Curriculum Alignment
of
Skinner Elementary Montessori and Washington State EALRs

Writing: Grade 4– Age 9

Your child will be introduced to:

EARLs	Skinner Elementary Montessori*
EALR 1: The student understands and uses a writing process. **Component 1.1:** Pre-writes to generate ideas and plan writing. 1.1.1 Applies more than one strategy for generating ideas and planning writing. **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. **Component 1.2:** Produces draft(s). 1.2.1 Produces more than one draft of multiple paragraphs **Component 1.3:** Revises to improve text. 1.3.1 Revises text by adding, deleting, substituting, and moving text **Component 1.4:** Edits text. 1.4.1 Applies understanding of editing appropriate for grade level. (see3.3) **Component 1.5:** Publishes text to share with audience. 1.5.1 Publishes in more than one format for specific audiences and purposes. **Component 1.6:** Adjusts writing process as necessary. 1.6.1 Applies understanding of the recursive nature of writing process.1.6.2 Uses collaborative skills to adapt writing process. 1.6.3 Uses knowledge of time constraints to adjust writing process. **EALR 2: The student writes in a variety of forms for different audiences and purposes**. **Component 2.1:** Adapts writing for a variety of audiences. 2.1.1 Applies understanding of multiple and varied audiences to write effectively. **Component 2.2:** Writes for different purposes. 2.2.1 Demonstrates understanding of different purposes for writing. **Component 2.3:** Writes in a variety of forms/genres. 2.3.1 Uses a variety of forms/genres.	**"A writing plan is not an order or a binding contract. It is a sketch, a guess, a hunch, a suggestion…..it helps to have a plan, to have a sense of destination, and that is what planning writing gives you."** **Writing Process** • Use _**prewriting strategies**_ **-**generate and select topics using graphic organizers, writer's notebook, listing, webbing, and discussion of prior experiences • Combine ideas and information in an exploratory or discovery _**draft**_ • _**Revise draft**_ for clarity, completeness, and word choice • _**Self edit**_ and/or _**peer edit draft**_ for language conventions • _**Publish**_ final product **Write for a Purpose** • To express personal ideas using a variety of forms suited to topic, audience, and purpose • To describe in prose and poetry by using purposeful imagery and sensory details • To inform using a structure with a clear beginning, middle, and end with examples and facts to support a main idea • To persuade using significant reasons and relevant support

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Component 2.4: Writes for career applications. 2.4.1 Produces documents used in a career setting. **EALR 3: The student writes clearly and effectively.** **Component 3.1:** Develops ideas and organizes writing. 3.1.1 Analyzes ideas, selects a narrow topic, and elaborates using specific details and/or examples. 3.1.2 Organizes writing using a logical organizational structure. **Component 3.2:** Uses appropriate style. 3.2.1 Understands that different audiences and purposes affect writer's voice. • Adjusts voice for different audiences (e.g., letter to principal vs. letter to best friend). • Adjusts voice for different purposes (e.g., a scientific explanation vs. a narrative). • Writes in own voice in personal narrative (e.g., "spinach makes me gag"0. • Writes in authentic voice in expository writing, i.e., the writing sounds real as opposed to stilted. 3.2.2 Uses language appropriate for a specific audience and purpose. • Uses precise words (e.g., vivid verbs—*screeched, hovered*, *absorbed*; specific nouns—*granite*, *long-house*, *cedar*). • Uses specialized vocabulary in informational writing (e.g., *tessellate*, *butte*, *parallelogram*). • Uses literary and sound devices (e.g., similes, personification, alliteration). 3.2.3 Uses a variety of sentences. • Writes a variety of sentence beginnings. • Writes a variety of sentence lengths. • Writes a variety of sentence structures. **Component 3.3:** 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. • Uses spelling rules and patterns from previous grades. • Spells sight words correctly. (e.g., people, water). • Self-corrects spelling errors. • Develops a personal spelling list. • Uses resources to find correct spelling for words. 3.3.3 Applies capitalization rules. • Uses capitalization rules from previous grades. • Capitalizes important words in a title of a book or article. • Capitalizes abbreviations correctly (e.g., CA, Mr., Dr.) • Uses resources to correct capitalization.	**Express personal ideas and information effectively and clearly** **6+1 Traits to** **Write Clearly and Effectively** **1.Ideas—My Message** It all makes sense. **2. Organization—from Beginning to End** My opening will hook you. I know where I'm going. The ending really works! **3. Voice—Putting Myself in My Writing** It's me! It might make you laugh or cry. This topic matters to me! **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. **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. **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. **+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. **Produce italic writing that is legible to the audience** See Grade 3, page 2, for a complete list of the objectives **Apply conventional spelling in written language** • Spell grade-appropriate sight and content words • Modify spellings when adding suffixes • Spell one-syllable and multi-syllable words with complex spelling patterns, such as *–tion, -ous, ph-, kn-,* etc. • Access resources as a spelling aid, such as technology, dictionary • Use memory devices to recall frequently misspelled words • Spelling rule booklet

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3.3.4 Applies punctuation rules.
• Uses punctuation rules from previous grades.
• Uses comma to set off titles or initials.
• Uses comma in complete address.
• Uses comma after an introductory phrase9e.g., After the scary movie, she wished she had read the book.).
• Uses italics, underlining, or quotation marks for titles.
• Uses colon after greeting in a business letter.
• Uses hyphen between syllables at line breaks.
3.3.5 Applies usage rules.
• Applies usage rules from previous grades.
• Uses single/plural agreement between nouns and modifiers (e.g., *one child* and *two children*).
• Uses correct placement of pronouns.
• Uses *among* (more than two) vs. *between* (two).
• Uses conjunctions logically (e.g., *I like dogs, but I am allergic to them.).*
• Uses prepositions correctly.
• Uses collective nouns.
3.3.6 Uses complete sentences in writing.
3.3.7 Understands paragraph conventions.
• Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs).
3.3.8 Applies conventional forms for citations (lists titles and authors alphabetically).
 	
EALR 4: The student analyzes and evaluates the effectiveness of written work.
 	
Component 4.1: Analyzes and evaluates others' and own writing.
4.1.1 Analyzes and evaluates writing using established criteria.
4.1.2 Analyzes and evaluates own writing using established criteria..
 	
Component 4.2: Sets goals for improvement.
4.2.1 Evaluates and adjusts writing goals using criteria.
 	
Component 4.2: Sets goals for improvement.
4.2.1 Evaluates and adjusts writing goals using criteria.
	Comprehend and apply punctuation and capitalization conventions in written language
	• Use correct and varied end punctuation
	• Use commas correctly in appositives, items in a series, and before a coordinating conjunction in a compound sentence
	• Use underlining, quotation marks, or italics to identify titles of documents
	• Use apostrophes in contractions and possessives
	• Use quotation marks and commas in simple dialogue and for direct quotations
	• Use capital letters correctly in titles and the first word in a direct quotation
	• Indent for paragraphs
	
	Apply grammar concepts and skills that strengthen written language
	• Infinitives and moods
	   - indicative mood
	   - imperative mood
	   - subjunctive mood
	   -negative form of the verb
	   -sentence analysis/ diagramming
	• Voice of the verb
	   - active voice
	   - passive voice
	• Transitive and intransitive verbs (linking verbs)
	• Compound sentences
	• Complex sentences