

NCMPS MONTESSORI CURRICULUM TO STANDARDS ALIGNMENT

PRIMARY • PREK3-K

LANGUAGE

NCMPS Montessori Curriculum to Standards Alignment
Primary • PreK3-K
Language

National Center for Montessori in the Public Sector

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Published in the United States by National Center for Montessori in the Public Sector Press

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INTRODUCTION

Montessori and standards-based education

At first glance, Montessori and standards-based education seem like an unlikely fit. Montessori is a constructivist model of education based on student choice, interest-driven learning, and individually paced progression. Standards-based education, on the other hand, teaches and assesses children based on a predetermined list of knowledge and skills (“standards”) to be mastered at each age.

Public Montessori schools, as public schools, are held accountable for students meeting standards set by states. The Montessori curriculum, with a few adjustments, covers commonly used standards. Yet, school leaders and teachers struggle to make a seamless connection between the Montessori curriculum and the required standards, often veering too far in one direction at the expense of the other.

Currently available Montessori curriculum alignments match Montessori lessons to state standards, and have satisfied accountability requirements and achieved district and charter approval for public Montessori programs. But they have been of limited use as practical guides.

The NCMPS Montessori Curriculum to Standards Alignment (MCSA) goes beyond matching to help leaders and teachers implement the Montessori curriculum in its integrity while covering standards, staying accountable to their authorizers, and preparing children for the standards-based assessments they will be required to take.

The NCMPS Montessori Curriculum to Standards Alignment (MCSA) bridges the gap between policy and practice.

Alignment

There are several challenges faced in aligning Montessori and standards-based education. First, Montessori works best, and delivers its wide-scope developmental outcomes, when it is fully implemented with integrity and fidelity to the model. Teaching to the standards rather than leading with Montessori robs Montessori of the coherence and interconnectedness of the approach. This is made more complicated by the diversity in Montessori teacher preparation programs. While the overall structure of the Montessori curriculum is broadly the same across programs, there are differences in organization and structure between programs. Any practically useful alignment needs to be broad enough to encompass these differences.

Second, the alignment must be useful to leaders and classroom teachers. It's not enough to provide a list of standards "covered" by a given lesson. Teachers need guidance on how to cover those standards within the Montessori framework—what facts, concepts, vocabulary, and skills to highlight, and where to add something that's missing.

Finally, the alignment has to be useful to authorizers and district leaders, who are ultimately accountable for the school's meeting its responsibility as a publicly funded institution. These policy and decision-makers need to be able to easily see that all the required standards are met in a coherent curriculum, and to go quickly to the aligned Montessori lessons to see how the standards are covered.

How it works

The MCSA divides the Montessori curriculum into broad areas, or Albums, that will be familiar to Montessori teachers from the most prevalent trainings. Albums are divided into Chapters, and Chapters are divided into Sections which cover sequences of related lessons. The Primary (PK#3-K) Language Alignment structure is shown below:

Album: Language

Chapter 1: Spoken Language

Foundations

Chapter 2: Writing

Foundations

Composition

Chapter 3: Reading

Foundations

Function of Words

Word Study

Comprehension

Each Section has the following parts:

Skills Inventory: A high level summary of the skills a child would be expected to develop after working with the Montessori lessons and materials described in the section.

Montessori Lessons and Purposes: An overview of the lessons included in the section, aligned with their Montessori purposes informed by the standards they cover. Where teacher-created lessons are needed to cover a standard, they are indicated here.

Assessment Vocabulary: Relevant vocabulary, as well as cognitive verbs (such as demonstrate, identify, represent, etc.), that students will need to understand to answer standardized test questions..

Assessment Considerations: Topic-specific considerations for teachers to keep in mind when planning and delivering lessons, including a summary of what children will be expected to know and do.

Standards: Detailed listings of the standards aligned with the lessons in the Section.

Indexes

The MCSA includes two Indexes to help teachers, leaders, and authorizers find important information quickly.

The Standards to Montessori Index lists all the standards sequentially and shows the Chapters and Sections that include the lessons meeting that standard. Teachers can easily find the Montessori curriculum area covering a standard students may be struggling with. Leaders and authorizers can see at a glance that standards are covered, and easily find the relevant Montessori curriculum area for more detail.

The Montessori to Standards Index shows the Montessori curriculum in its integrity, and indicates broadly which standards are addressed in each Montessori Chapter and Section.

Standards covered

This volume, the Early Childhood English Language Arts Montessori Curriculum to Standards Alignment, covers the Head Start Early Learning Outcomes Framework (HELOF), and the Common Core State Standards for English Language Arts and Literacy (CCSS.ELALITERACY) for Kindergarten.

CHAPTER 1

SPOKEN LANGUAGE

FOUNDATIONS

SKILLS INVENTORY

- Listens to and uses spoken language effectively and with increasing confidence in a variety of situations for both social interaction and self-expression and to demonstrate understanding
- Asks and answers questions to request clarification, seek help or gain information

MONTESSORI LESSONS	PURPOSES
Three Period Lesson Enrichment of Vocabulary <ul style="list-style-type: none">• Object in the Environment• Sensorial Vocabulary• Classified Cards• Extensions of the Second Period• Extensions of the Third Period	<ul style="list-style-type: none">• To recall multistep directions• To build self-confidence in language (which supports the development of the child's personality)• To enlarge/enrich the child's vocabulary• To aid in the child's classification of the environment• Refinement of auditory memory (to remember what you hear from just hearing it once)
Modeled Language Experience <ul style="list-style-type: none">• Sequence Story• Rhyming Words• Rhymes• Riddles• Fingerplays	<ul style="list-style-type: none">• To recognize and produce rhyming words• To build confidence in language• To help the child express ideas clearly and in logical sequence• Preparation for creative writing
Guided Language Experience <ul style="list-style-type: none">• Conversations• Storytelling• Poetry• Songs• Books• Question Game• Spoken Classifications: Naming environment and naming objects	<ul style="list-style-type: none">• To express thoughts, feelings, and ideas clearly• To communicate clearly with tone and volume• To describe familiar people, places, things, and events• To participate in collaborative conversations• To follow norms for discussions• To demonstrate command of the conventions of standard English grammar and usage• To ask and answer questions about a text or information presented orally• To produce and expand complete sentences• To seek clarification about a text• To build confidence in language• To help the child express ideas clearly and in logical sequence• Preparation for creative writing• To continue a conversation through multiple exchanges.

ASSESSMENT VOCABULARY

answer	grammar	Cognitive Verbs	
ask	information		
audible	listen		
clarification	media/medium		
collaboration	participate		
complete sentence	peer		
confirm	question		
convention	standard English		
conversation	take turns		
description	text		
detail	topic		
discussion	usage		
diverse	visual display		
event			
feeling			
			answer
			ask
		clarify	
		confirm	
		conform	
		describe	
		expand	
		express	
		listen	
		participate	
		present	
		produce	
		recognize	
		request	

ASSESSMENT CONSIDERATIONS

Students will be asked to:

- participate in collaborative conversations with peers and adults in small and larger groups (SL.K.1)
- follow agreed-upon rules for discussions (SL.K.1.A)
- continue a conversation through multiple exchanges (SL.K.1.B)
- demonstrate understanding by asking and answering questions about key details of a text or other media (SL.K.2)
- requesting clarification if something is not understood (SL.K.2)
- ask and answer questions to seek help, get information, or clarify something that is not understood (SL.K.3)
- describe familiar people, places, things, and events and provide additional detail (SL.K.4)
- create visual displays (drawings) of descriptions to provide additional details (SL.K.5)
- speak audibly (SL.K.6)
- express thoughts, feelings, and ideas clearly (SL.K.6)
- demonstrate command of the conventions of standard English grammar and usage when speaking (L.K.1)
- produce and expand complete sentences (L.K.1.F)
- recognize and produce rhyming words (RF.K.2.A)

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS		
Developmental Progression		Indicators
36 to 48 months	48 to 60 months	By 60 months
LANGUAGE AND COMMUNICATION		
ATTENDING AND UNDERSTANDING		
P-LC 1. Child attends to communication and language from others		
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<ul style="list-style-type: none"> • Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others. • Shows ongoing connection to a conversation, group discussion, or presentation.
P-LC 2. Child understands and responds to increasingly complex communication and language from others		
Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<ul style="list-style-type: none"> • Shows an ability to recall (in order) multiple step directions • Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?” • Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then. • Shows an understanding of talk related to the past or future. • Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.

continues

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS

COMMUNICATING AND SPEAKING

P-LC 3. Child varies the amount of information provided to meet the demands of the situation

Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.

Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.

- Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.
- Uses language, spoken or sign, to clarify a word or statement when misunderstood.
- Children who are DLLs may switch between their languages.

P-LC 4. Child understands, follows, and uses appropriate social and conversational rules

Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.

Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.

- Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.
- With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.

P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.

Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.

- Communicates clearly enough to be understood by adults across a range of situations.

continues

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS**LITERACY****COMPREHENSION AND TEXT STRUCTURE****P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/ re-telling.**

<p>With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.</p>	<p>Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.</p>	<ul style="list-style-type: none"> • Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships. • Tells fictional or personal stories using a sequence of at least 2–3 connected events. • Identifies characters and main events in books and stories.
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CCSS STANDARDS (CCSS.ELA-LITERACY)**SPEAKING AND LISTENING (SL)****COMPREHENSION AND COLLABORATION**

SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

continues

CCSS STANDARDS (CCSS.ELA-LITERACY)**PRESENTATION OF KNOWLEDGE AND IDEAS**

SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE (L)**CONVENTIONS OF STANDARD ENGLISH**

L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.F	Produce and expand complete sentences in shared language activities.

READING FOUNDATIONS (RF)**PHONOLOGICAL AWARENESS**

RF.K.2.A	Recognize and produce rhyming words.
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NOTES

- Spoken Language includes songs, poems, stories, verbal identification of objects, areas of the classroom, materials. Spoken language is everywhere in the classroom all the time. It is how the children enlarge their vocabulary mostly by listening to the adults and other children in the environment.
- Multi-lingual children may switch between their languages.
- Multi-lingual children may demonstrate more complex communication and language in their home language than in English.

CHAPTER 2

WRITING

FOUNDATIONS

SKILLS INVENTORY

- Demonstrates understanding of correspondence between spoken words, letter symbols, syllables and sounds (phonemes)
- Arranges the letters of the alphabet to make words, phrases and sentences leading to paragraphs
- Demonstrates correct pencil grip, adaptation of space, lightness of touch and muscular control of the hand when writing on paper

MONTESSORI LESSONS	PURPOSES
WRITTEN LANGUAGE	
The Sound Game (I Spy) <ul style="list-style-type: none">• Initial• Medial• Final	<ul style="list-style-type: none">• To produce initial, medial and final sounds• To help the child become aware of the phonemes (sounds) used in speech.• To prepare the child to explore words for their component sounds.• To assist articulation and pronunciation of words (mostly through adult modeling).• To demonstrate understanding of spoken words, and sounds (phonemes).
Sandpaper Letters <ul style="list-style-type: none">• Individual Sandpaper Letters• Double Sandpaper Letters• Sandpaper Letters Connection Lesson	<ul style="list-style-type: none">• To recognize sound to letter relationships• To recognize the sounds of a letter or combination of letters (phonemes)• To give the child the symbols for the sounds of his own language by means of three senses: touch, vision, and hearing.• To demonstrate basic knowledge of one-to-one letter-sound correspondences.• Preparation for handwriting.

continues

MONTESSORI LESSONS PURPOSES	
WRITTEN LANGUAGE (CONTINUED)	
<p>Moveable Alphabet</p> <ul style="list-style-type: none"> • Consonant- vowel - consonant • Blends <p>Small Moveable Alphabet</p> <ul style="list-style-type: none"> • Phonograms 	<ul style="list-style-type: none"> • To recognize and name all uppercase and lowercase letters • To recognize that spoken words are represented in writing by sequences of letters. • To spell simple words phonetically • To help the child explore and analyze known language in order to represent words with graphic symbols. • To give the child experience with the English language and using capital letters and punctuation • Preparation for writing and reading • Demonstrate command of capitalization, punctuation, and spelling when writing.
HANDWRITING	
<p>Metal Insets</p> <ul style="list-style-type: none"> • Curvy line • Filling in the gaps • Shading • Two insets together • Three or more insets 	<ul style="list-style-type: none"> • Mastery of the hand in using and controlling a writing instrument: both in keeping within limits and lightness of touch. • To cultivate a sense of geometric design. • To enhance the artistic sense.
<p>Handwriting Extensions</p> <ul style="list-style-type: none"> • Sand Tray • Green boards • Paper 	<ul style="list-style-type: none"> • To gain proficiency in printing uppercase and lowercase letters • To help further the child's understanding of written language and build their confidence in their ability to communicate through writing. • Write letters for consonant and short-vowel sounds (phonemes).
SYLLABICATION	
<ul style="list-style-type: none"> • Counting Syllables • Pronouncing Syllables • Segmenting syllables • Blending syllables 	<ul style="list-style-type: none"> • To count, pronounce, blend, and segment syllables in spoken words • To blend and segment onsets and rimes of single-syllable spoken words • To make new words by adding or substituting individual letters • Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ASSESSMENT VOCABULARY

alphabet	pronounce	Cognitive Verbs demonstrate name produce recognize represent substitute
beginning sound	punctuation	
blend (sounds together)	segment	
capitalization	sequence/sequential order	
consonant	short vowel sound	
convention	sound	
correspondence	spell/spelling	
end punctuation	standard English	
ending sound	story	
letter (of the alphabet)	syllable	
lowercase	uppercase	
middle vowel sound	vowel	
print	word	

ASSESSMENT CONSIDERATIONS

Students will be asked to:

Written Language

- write a letter or letters for most consonant and short-vowel sounds (phonemes) (L.K.2.C)
- spell simple words phonetically (L.K.2.D)
- demonstrate knowledge of sound-letter relationships (L.K.2.D)
- demonstrate command of spelling when writing (L.K.2)
- recognize that spoken words are represented by specific sequences of letters (RF.K.1.B)
- recognize and name all upper- and lowercase letters of the alphabet (RF.K.1.D)
- isolate and pronounce initial, medial and final sounds in CVC words (RF.K.2.D)
- demonstrate knowledge of one-to-one letter-sound correspondence (RF.K.3.A)

Handwriting

- print many upper- and lowercase letters (L.K.1.A)

Syllabication

- demonstrate understanding of spoken words, syllables, and sounds (phonemes) (RF.K.2)
- count, pronounce, blend, and segment syllables in spoken words (RF.K.2.B)
- blend and segment onsets and rimes of single-syllable spoken words (RF.K.2.C)
- add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (RF.K.2.E)

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS		
Developmental Progression		Indicators
36 to 48 months	48 to 60 months	By 60 months
LITERACY		
PHONOLOGICAL AWARENESS		
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.		
Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.	<ul style="list-style-type: none"> • Provides one or more words that rhyme with a single given target, such as “What rhymes with log?” • Produces the beginning sound in a spoken word, such as “Dog begins with /d/.” • Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?” • Count, pronounce, blend, and segment syllables in spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
PRINT AND ALPHABET KNOWLEDGE		
P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.		
Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one’s name, or naming some letters that are encountered often.	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	<ul style="list-style-type: none"> • Names 18 upper- and 15 lower-case letters. • Knows the sounds associated with several letters.

continues

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS		
WRITING		
P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.		
Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	<ul style="list-style-type: none"> • Creates a variety of written products that may or may not phonetically relate to intended messages. • Shows an interest in copying simple words posted in the classroom. • Attempts to independently write some words using invented spelling, such as K for kite. • Writes first name correctly or close to correctly. • Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.

CCSS STANDARDS (CCSS.ELA-LITERACY)	
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.K.1.A	Print many upper- and lowercase letters.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

continues

CCSS STANDARDS (CCSS.ELA-LITERACY)**READING FOUNDATIONS (RF)****PRINT CONCEPTS**

RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
PHONICS AND WORD RECOGNITION	
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

COMPOSITION

SKILLS INVENTORY

- Composes (through a combination of writing, drawing and dictating) informative, explanatory, narrative, non-fiction and research/report writing that has a beginning, middle, and end
- Responds to questions and suggestions from peers and adults to strengthen writing by adding details
- Demonstrates understanding of the conventions of writing by using proper capitalization and punctuation

MONTESSORI LESSONS		PURPOSES
COMPOSITION		
TEACHER CREATED LESSONS FOR		
<ul style="list-style-type: none"> • Choosing a topic • Sequencing writing 	<ul style="list-style-type: none"> • To choose a topic and supply relevant information • To tell events in order 	
<ul style="list-style-type: none"> • Group writing 	<ul style="list-style-type: none"> • To compose shared research and writing projects 	
<ul style="list-style-type: none"> • Informative writing • Explanatory writing • Narrative writing • Research, reports and non-fiction writing 	<ul style="list-style-type: none"> • To compose opinion pieces, informative and explanatory writing using drawing, dictating, and/or writing • To narrate an event or sequence of events using drawing, dictating, and/or writing • To answer questions by recalling information from experiences, books and other sources • To participate in shared research and writing projects 	
EDITING		
TEACHER CREATED LESSONS FOR		
<ul style="list-style-type: none"> • strengthening writing 	<ul style="list-style-type: none"> • To add details to writing • To respond to questions and suggestions from peers about their writing 	

continues

MONTESSORI LESSONS		PURPOSES
CONVENTIONS		
TEACHER CREATED LESSONS FOR		
<ul style="list-style-type: none"> capitalization punctuation 	<ul style="list-style-type: none"> To use proper capitalization, punctuation, and spelling To recognize and name punctuation To write first name correctly with capitals 	
PUBLISHING		
TEACHER CREATED LESSONS FOR		
<ul style="list-style-type: none"> publication 	<ul style="list-style-type: none"> To produce and publish writing using a variety of digital tools 	

ASSESSMENT VOCABULARY		
answer	peer	Cognitive Verbs
author	pronoun	
book	publish	
capitalization	punctuation	
collaboration	question	
convention	reader	
detail	research project	
digital tool	sentence	
end punctuation	source	
event	spell/spelling	
experience	standard English	
information	story	
informative/explanatory	strengthen	
opinion	suggestion	
order of events	topic	
participate	word	
		compose
		explore
		express
		gather
		name
		narrate
		participate
		produce
		publish
		recall
		recognize
		respond
		state
		strengthen

ASSESSMENT CONSIDERATIONS

Students will be asked to:

Composition

- use drawing, dictating, and writing to compose opinion pieces (W.K.1)
- use drawing, dictating, and writing to compose informative pieces (W.K.2)
- use drawing, dictating, and writing to compose explanatory pieces (W.K.2)
- identify the topic or the name of the book they are writing about (W.K.1)
- state an opinion or preference about the topic or book (W.K.1)
- name and supply information about the topic they are writing about (W.K.2)
- use drawing, dictating, and writing to narrate a single event or several loosely linked events (W.K.3)
- tell about events in the order in which they occurred, and provide a reaction to what happened (W.K.3)
- participate in shared research and writing projects (W.K.7)
- recall information from experiences to answer a question (W.K.8)
- gather information from provided sources to answer a question (W.K.8)

Editing

- add details to strengthen writing (W.K.5)
- respond to questions and suggestions from peers about their writing (W.K.5)

Conventions

- demonstrate command of capitalization when writing (L.K.2)
- capitalize the first word in a sentence and the pronoun (L.K.2.A)
- demonstrate command of punctuation when writing (L.K.2)

Publishing

- explore a variety of digital tools to produce and publish writing (W.K.6)
- recognize and name end punctuation (L.K.2.B)

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS		
Developmental Progression		Indicators
36 to 48 months	48 to 60 months	By 60 months
LITERACY		
COMPREHENSION AND TEXT STRUCTURE		
P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/ re-telling.		
With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	<ul style="list-style-type: none"> • Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships. • Tells fictional or personal stories using a sequence of at least 2–3 connected events. • Identifies characters and main events in books and stories.
LITERACY		
WRITING		
P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.		
Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	<ul style="list-style-type: none"> • Creates a variety of written products that may or may not phonetically relate to intended messages. • Shows an interest in copying simple words posted in the classroom. • Attempts to independently write some words using invented spelling, such as K for kite. • Writes first name correctly or close to correctly. • Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.

CCSS STANDARDS (CCSS.ELA-LITERACY)	
WRITING (W)	
TEXT TYPES AND PURPOSES	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
PRODUCTION AND DISTRIBUTION OF WRITING	
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
L.K.2.B	Recognize and name end punctuation.

NOTES

Writing includes learning letter shapes and ways to practice forming letters with the hand, as well as composition and creating stories and writing them using the movable alphabet (which takes out dependence on the hand to write).

CHAPTER 3

READING

FOUNDATIONS

SKILLS INVENTORY

- Decodes written words using letter-sound correspondence (single letters, digraphs)
- Reads phonetic, non-phonetic and puzzle words with increasing fluency
- Demonstrates understanding of basic print features (follow words from left to right, top to bottom, page order, spacing)
- Demonstrates understanding by transitioning from invented spelling to correct spelling

MONTESSORI LESSONS	PURPOSES
PHONICS, PHONOGRAMS AND PUZZLE WORDS	
Phonetic Object Box Phonetic Picture Cards <ul style="list-style-type: none"> • Consonant-vowel-consonants • Blends 	<ul style="list-style-type: none"> • To help the child realize that he can analyze and synthesize the graphic symbols of a written word to discover its meaning • An introduction to reading as silent communication
Phonetic Booklets	<ul style="list-style-type: none"> • To decode phonetic words • To assist further exploration of the child’s own language. • To give more keys to reading and spelling • To apply word analysis skills in decoding words
Phonogram Object Box Phonogram Picture Cards	<ul style="list-style-type: none"> • To assist further exploration of the child’s own language • To give more keys to reading and spelling
Phonogram Booklets <ul style="list-style-type: none"> • Key Phonograms • Lists • Booklets • Alternate Spelling Packets • Writing One Key Phonogram • Spelling 	<ul style="list-style-type: none"> • To recognize the long and short sounds of vowels • To decode phonogram words • To distinguish between similarly spelled words by using knowledge of letter sounds • To assist further exploration of the child’s own language. • To give more keys to reading and spelling

continues

MONTESSORI LESSONS		PURPOSES
PHONICS, PHONOGRAMS AND PUZZLE WORDS (CONTINUED)		
Moveable Alphabet with One Key Phonogram	<ul style="list-style-type: none"> To assist further exploration of the child's own language. To give more keys to reading and spelling 	
Puzzle Words <ul style="list-style-type: none"> Introduction Spelling 	<ul style="list-style-type: none"> To help the child read high-frequency words by sight To help the child read and write irregularly spelled words 	
VOCABULARY		
Reading Classification <ul style="list-style-type: none"> Objects in the Environment Sensorial Vocabulary Three Part Cards Definition Booklets Definitions in Three Stages 	<ul style="list-style-type: none"> To learn the meaning of unknown or multiple-meaning words To introduce the child to the written form of the vocabulary he already knows To identify new meanings for familiar words and apply them accurately To use and respond to words and phrases acquired through auditory and print experiences Preparation for further study 	

PRINT CONCEPTS	
TEACHER CREATED LESSONS FOR	
<ul style="list-style-type: none"> Organization of print Orientation of reading (left/right, top/bottom) Spaces between words Parts of a book 	<ul style="list-style-type: none"> To recognize how text is organized To recognize the basic features of text To read from left to right, top to bottom and page by page To recognize that spaces separate words

ASSESSMENT VOCABULARY

conversation
 graphic
 left to right
 letter (of the alphabet)
 long vowel sound
 meaning
 page
 phrase

print
 short vowel sound
 space
 spell/spelling
 sound
 text
 top to bottom
 vowel

Cognitive Verbs

acquire
 apply
 associate
 distinguish
 identify
 respond
 understand

ASSESSMENT CONSIDERATIONS

Students will be asked to:

Phonics, Phonograms and Puzzle Words

- apply grade-level phonics and word analysis skills in decoding words (RF.K.3)
- associate the long and short sounds with the common spellings (graphemes) for the five major vowels (RF.K.3.B)
- read common high-frequency words by sight (RF.K.3.C)
- distinguish between similarly spelled words by identifying the sounds of the letters that differ (RF.K.3.D)

Vocabulary

- clarify the meaning of unknown and multiple-meaning words and phrases (L.K.4)
- identify new meanings for familiar words and apply them accurately (L.K.4.A)
- use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.K.6)

Print Concepts

- demonstrate understanding of the organization and basic features of text (RF.K.1)
- follow words from left to right, top to bottom, and page by page (RF.K.1.A)
- understand that words are separated by spaces (RF.K.1.C)

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS		
Developmental Progression		Indicators
36 to 48 months	48 to 60 months	By 60 months
LANGUAGE AND COMMUNICATION		
VOCABULARY		
P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.		
Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	<ul style="list-style-type: none"> • Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities. • Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. • With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes. • With support, forms guesses about the meaning of new words from context clues.
LITERACY		
PRINT AND ALPHABET KNOWLEDGE		
P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).		
Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	<ul style="list-style-type: none"> • Understands that print is organized differently for different purposes, such as a note, list, or storybook. • Understands that written words are made up of a group of individual letters. • Begins to point to single-syllable words while reading simple, memorized texts. • Identifies book parts and features, such as the front, back, title, and author.

CCSS STANDARDS (CCSS.ELA-LITERACY)	
READING FOUNDATIONS (RF)	
PRINT CONCEPTS	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
RF.K.1.C	Understand that words are separated by spaces in print.
PHONOLOGICAL AWARENESS	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
LANGUAGE (L)	
VOCABULARY ACQUISITION AND USE	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

NOTES
Through this area the child practices reading more and more complex material.

COMPREHENSION

SKILLS INVENTORY

- Reads texts (at child's level) with purpose and understanding
- Demonstrates understanding of text by asking and answering questions about key details and main ideas, retelling the story in their own words, identifying characters, setting and major events and can make connections
- Identifies the role of author and illustrator and text features

MONTESSORI LESSONS

PURPOSES

FLUENCY

Interpretive Reading	<ul style="list-style-type: none"> • To develop reading comprehension • To encourage sensitive and precise interpretation of writing • To engage the children's imaginations, emotions, and bodies in reading and interpreting literature
Emergent Reader Texts	<ul style="list-style-type: none"> • To develop reading comprehension
Group Reading	<ul style="list-style-type: none"> • To demonstrate engagement, purpose and understanding in group reading activities • To develop reading comprehension

KEY IDEAS AND DETAILS

TEACHER CREATED LESSONS FOR

<ul style="list-style-type: none"> • Key details and main topic • Retelling stories • Characters • Setting • Major events • Connections 	<ul style="list-style-type: none"> • To ask and answer questions about key details • To retell familiar stories and key details in text • To identify characters in text • To identify setting in text • To identify events in text • To identify main topic in text • To identify key details in text • To understand the connection between characters, events or ideas in text • To engage in group reading activities with purpose and understanding
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MONTESSORI LESSONS PURPOSES	
CRAFT AND STRUCTURE	
TEACHER CREATED LESSONS FOR	
<ul style="list-style-type: none"> • Types of texts • Role of author • Role of illustrator • Parts of a Book 	<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text • To recognize common types of texts • To identify and define the role of the author • To identify and define the role of the illustrator • To identify the front cover, back cover, and title page of a book • To describe the relationship between illustrations and text
INTEGRATION OF KNOWLEDGE AND IDEAS	
TEACHER CREATED LESSONS FOR	
<ul style="list-style-type: none"> • Relationship between illustrations and the story • Compare and contrast two stories or texts 	<ul style="list-style-type: none"> • To identify the relationships between illustrations and stories • To compare and contrast two stories or two informational texts on the same topic • To compare and contrast adventures and experiences of characters in familiar stories. • To identify the reasons an author gives to support points in a text. • To identify basic similarities in and differences between two texts on the same topic

ASSESSMENT VOCABULARY		
answer	retell	Cognitive Verbs answer ask define depict describe identify name retell
ask	role	
author	text	
detail	word	
event		
illustration		
illustrator		
question		
relationship		
SPECIFIC TO LITERATURE		
adventure	poem	Cognitive Verbs compare contrast recognize
character	setting	
compare/contrast	story	
experience	storybook	
SPECIFIC TO INFORMATIONAL TEXT		
back cover	procedure	Cognitive Verbs engage present support understand
book	purpose	
connection	reason	
description	similarity	
front cover	support	
information	title page	
point (in an argument)	topic	

ASSESSMENT CONSIDERATIONS

Students will be asked to:

Fluency

- read emergent-reader texts with purpose and understanding (RF.K.4)
- engage in group reading activities with purpose and understanding (RL.K.10; RI.K.10)

Key Ideas and Details

- ask and answer questions about key details in a text. (RL.K.1; RI.K.1)

Literature

- retell familiar stories, including key details (RL.K.2)
- identify characters, settings, and major events in a story (RL.K.3)

Informational text

- identify the main topic and retell key details of a text (RI.K.2)
- describe the connection between two individuals, events, ideas, or pieces of information in a text (RI.K.3)

Craft and Structure

- ask and answer questions about unknown words in a text (RL.K.4; RI K.4)

Literature

- recognize common types of texts (RL.K.5)
- name the author and illustrator of a story and define the role of each in telling the story (RL.K.6)

Informational text

- identify the front cover, back cover, and title page of a book (RI.K.5)
- name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text (RI.K.6)

Integration of Knowledge and Ideas

- describe the relationship between illustrations and the story in which they appear (RL.K.7; RI.K.7)

Literature

- compare and contrast the adventures and experiences of characters in familiar stories (RL.K.9)

Informational text

- identify the reasons an author gives to support points in a text (RI.K.8)
- identify basic similarities in and differences between two texts on the same topic (RI.K.9)

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS		
Developmental Progression		Indicators
36 to 48 months	48 to 60 months	By 60 months
LITERACY		
COMPREHENSION AND TEXT STRUCTURE		
P-LIT 5. Child asks and answers questions about a book that was read aloud		
Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	<ul style="list-style-type: none"> Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.” Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text. Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.

CCSS STANDARDS (CCSS.ELA-LITERACY)	
READING FOUNDATIONS (RF)	
PRINT CONCEPTS	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
FLUENCY	
RF.K.4	Read emergent-reader texts with purpose and understanding.

continues

CCSS STANDARDS (CCSS.ELA-LITERACY)	
READING LITERATURE (RL)	
KEY IDEAS AND DETAILS	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CRAFT AND STRUCTURE	
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL.K.10	Actively engage in group reading activities with purpose and understanding.
READING INFORMATIONAL TEXT (RI)	
KEY IDEAS AND DETAILS	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

continues

CCSS STANDARDS (CCSS.ELA-LITERACY)**CRAFT AND STRUCTURE**

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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RI.K.5	Identify the front cover, back cover, and title page of a book.
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RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
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INTEGRATION OF KNOWLEDGE AND IDEAS

RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
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RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
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RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RI.K.10	Actively engage in group reading activities with purpose and understanding.
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FUNCTION OF WORDS

SKILLS INVENTORY

- Identifies the function of different parts of speech
- Demonstrates an understanding of the grammar patterns used to organize words

MONTESSORI LESSONS	PURPOSES
FUNCTION OF WORDS	
Grammar Symbols	<ul style="list-style-type: none"> • To help the child visualize the purpose of each word in a sentence
Definite and Indefinite Article	<ul style="list-style-type: none"> • To help the child become aware of the definite and indefinite articles and their functions • Create opportunities for the child to read
Noun <ul style="list-style-type: none"> • Oral introduction • Introduction to the Farm • Symbolizing phrases 	<ul style="list-style-type: none"> • To help the child become aware of the noun and its function • To form regular plural nouns • Create opportunities for the child to read
Adjective <ul style="list-style-type: none"> • Oral introduction • Introduction to the Farm • Symbolizing Phrases • Logical Adjective Game • Detective Adjective Game 	<ul style="list-style-type: none"> • To help the child become aware of the function of an adjective as a word that describes • To help the child become aware of the position of the adjective in a noun phrase • To help the child become aware that there can be more than one adjective for a noun • To help the child become aware that there are different adjectives for different nouns • To help the child become aware that adjectives can single out an object from a group (the detective powers of the adjective)
Conjunction <ul style="list-style-type: none"> • Oral Introduction • Introduction to the Farm • Symbolizing Phrases 	<ul style="list-style-type: none"> • To help the child become aware of the function of the conjunction as a word that connects
Preposition <ul style="list-style-type: none"> • Oral Introduction • Introduction to the Farm • Symbolizing Phrases 	<ul style="list-style-type: none"> • To help the child become aware of the function of the preposition as a word that indicates a relationship • To use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with)

continues

MONTESSORI LESSONS PURPOSES	
FUNCTION OF WORDS (CONTINUED)	
Verb <ul style="list-style-type: none"> • Oral Introduction • Introduction to the Farm • Symbolizing Phrases • Actions with Objects • Transitive and Intransitive Verbs • Tenses • Internal Actions 	<ul style="list-style-type: none"> • To help the child become aware of the function of the verb as an action word • To give the child the impression of a verb as energy in contrast to a noun as matter • To give the impression that verbs describe actions which have an effect on matter • To stimulate interest and engage the child's whole personality in reading • To help the child appreciate the sentiment or feeling in literature
Adverb <ul style="list-style-type: none"> • Oral Introduction • Introduction to the Farm • Symbolizing Phrases 	<ul style="list-style-type: none"> • To help the child become aware of the function of the adverb as a word that modifies or changes an action • Preparation for the dramatic arts • Preparation of the mind for a deeper understanding of what is read
Logical Adverb Game <ul style="list-style-type: none"> • Oral Introduction • Introduction to the Farm • Symbolizing Phrases 	<ul style="list-style-type: none"> • To help the child become aware that there can be more than one adverb for each verb • To help the child become aware that there are different adverbs for different verbs
Continuation of Commands	<ul style="list-style-type: none"> • To help the child to interpret what he has read • To develop concentration and memory of what has been read
Pattern Cards	<ul style="list-style-type: none"> • To enhance children's writing • For children to become familiar with style in terms of writing
Question Words	<ul style="list-style-type: none"> • To understand and use interrogatives (who, what, where, when, why, how)
SENTENCE ANALYSIS	
Simple Sentences <ul style="list-style-type: none"> • Hunting the Subject • Hunting the Object • Independent Work • Extensions • Attributes • Appositions 	<ul style="list-style-type: none"> • To demonstrate command of the conventions of standard English grammar and usage • To enhance children's writing • For children to become familiar with style in terms of writing

ASSESSMENT VOCABULARY

convention	usage
grammar	verb
interrogative sentence	what
noun	when
plural	where
preposition	who
question	why
standard English	how

ASSESSMENT CONSIDERATIONS

Students will be asked to:

- demonstrate command of the conventions of standard English grammar and usage when writing (L.K.1)
- use frequently occurring nouns (L.K.1.B)
- form regular plural nouns orally by adding /s/ or /es/ (L.K.1.C)
- use frequently occurring verbs (L.K.1.B)
- use the most frequently occurring prepositions (L.K.1.E)
- understand and use question words (interrogatives) (L.K.1.D)

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS		
Developmental Progression		Indicators
36 to 48 months	48 to 60 months	By 60 months
LANGUAGE AND COMMUNICATION		
COMMUNICATING AND SPEAKING		
P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.		
<p>Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.</p>	<p>Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>	<ul style="list-style-type: none"> • Pronunciation errors and grammatical errors are isolated and infrequent. • Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement. • Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations. • Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.

CCSS STANDARDS (CCSS.ELA-LITERACY)	
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.B	Use frequently occurring nouns and verbs.
L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

WORD STUDY

SKILLS INVENTORY

Demonstrates understanding of the nature of words through learning word features, recognizing patterns across words and exploring etymology such as roots and affixes

MONTESSORI LESSONS

PURPOSES

Word Study

- Oral Introduction
- Masculine and Feminine
- Singular and Plural
- Prefixes and Suffixes
- Compound Words
- Contractions
- Word Families
- Synonyms
- Antonyms
- Homonym

- To enrich the child's vocabulary
- To increase the understanding of the nature of words.
- To use affixes as a clue to the meaning of an unknown word
- To explore word relationships
- To explore word meanings
- To sort common objects into categories
- To demonstrate understanding of antonyms
- To identify real-life connections between words
- To distinguish shade of meaning among verbs

ASSESSMENT VOCABULARY

action

adjective

affix

antonym

category

clue

concept

inflection

meaning

opposite

shade(s) of meaning

verb

word

Cognitive Verbs

act out

describe

distinguish

demonstrate

identify

relate

represent

sort

ASSESSMENT CONSIDERATIONS

Students will be asked to:

- use the most frequently occurring inflections and affixes an unknown word (L.K.4.B)
- explore word relationships and nuances in word meanings (L.K.5)
- sort common objects into categories (L.K.5.A)
- demonstrate understanding of frequently occurring adjectives by relating them to their antonyms (L.K.5.B)
- demonstrate understanding of frequently occurring verbs by relating them to their antonyms (L.K.5.B)
- identify real-life connections between words and their use (L.K.5.C)
- act out the meanings of verbs to distinguish shades of meaning among them (L.K.5.D)

HEAD START EARLY LEARNING OUTCOMES (HELOF) GOALS

Developmental Progression

Indicators

36 to 48 months

48 to 60 months

By 60 months

LANGUAGE AND COMMUNICATION

VOCABULARY

P-LC 7. Child shows understanding of word categories and relationships among words.

Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.

Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.

- Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.
- Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”
- Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.
- Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.
- Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”

CCSS STANDARDS (CCSS.ELA-LITERACY)	
READING FOUNDATIONS (RF)	
PRINT CONCEPTS	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
LANGUAGE (L)	
VOCABULARY ACQUISITION AND USE	
L.K.4.B	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

STANDARDS TO MONTESSORI INDEX

COMMON CORE STATE STANDARDS CCSS.ELA-LITERACY		MONTESSORI CHAPTER AND SECTION
READING FOUNDATIONS (RF)		
PRINT CONCEPTS		
RF.K.1	Demonstrate understanding of the organization and basic features of print.	Reading: Foundations
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.	Writing: Foundations
RF.K.1.C	Understand that words are separated by spaces in print.	Reading: Foundations
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	Writing: Foundations
PHONOLOGICAL AWARENESS		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Reading: Foundations
RF.K.2.A	Recognize and produce rhyming words.	
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	

continues

COMMON CORE STATE STANDARDS CCSS.ELA-LITERACY		MONTESSORI CHAPTER AND SECTION
PHONICS AND WORD RECOGNITION		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading: Foundations
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
FLUENCY		
RF.K.4	Read emergent-reader texts with purpose and understanding.	Reading: Foundations
READING INFORMATIONAL TEXT (RI)		
KEY IDEAS AND DETAILS		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Reading: Comprehension
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	

continues

COMMON CORE STATE STANDARDS CCSS.ELA-LITERACY		MONTESSORI CHAPTER AND SECTION
CRAFT AND STRUCTURE		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Reading: Comprehension
RI.K.5	Identify the front cover, back cover, and title page of a book.	
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
INTEGRATION OF KNOWLEDGE AND IDEAS		
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Reading: Comprehension
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
RI.K.10	Actively engage in group reading activities with purpose and understanding.	Reading: Comprehension

continues

COMMON CORE STATE STANDARDS CCSS.ELA-LITERACY		MONTESSORI CHAPTER AND SECTION
WRITING (W)		
TEXT TYPES AND PURPOSES		
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Writing: Composition
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
PRODUCTION AND DISTRIBUTION OF WRITING		
W.K.4	(W.K.4 begins in grade 3.)	Writing: Composition
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Writing: Composition
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
W.K.9	(W.K.9 begins in grade 4.)	

continues

COMMON CORE STATE STANDARDS CCSS.ELA-LITERACY		MONTESSORI CHAPTER AND SECTION
RANGE OF WRITING		
W.K.10	(W.K.10 begins in grade 3.)	
SPEAKING AND LISTENING (SL)		
COMPREHENSION AND COLLABORATION		
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Spoken Language: Foundations
SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
SL.K.1.B	Continue a conversation through multiple exchanges.	
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
PRESENTATION OF KNOWLEDGE AND IDEAS		
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Spoken Language: Foundations
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	

continues

COMMON CORE STATE STANDARDS CCSS.ELA-LITERACY		MONTESSORI CHAPTER AND SECTION
LANGUAGE (L)		
CONVENTIONS OF STANDARD ENGLISH		
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Spoken Language: Foundations Reading: Function of Words
L.K.1.A	Print many upper- and lowercase letters.	Writing: Foundations
L.K.1.B	Use frequently occurring nouns and verbs.	Reading: Function of Words
L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	
L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
L.K.1.F	Produce and expand complete sentences in shared language activities.	Reading: Function of Words
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing: Foundations Writing: Composition
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.	Writing: Composition
L.K.2.B	Recognize and name end punctuation.	
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Writing: Foundations
L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	

continues

COMMON CORE STATE STANDARDS CCSS.ELA-LITERACY		MONTESSORI CHAPTER AND SECTION
KNOWLEDGE OF LANGUAGE		
L.K.3	(L.K.3 begins in grade 2.)	
VOCABULARY ACQUISITION AND USE		
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Reading: Foundations
L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	
L.K.4.B	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Reading: Word Study
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	
L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Reading: Foundations

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK		MONTESSORI CHAPTER AND SECTION
LANGUAGE AND COMMUNICATION		
ATTENDING AND UNDERSTANDING		
P-LC 1	Child attends to communication and language from others	Spoken Language: Foundations
P-LC 2	Child understands and responds to increasingly complex communication and language from others	
COMMUNICATING AND SPEAKING		
P-LC 3	Child varies the amount of information provided to meet the demands of the situation	Spoken Language: Foundations
P-LC 4	Child understands, follows, and uses appropriate social and conversational rules	
P-LC 5	Child expresses self in increasingly long, detailed, and sophisticated ways.	Spoken Language: Foundations Reading: Function of Words
VOCABULARY		
P-LC 6	Child understands and uses a wide variety of words for a variety of purposes.	Reading: Foundations Reading: Comprehension
P-LC 7	Child shows understanding of word categories and relationships among words.	Reading: Word Study
LITERACY		
PHONOLOGICAL AWARENESS		
P-LIT 1	Child demonstrates awareness that spoken language is composed of smaller segments of sound.	Reading: Foundations Reading: Comprehension
PRINT AND ALPHABET KNOWLEDGE		
P-LIT 2	Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	Reading: Foundations Reading: Comprehension
P-LIT 3	Child identifies letters of the alphabet and produces correct sounds associated with letters.	Reading: Foundations Reading: Comprehension

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK		MONTESSORI CHAPTER AND SECTION
COMPREHENSION AND TEXT STRUCTURE		
P-LIT 4	Child demonstrates an understanding of narrative structure through storytelling/re-telling.	Writing: Foundations Writing: Composition
P-LIT 5	Child asks and answers questions about a book that was read aloud	Reading: Foundations Reading: Comprehension
WRITING		
P-LIT 6	Child writes for a variety of purposes using increasingly sophisticated marks.	Writing: Foundations Writing: Composition

MONTESSORI TO STANDARDS INDEX

CHAPTER AND TOPIC		STANDARDS ALIGNED
SPOKEN LANGUAGE		
Foundations	CCSS.ELA-LITERACY	
	SL	Speaking and Listening Comprehension and Collaboration
	L	Language Conventions of Standard English
	RF	Reading: Foundations Phonological Awareness
	HEAD START ELOF	
	P-LC	Language and Communication Attending and Understanding Communicating and Speaking
	P-Lit	Literacy Comprehension and Text Structure
WRITING		
Foundations	CCSS.ELA-LITERACY	
	L	Language Conventions of Standard English
	RF	Reading: Foundations Print Concepts Phonics and Word Recognition
	HEAD START ELOF	
	P-Lit	Literacy Phonological Awareness Print and Alphabet Knowledge Writing

continues

CHAPTER AND TOPIC		STANDARDS ALIGNED
WRITING (CONTINUED)		
Composition	CCSS.ELA-LITERACY	
	W	Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge
	L	Language Conventions of Standard English
	HEAD START ELOF	
	P-Lit	Literacy Comprehension and Text Structure Writing
READING		
Foundations	CCSS.ELA-LITERACY	
	RF	Reading: Foundations Print Concepts Phonological Awareness
	L	Language Vocabulary Acquisition and Use
	HEAD START ELOF	
	P-LC	Language and Communication Vocabulary
	P-Lit	Literacy Print and Alphabet Knowledge

continues

CHAPTER AND TOPIC		STANDARDS ALIGNED
READING (CONTINUED)		
Function of Words	CCSS.ELA-LITERACY	
	L	Language Conventions of Standard English
	HEAD START ELOF	
	P-LC	Language and Communication Communicating and Speaking
Word Study	CCSS.ELA-LITERACY	
	RF	Reading: Foundations Print Concepts
	L	Language Vocabulary Acquisition and Use
	HEAD START ELOF	
	P-LC	Language and Communication Vocabulary
Comprehension	CCSS.ELA-LITERACY	
	RF	Reading: Foundations Print Concepts
	RL	Reading: Literature Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
	RI	Informational Text Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
	HEAD START ELOF	
	P-Lit	Literacy Comprehension and Text Structure