

Komo Kulshan Outdoor School

Washington State Essential Academic Learning Requirements Reading

Komo Kulshan Outdoor School supports the following Washington State Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs.)

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.3: Build vocabulary through wide reading.

GLE/ Grade 5 benchmark	WASL evidence of learning – Grade 5	KKOS Activity
1.3.1 Understand and apply new vocabulary.	<ul style="list-style-type: none">Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, into written and oral communication.	<ul style="list-style-type: none">Students will use new vocabulary from all Lessons in journal activities.

EALR 2: The Student understands the meaning of what is read.

Component 2.1: Demonstrate evidence of reading comprehension

GLE/ Grade 5 benchmark	WASL evidence of learning – Grade 5	KKOS Activity
2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text.	<ul style="list-style-type: none">State the main idea of a passage and provide several text-based details supporting it.State the theme/message and supporting details in culturally relevant literary/narrative text.Select, from multiple choices, a title that best fits the selection and provides details from the text to support the choice.Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.Organize main ideas and supporting details in a graphic organizer to enhance comprehension.	<ul style="list-style-type: none">Story time – students listen to stories that introduce or review concepts and themes from the field lessons. Students will be asked to verbally discuss the main ideas and themes of the story.
2.1.4 Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge.	<ul style="list-style-type: none">Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s).Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.	<ul style="list-style-type: none">Story time – students listen to stories that introduce or review concepts and themes from the field lessons. Students will be asked to verbally discuss the story and how it relates to their previous experience or knowledge.

Component 2.2: Understand and apply knowledge of text components to comprehend text.

GLE/ Grade 5 benchmark	WASL evidence of learning – Grade 5	KKOS Activity
<p>2.2.1 Apply understanding of time, order, and/or sequence to comprehend text.</p>	<ul style="list-style-type: none"> • Explain the use of flashbacks to convey meaning in literary/narrative text. • Explain the use of steps in a process to convey meaning in an informational/expository text (e.g. how a bill becomes law, stages in the colonization of early America). 	<ul style="list-style-type: none"> • Story time – students listen to stories that introduce or review concepts and themes from the field lessons. Students will be asked to verbally discuss the story. Students will be asked to review and discuss the sequence of the salmon lifecycle in <i>Salmon Stream</i>.

Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

GLE/ Grade 5 benchmark	WASL evidence of learning – Grade 5	KKOS Activity
<p>2.3.1 Analyze informational/expository text and literary/narrative text for similarities and difference and cause and effect relationships.</p>	<ul style="list-style-type: none"> • Find similarities and differences within and between texts using text-based evidence (e.g. facts and opinion in newspaper vs. poetry; authors’ points of view in different works). • Identify and interpret cause and effect relationships within a text using evidence from the text (e.g. how the transcontinental railroad influenced the development of the West.) • Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, setting, information). • Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action). 	<ul style="list-style-type: none"> • Story time – students listen to stories that introduce or review concepts and themes from the field lessons. Students will be asked to verbally discuss the cause and effect relationships within the text. (e.g. in the <i>Lorax</i> what was the effect of chopping down all the truffula trees? What caused the Oncler’s business to shut down?)