process.</p> <p>Component 1.1: Pre-writes to generate ideas and plan writing. 1.1.1 Applies at least one strategy for generating ideas and planning writing.</p> <p>Note: 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>Component 1.2: Produces draft(s). .2.1 Produces a draft of multiple paragraphs over time 1</p> <p>Component 1.3: Revises to improve text. 1.3.1 Revises text by adding, deleting, substituting, and moving words and phrases.</p> <p>Component 1.4: Edits text. 1.4.1 Applies understanding of editing appropriate for grade level. (see3.3)</p> <p>Component 1.5: Publishes text to share with audience. 1.5.1 Publishes own writing.</p> <p>Component 1.6: Adjusts writing process as necessary. 1.6.1 Applies understanding of the recursive nature of writing 1.6.2 Uses collaborative skills to adapt writing process. 1.6.2 Uses collaborative skills to adapt writing process. 1.6.3 Uses knowledge of time constraints to adjust writing process.</p> <p>EALR 2: The student writes in a variety of forms for different audiences and purposes</p> <p>Component 2.1: Adapts writing for a variety of audiences. 2.1.1 Understands that writing changes for different audiences</p>	<p>“ A writer’s notebook is a blank book that serves as a rehearsal for writing. It is a seedbed out of which rough drafts grow.”</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>Writing Process</p> <ul style="list-style-type: none"> • Use <u>prewriting strategies</u> <ul style="list-style-type: none"> -generate topics based on discussions of common and/or prior experiences -use a writer’s notebook to record thoughts, memories, observations, wonderings, and feelings -use graphic organizers, such as listing, webbing -use appropriate organizational structure, such as chronological order, and comparison • Combine ideas and information in an exploratory or discovery <u>draft</u> • <u>Revise draft</u> for clarity, completeness and word choice • <u>Self edit</u> and/or <u>peer edit</u> for language conventions • <u>Publish final product</u> for presentation to an audience <p>Write for a Purpose</p> <ul style="list-style-type: none"> • To express personal ideas to develop fluency using a variety of forms, such as journals, letters, reports • To compose poetry using sensory details • To inform using summary and selection of major points and examples to support a main idea • To persuade using significant reasons and relevant support

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<p>Component 2.2: Writes for different purposes. 2.2.1 Demonstrates understanding of different purposes for writing.</p> <p>Component 2.3: Writes in a variety of forms/genres. 2.3.1 Uses a variety of forms/genres.</p> <p>Component 2.4: Writes for career applications. 2.4.1 Produces documents used in a career setting.</p> <p>EALR 3: The student writes clearly and effectively.</p> <p>Component 3.1: Develops ideas and organizes writing. 3.1.1 Analyzes ideas, selects topic, and adds detail, and elaborates. 3.1.2 Organizes writing with a beginning, middle, and ending.</p> <p>Component 3.2: Uses appropriate style. 3.2.1 Writes with voice.</p> <ul style="list-style-type: none"> • Uses word choice to show emotion and interest. • Demonstrates commitment to topic (e.g., sustains writing, elaborates, shows knowledge of topic). <p>3.2.2 Uses language appropriate for a specific audience and purpose.</p> <ul style="list-style-type: none"> • Selects specific words (e.g., <i>hollered</i> vs. <i>said</i>) and specialized vocabulary (e.g., <i>transparent</i> vs. <i>clear</i>). • Selects interesting and effective words from various sources. • Uses literary devices (e.g., onomatopoeia, alliteration). <p>3.2.3 Uses more than one sentence type and structure.</p> <ul style="list-style-type: none"> • Writes a variety of sentence beginnings (e.g., starts with an adverb: “Quickly, the snake slithered away.”). • Writes a variety of sentence lengths. • Writes a variety of sentence structures. • Writes a variety of sentence types. <p>Component 3.3: Knows and applies appropriate grade level writing conventions. 3.3.1 Uses legible handwriting.</p> <p>3.3.2 Spells words appropriate for the grade level accurately.</p> <ul style="list-style-type: none"> • Uses spelling rules and patterns from previous grades. • Spells sight words (e.g., because, there, their). • Uses phonetic spelling for challenging words. • Recognizes and uses spelling patterns for affixes (e.g., un-, pre-). • Recognizes and uses spelling rules for plurals (<i>cat</i> to <i>cats</i>, <i>glass</i> to <i>glasses</i>). • Uses resources to find correct spelling for words. 	<p>Express personal ideas and information effectively and clearly</p> <p style="text-align: center;">6+1 Traits to Write Clearly and Effectively</p> <p>1. Ideas—My Message It all makes sense.</p> <p>2. Organization—from Beginning to End My opening will hook you. I know where I’m going. The ending really works!</p> <p>3. Voice—Putting Myself in My Writing It’s me! It might make you laugh or cry. This topic matters to me!</p> <p>4. Word Choice-Playing with Language My words paint a picture My words make the message CLEAR. I like the way my words sound and feel.</p> <p>5. Sentence Fluency –Listening to the Sound My paper is EASY to read out loud. Some sentences are LONG and STRETCHY - some are SHORT and SNAPPY.</p> <p>6. Conventions-Editing Punctuation smoothly guides the reader. The grammar contributes to clarity and style Capitals are handled well. Spelling is mostly correct. Paragraphing complements the organization.</p> <p>+1. Presentation-How the Writing Looks on the Page Even margins frame the text. I used the perfect font and style. Everything is in the right place.</p> <p>Produce italic writing that is legible to the audience</p> <ul style="list-style-type: none"> • Stroke sequence • Vocabulary—ascender, body, descender, beginning and ending strokes, and upper and lower case • Number of strokes per letter • Tilt of the paper • How to grip a writing instrument • Pressure on the writing instrument • Correct posture • Cursive letter shapes • Letters you may join into • Letters you may join out of • Special joins

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<p>3.3.3 Applies capitalization rules.</p> <ul style="list-style-type: none"> • Uses capitalization rules from previous grades. • Capitalizes person’s title. • Capitalizes first word inside quotation marks. • Capitalizes all proper nouns. <p>3.3.4 Applies punctuation rules.</p> <ul style="list-style-type: none"> • Uses punctuation rules from previous grades. • Uses period after abbreviation or initial. • Uses comma between the day of the month and year. • Uses comma between city and state. • Uses commas in a series. • Uses comma in compound sentences. • Uses commas in numbers greater than four digits. • Uses quotation marks in dialogue. • Uses apostrophe in possessive nouns. <p>3.3.5 Applies usage rules.</p> <ul style="list-style-type: none"> • Applies usage rules from previous grades. • Uses <i>would have</i> instead of <i>would of</i>. • Uses correct pronoun as subject (e.g., <i>I</i> vs. <i>me</i>). • Uses consistent verb tense. • Uses future tense correctly, especially in dialogue. • Does not use double negatives. • Uses appropriate homonym (e.g., <i>it’s</i> vs. <i>its</i>, <i>your</i> vs. <i>you’re</i>). <p>3.3.6 Uses complete sentences in writing.</p> <ul style="list-style-type: none"> • Does not use “run-together” sentences (e.g., They went to the store they bought groceries.). • Does not use sentence fragments (e.g., Going into town.). <p>3.3.7 Understands paragraph conventions.</p> <ul style="list-style-type: none"> • Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs). <p>3.3.8 Applies conventional forms for citations (lists titles and authors).</p> <p>EALR 4: The student analyzes and evaluates the effectiveness of written work.</p> <p>Component 4.1: Analyzes and evaluates others’ and own writing.</p> <p>4.1.1 Analyzes and evaluates writing using established criteria.</p> <p>4.1.2 Analyzes and evaluates own writing using established criteria..</p> <p>Component 4.2: Sets goals for improvement.</p> <p>4.2.1 Evaluates and adjusts writing goals using criteria.</p>	<p>Apply conventional spelling in written language</p> <ul style="list-style-type: none"> • Spell non-phonetic sight words • Spell words with common prefixes and suffixes • Spell compound words • Modify spelling when adding suffixes • Spell previously studied contractions and possessives • Access resources as a spelling aid • Spelling rule booklet <p>Comprehend and apply punctuation and capitalization in written language</p> <ul style="list-style-type: none"> • Use correct end punctuation • Use commas correctly in date, addresses, city and state, greetings and closings , and items in a series • Use underlining for titles of books • Use apostrophes in contractions and singular possessives • Use quotation marks in simple dialogue • Use capital letters to begin a sentence and identify a proper noun • Indent for paragraphs <p>Recognize, recall, and apply grammar concepts and skills that strengthen written language</p> <ul style="list-style-type: none"> • Adjectives • Prepositions • Adverbs • Pronouns • Conjunctions • Interjections • Logical sentence analysis/ diagramming sentences <ul style="list-style-type: none"> -compound sentences -complex sentences -transitive/intransitive verbs (linking verbs) • Personal pronouns • Verb tenses • Negative form of the verb • Infinitives and moods <ul style="list-style-type: none"> -indicative mood -imperative mood subjunctive mood • Concrete and abstract nouns • Subject and verb agreement • Pronoun and antecedent agreement • Compose, complete, and correct declarative, interrogative, imperative and exclamatory sentences • Recognize and correct common usage errors, such as homophones, contractions, and commonly confused words