MONTESSORI CURRICULUM TO STANDARDS ALIGNMENT

ELEMENTARY • 1ST–6TH GRADE

LANGUAGE

NATIONAL CENTER for
MONTESSORI in the PUBLIC SECTOR

Montessori Curriculum to Standards Alignment
Elementary • 1st–6th Grade
Language

National Center for Montessori in the Public Sector

CONTENTS

FOUNDATIONS

IMPRESSIONISTIC STORIES OF LANGUAGE ARTS

SKILLS INVENTORY
Lower Elementary
Listens to stories about significant historical changes and is inspired to gather additional information to clarify or deepen understanding.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Great Story • Great Story: The Story of Communication in Signs	• To generate questions about individuals and groups who have shaped a significant historical change. • To inspire children to ask and answer questions about information that has been presented orally. • To inspire children to gather additional information to clarify comprehension or deepen understanding. • To tell the children the history of the alphabet that they use. • To recognize that language is a tool of communication. • To introduce the idea that symbols may be used for communication between human beings.
History of Spoken Language • The Story of the First Word • History of the Children's Own Languages	• To generate questions about individuals and groups who have shaped a significant historical change. • To inspire children to ask and answer questions about information that has been presented orally. • To inspire children to gather additional information to clarify comprehension or deepen understanding. • To inspire the children to think about where language might have come from. • To expose the children to the history of their own language. • To realize that languages change over time. • To provide an opportunity to thank unknown humans who have enabled us to be able to speak together today.

continues

MONTESSORI LESSONS	PURPOSES
Story of Writing • Story of the Piece of Paper that Could Talk	• To generate questions about individuals and groups who have shaped a significant historical change. • To inspire children to ask and answer questions about information that has been presented orally. • To inspire children to gather additional information to clarify comprehension or deepen understanding. • To inspire the children to explore the history of written language more deeply. • To provide examples of the use of symbols for communication in different cultures and time periods.
History of Written Language	• To generate questions about individuals and groups who have shaped a significant historical change. • To inspire children to ask and answer questions about information that has been presented orally. • To inspire children to gather additional information to clarify comprehension or deepen understanding. • To inspire the children to explore the history of written language more deeply. • To provide examples of the use of symbols for communication in different cultures and time periods.

ASSESSMENT VOCABULARY

answer	media/medium	**Cognitive Verbs**
ask	question	answer
detail	speaker	ask
information	text	clarify
issue		describe
		present
		recount
		topic

ASSESSMENT CONSIDERATIONS

Students will not be assessed on the contents of the Great Stories.

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS

HISTORY (D2.HIS)

CHANGE, CONTINUITY AND CONTEXT

His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.
His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

LANGUAGE: SPEAKING AND LISTENING (SL)

COMPREHENSION AND COLLABORATION

SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

NOTES

MECHANICS OF READING AND WRITING

SKILLS INVENTORY

Lower Elementary

- Demonstrates understanding about letters, letter-sound correspondences (phonetics, phonograms, puzzle words), word analysis skills and syllabication patterns when decoding words.
- Reads grade-level texts with accuracy, appropriate rate, expression and fluency to support comprehension while using context to confirm or self-correct for word recognition and understanding.

Upper Elementary

- Uses combined knowledge of phonics and word analysis skills (letter-sound correspondences, syllabication patterns, and morphology) to accurately read unfamiliar multisyllabic words in context and out of context.
- Reads grade-level texts with accuracy, appropriate rate, expression and fluency to support comprehension while using context to confirm or self-correct for word recognition and understanding.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Alphabet • Alphabet Sounds • Letter Names	• For the children to recognize the letters of the alphabet. • To print all upper- and lowercase letters. • To learn the letter sounds.
Phonics • Blending to Form Phonetic Words • Reading Phonetic Words • Phonograms • Silent 'e' • Puzzle Words • Alternative Sounds for Letters and Phonograms	• To understand spoken words, syllables, and sounds (phonemes). • To acquire facility reading phonetically regular words. • To draw the children's attention to patterns in language. • To isolate beginning, middle and ending sounds of words. • To identify and distinguish long from short vowel sounds in spoken single-syllable words. • To understand the connection between vowels and syllables. • For children to connect the sounds made by phonograms with the letters representing them. • To segment spoken words into their complete sequence of individual sounds (phonemes). • To learn to blend letters to form phonetically regular words. • To orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • Know the spelling-sound correspondences for consonant digraphs. • For children to understand the role of silent "e" when reading. • To learn words that occur frequently and are phonetically irregular. • To build spelling skills. • To build decoding skills.

MONTESSORI LESSONS	PURPOSES
Reading • Reading Phrases and Sentences • Reading Schemes/ Phonetic Readers • Labeling the Environment	• To apply grade-level phonics and word analysis skills in decoding words. • For the children to read sentences that they composed. • For the children to recognize the names of objects in the environment. • To understand the organization and basic features of print. • To read text with purpose and understanding. • To read text orally with accuracy, appropriate rate, and expression to support comprehension. • To use context to self-correct word recognition and understanding. • To use sentence-level context as a clues to word meaning.

Handwriting
• Cursive Writing
  • Letter formation - Initial Stroke
  • Joining letters
  • Writing capital letters
• Calligraphy and Lettering
	• To print all upper and lower case letters in cursive.
	• To provide another means for practicing beautiful handwriting.
	• To engage the hand in the children's work.
	• To provide the child with another mode for self-expression.
	• To encourage the child to value beautiful work.

MIDDLE SERIES	
Fluent Reading Activities • Books • Grammar Boxes • Language Command Cards • Interpretive Reading Cards • Research	• To develop reading comprehension. • To read text and follow commands. • To encourage sensitive and precise interpretation of writing. • To engage the children's imaginations, emotions, and bodies in reading and interpreting literature. • To provide one model for conducting research. • To use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in and out of context. • To read text with purpose and understanding. • To read text orally with accuracy, appropriate rate, and expression. • To use context to self-correct word recognition and understanding. • To use sentence-level context as a clues to word meaning.
Context Clues • Teacher-Created Lessons	• To use sentence-level context as a clue to the meaning of a word or phrase. • To use context to self-correct word recognition and understanding.

MONTESSORI LESSONS	PURPOSES
LATER SERIES	
Fluent Reading Activities • Books • Interpretive Reading Cards • Research	• To use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in and out of context. • To read prose and poetry orally with accuracy, appropriate rate, and expression.
Context Clues • Teacher-Created Lessons	• To use context to confirm word recognition and understanding. • To use context as a clue to the meaning of a word or phrase.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
beginning sound	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
blend (sounds together)	affix	cause/effect
confirm	multisyllable	clue
consonant blend	root	clue
context	syllabication	comparison
correspondence	syllable pattern	meaning
ending sound		paragraph
final -e		phrase
letter (of the alphabet)		purpose
long vowel sound		sentence
lowercase		text
middle vowel sound		word function
pattern		word position
print		
pronounce		**Cognitive Verbs**
segment		understand
self-correct		
sequence/sequential order		
short vowel sound		
sound		
spell/spelling		
syllable		
uppercase		
vowel team/combination		
word		
Cognitive Verbs		
confirm		
conform		
determine		
distinguish		
produce		
represent		
reread		
research		
self-correct		

ASSESSMENT CONSIDERATIONS

Students will be asked to:

- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.1.3, RF.2.3, RF.3.3, RF.4.3, RF.5.3)
- Use context clues to help figure out or correct words when reading. (RF.1.4.C; RF.2.4.C; RF.3.4.C; RF.4.4.C; RF.5.4.C)

INITIAL SERIES

Students will be asked to:

Alphabet

- Print all upper and lowercase letters. (L.1.1.A)

Phonics

- Demonstrate understanding of spoken words, syllables, and sounds. (RF.1.2)
- Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.A)
- Orally produce single-syllable words by blending sounds, including consonant blends. (RF.1.2.B)
- Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. (RF.1.2.C)
- Segment spoken single-syllable words into their complete sequence of individual sounds. (RF.1.2.D)
- Know the spelling-sound correspondences for common consonant digraphs. (RF1.3.A)
- Distinguish long and short vowels when reading regularly spelled one-syllable words (RF.2.3.A)
- Decode regularly spelled one-syllable words. (RF.1.3.B)
- Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3.C)
- Know spelling-sound correspondences for additional common vowel teams. (RF.2.3.B)
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.3.D)
- Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3.E)
- Read words with inflectional endings. (RF.1.3.F)
- Decode regularly spelled two-syllable words with long vowels. (RF.2.3.C)

Reading

- Demonstrate understanding of the organization and basic features of print. (RF.1.1)

Context Clues

- Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4.A, L.2.4.A)

Fluency

- Read grade-level text with purpose and understanding. (RF.1.4.A, RF.2.4.A)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.B, RF.2.F.B)

continues

ASSESSMENT CONSIDERATIONS

MIDDLE SERIES

Students will be asked to:

- Decode multisyllable words. (RF.3.3.C)
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology. (RF.4.3.A; RF.5.3.A)
- Read unfamiliar multisyllabic words in context and out of context. (RF.4.3.A; RF.5.3.A)

Context Clues

- Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4.A)
- Use context (definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.A)

Fluency

- Read grade-level text with purpose and understanding. (RF.3.4.A, RF.4.4.A)
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.3.4.B, RF.4.4.B)

LATER SERIES

Students will be asked to:

Context Clues

- Use context (cause/effect relationships, comparisons in text, the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.5.4.A, L.6.4.A)

Fluency

- Read grade-level text with purpose and understanding. (RF.5.4.A)
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.5.4.B)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
READING: FOUNDATIONAL SKILLS (RF)	
PRINT CONCEPTS	
RF.1.1	Demonstrate understanding of the organization and basic features of print.
PHONOLOGICAL AWARENESS	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
PHONICS AND WORD RECOGNITION	
RF.1.3 **RF.2.3** **RF.3.3** **RF.4.3** **RF.5.3**	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs.
RF.2.3.A	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.4.3.A **RF.5.3.A**	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.1.3.B	Decode regularly spelled one-syllable words.
RF.2.3.B	Know spelling-sound correspondences for additional common vowel teams.
RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.2.3.C	Decode regularly spelled two-syllable words with long vowels.

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

RF.3.3.C	Decode multisyllable words.
RF.1.3.D	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3.F	Read words with inflectional endings.

FLUENCY

RF.1.4 **RF.2.4** **RF.3.4** **RF.4.4** **RF.5.4**	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.A **RF.2.4.A** **RF.3.4.A** **RF.4.4.A** **RF.5.4.A**	Read grade-level text with purpose and understanding.
RF.1.4.B **RF.2.4.B**	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.B **RF.4.4.B** **RF.5.4.B**	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4.C **RF.2.4.C** **RF.3.4.C** **RF.4.4.C** **RF.5.4.C**	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LANGUAGE (L)

CONVENTIONS OF STANDARD ENGLISH

L.1.1.A	Print all upper- and lowercase letters.

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

VOCABULARY ACQUISITION AND USE

L.1.4.A **L.2.4.A** **L.3.4.A**	Use sentence-level context as a clue to the meaning of a word or phrase.
L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

NOTES

CHAPTER 2

SPOKEN LANGUAGE

COLLABORATIVE DISCUSSIONS

SKILLS INVENTORY
Lower Elementary
Engages in collaborative discussions by preparing, following class rules for discussions, asking questions, staying on topic, explaining ideas and linking comments to the remarks of others.
Upper Elementary
Engages in collaborative discussions by preparing, following rules for collegial discussions, posing and responding to questions with elaboration and details, citing evidence, probing and reflecting on others' ideas and demonstrating understanding of different perspectives.

MONTESSORI LESSONS	PURPOSE
INITIAL SERIES	
Collaborative Discussions • One-on-One • Whole Class • Small Group • Large Group • Teacher Led	• To engage in grade level discussions in all areas of the curriculum. • To engage in grade level conversations about texts.

Rules for Discussions
• Teacher-Created Lessons
	• To follow agreed-upon rules for discussions:
	  • Listening to others with care.
	  • Speaking one at a time about the topics and texts under discussion.
	• To gain the floor in respectful ways.

Comments and Questioning • Teacher-Created Lessons	• To build on others' ideas through multiple exchanges. • To express their own ideas clearly. • To ask questions to clear up confusion. • To ask for clarification and further explanation as needed.

continues

SPOKEN LANGUAGE

MONTESSORI LESSONS	PURPOSE
MIDDLE SERIES	
Collaborative Discussions • One-on-One • Whole Class • Small Group • Large Group • Teacher Led	• To engage in grade level discussions in all areas of the curriculum. • To engage in grade level conversations about texts.

Rules for Discussions
• Teacher-Created Lessons
	• To follow agreed-upon rules for discussions:
	  • Gaining the floor in respectful ways.
	  • Listening to others with care.
	  • Speaking one at a time about the topics and texts under discussion.
	  • Come to discussions prepared, having read or studied required material.

Comments and Questioning • Teacher-Created Lessons	• To build on others' ideas. • To express their own ideas clearly. • To explicitly draw on discussion preparation. • To use background knowledge about the topic to explore ideas under discussion. • To ask questions to check understanding. • To ask questions to link comments to the remarks of others. • To pose and respond to questions to clarify or follow up on information.
Drawing Conclusions • Teacher-Created Lessons	• To explain ideas and understanding. • To review the key ideas expressed. • To explain own ideas and understanding.
LATER SERIES	
Collaborative Discussions • One-on-One • Whole Class • Small Group • Large Group • Teacher Led	• To engage in grade level discussions in all areas of the curriculum. • To engage in grade level conversations about texts.

Rules for Discussions
• Teacher-Created Lessons
	• To follow agreed-upon rules for discussions.
	  • Set specific goals and deadlines.
	  • Define individual roles as needed.
	  • Come to discussions prepared, having read or studied required material.

continues

MONTESSORI LESSONS	PURPOSE
Comments and Questioning • Teacher-Created Lessons	• To build on others' ideas. • To express their own ideas clearly. • To explicitly draw on discussion preparation. • To use background knowledge about the topic to explore ideas under discussion. • To pose and respond to specific questions. • To make comments that contribute to the discussion. • To elaborate on the remarks of others.
Drawing Conclusions • Teacher-Created Lessons	• To review the key ideas expressed. • To draw conclusions in light of information and knowledge gained. • To demonstrate understanding of multiple perspectives through reflection and paraphrasing.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
ask clarification collaboration comment confused conversation discussion diverse explanation gain the floor listen participate peer question remark talk text topic **Cognitive Verbs** ask link listen participate respond	*In addition to previous vocabulary:* check understanding explicit information one-on-one discussion preparation review role study **Cognitive Verbs** clarify contribute engage explain explore express pose prepare present study	*In addition to previous vocabulary:* collegial discussion conclusions (in an argument) deadline detail elaboration evidence goal issue paraphrase perspective reflection **Cognitive Verbs** define elaborate paraphrase probe refer reflect

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:
- Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small groups. (SL.1.1; SL.2.1)

Rules for Discussions
- Follow agreed-upon rules for discussions. (SL.1.1.A; SL.2.1.A)
  - Listen to others with care. (SL.1.1A; SL.2.1.A)
  - Speak one at a time about the topics and texts under discussion. (SL.1.1A; SL.2.1.A)
  - Gain the floor in respectful ways. (SL.2.1.A)

Comments and Questioning
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1.B)
- Build on others' talk in conversations by linking their comments to the remarks of others. (SL.2.1.B)
- Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1.C)
- Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1.C)

MIDDLE SERIES

Students will be asked to:
- Engage effectively in a range of collaborative one-on-one discussions with diverse partners on grade-level topics and texts. (SL.3.1; SL.4.1)
- Engage effectively in a range of collaborative group discussions with diverse partners on grade-level topics and text. (SL.3.1; SL.4.1)
- Engage effectively in a range of collaborative teacher-led discussions with diverse partners on grade-level topics and texts. (SL.3.1; SL.4.1)

Rules for Discussions
- Follow agreed-upon rules for discussions. (SL.3.1.B; SL.4.1.B)
  - Gain the floor in respectful ways. (SL.3.1.B)
  - Listening to others with care. (SL.3.1.B)
  - Speak one at a time about the topics and texts under discussion. (SL.3.1.B)
  - Stay on topic. (SL.3.1.C)
  - Carry out assigned roles for discussions. (SL.4.1.B)

ASSESSMENT CONSIDERATIONS

Comments and Questioning
- Build on others' ideas during collaborative discussions. (SL.3.1; SL.4.1)
- Express their own ideas clearly during collaborative discussions. (SL.3.1; SL.4.1)
- Come to discussions prepared, having read or studied required material. (SL.3.1.A; SL.4.1.A)
- explicitly draw on preparation and other information known about the topic to explore ideas under discussion. (SL.3.1.A; SL.4.1.A)
- Link their comments to the remarks of others. (SL.3.1.C; SL.4.1.C)
- Make comments that contribute to the discussion. (SL.4.1.C)
- Explain their own ideas and understanding in light of the discussion. (SL.3.1.D)
- Ask questions to check understanding of information presented. (SL.3.1.C)
- Pose and respond to specific questions to clarify or follow up on information. (SL.4.1.C)

Drawing Conclusions
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.4.1.D)

LATER SERIES

Students will be asked to:
- Engage effectively in a range of collaborative one-on-one discussions with diverse partners on grade-level topics, texts, and issues. (SL.5.1; SL.6.1)
- Engage effectively in a range of collaborative group discussions with diverse partners on grade-level topics, texts, and issues. (SL.5.1; SL.6.1)
- Engage effectively in a range of collaborative teacher-led discussions with diverse partners on grade-level topics, texts, and issues. (SL.5.1; SL.6.1)

Rules for Discussions
- Follow agreed-upon rules for discussions. (SL.5.1.B)
- Follow rules for collegial discussions. (SL.6.1.B)
  - Carry out assigned roles.
  - Set specific goals and deadlines.
  - Define individual roles as needed.
  - Come to discussions prepared, having read or studied required material. (SL.5.1.A; SL.6.1.A)

Comments and Questioning
- Build on others' ideas during collaborative discussions. (SL.5.1; SL.6.1)
- Express their own ideas clearly during collaborative discussions. (SL.5.1; SL.6.1)
- Explicitly draw on discussion preparation and other information known about the topic to explore ideas under discussion. (SL.5.1.A)
- Explicitly draw on discussion preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1.A)
- Pose and respond to specific questions by making comments that contribute to the discussion. (SL.5.1.C)
- Elaborate on the remarks of others. (SL.5.1.C)
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (SL.6.1.C)

continues

ASSESSMENT CONSIDERATIONS

Drawing Conclusions

- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1.D)
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1.D)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

SPEAKING AND LISTENING (SL)

COMPREHENSION AND COLLABORATION

SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.1.1.A	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1.A	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.A **SL.4.1.A** **SL.5.1.A**	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.3.1.B	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.4.1.B **SL.5.1.B**	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SPOKEN LANGUAGE

NOTES

PRESENTATION AND DELIVERY

SKILLS INVENTORY

Lower Elementary

Engages in a variety of presentations using skills such as speaking in complete sentences, adequate volume, clear pronunciation and understandable pace. Includes multimedia components such as visual displays or audio recordings.

Upper Elementary

Engages in a variety of presentations using skills such as formal English, adequate volume, clear pronunciation and understandable pace. Includes multimedia components such as visual displays, graphics, images, music, sound or audio recordings.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Presentation Skills • Oral Reports • Speeches • Poetry • Songs • Drama • Debates	• To learn to give an oral report in front of others. • To learn to give a speech in front of others. • To demonstrate the use of sharing knowledge. • To strengthen memory and learn memorization techniques. • To build comfort presenting and acting in front of others. • To provide an alternative means of representing knowledge. • To provide an opportunity for children to experience acting.
Content • Teacher-Created Lessons	• To describe people, places, things, and events in detail. • To express ideas and feelings when describing people, places, things and events. • To tell a story or recount an experience with facts and details.

Multimedia Components
• Teacher-Created Lessons
  • Visual Displays
  • Drawings
  • Audio Recordings
	• To use drawings and visual displays to clarify ideas, thoughts, and feelings.
	• To create audio recordings of stories or poems.

Delivery
• Teacher-Created Lessons
  • Formal English
  • Volume
	• To produce complete sentences.
	• To speak audibly.
	• To provide requested detail or clarification.

MONTESSORI LESSONS	PURPOSES
MIDDLE SERIES	
Presentation Skills • Oral Reports • Speeches • Poetry • Songs • Drama • Debates	• To learn to give an oral report in front of others. • To learn to give a speech in front of others. • To demonstrate the use of sharing knowledge. • To strengthen memory and learn memorization techniques. • To build comfort presenting and acting in front of others. • To provide an alternative means of representing knowledge. • To provide an opportunity for children to experience acting.
Content • Teacher-Created Lessons	• To report on a topic or text, tell a story, or recount an experience with facts and details. • To report on a topic or text, tell a story, or recount an experience in an organized manner. • To support main ideas or themes with facts and details.

Multimedia Components
• Teacher-Created Lessons
  • Visual Displays
  • Audio Recordings
	• To create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.
	• To add visual displays to emphasize or enhance facts or details.
	• To add audio recordings or visual displays to enhance the development of main ideas or themes.

Delivery
• Teacher-Created Lessons
  • Formal English
  • Volume
  • Pronunciation
  • Pace
	• To speak clearly at an understandable pace.
	• To speak in complete sentences in order to provide requested detail or clarification.
	• To differentiate between contexts for formal English and informal discourse.
	• To use formal English when appropriate to task and situation.

MONTESSORI LESSONS	PURPOSES
LATER SERIES	
Presentation Skills • Oral Reports • Speeches • Poetry • Songs • Drama • Debates	• To learn to give an oral report in front of others. • To learn to give a speech in front of others. • To demonstrate the use of sharing knowledge. • To strengthen memory and learn memorization techniques. • To build comfort presenting and acting in front of others. • To provide an alternative means of representing knowledge. • To provide an opportunity for children to experience acting.
Content • Teacher-Created Lessons	• To report on a topic or text or present an opinion. • To present claims and findings. • To sequence ideas logically. • To use pertinent descriptions, facts, and details to accentuate main ideas or themes.

Multimedia Components
• Teacher-Created Lessons
  • Visual Displays
  • Graphics
  • Images
  • Music
  • Sound
  • Audio Recordings
	• To include multimedia components and visual displays in presentations to enhance the development of main ideas or themes.
	• To include multimedia components and visual displays in presentations to clarify information.

Delivery
• Teacher-Created Lessons
  • Formal English
  • Eye Contact
  • Volume
  • Pronunciation
  • Pace
	• To use appropriate eye contact, adequate volume, clear pronunciation and an understandable pace.
	• To adapt speech to a variety of contexts and tasks.
	• To use formal English when appropriate to task and situation.
	• To demonstrate command of formal English.

SPOKEN LANGUAGE

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
audible	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
audio recording	context	claim
clarification	descriptive detail	eye contact
complete sentence	development	graphic
description	discourse	image
descriptive detail	formal English	information
detail	informal	logic/logical
event	main idea	multimedia
experience	pace	music
fact	presentation	opinion
feeling	report	pronunciation
poem	small-group discussion	sequence/sequential order
relevant	support	speech
sentence	text	volume
situation	theme	
story	topic	**Cognitive Verbs**
task		accentuate
visual display	**Cognitive Verbs**	adapt
	differentiate	
Cognitive Verbs	emphasize	
clarify	enhance	
create	organize	
describe	present	
express	report	
produce	support	
recount		

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

Content

- Describe people, places, things, and events with relevant details. (SL.1.4)
- Express ideas and feelings clearly when describing people, places, things and events. (SL.1.4)
- Tell a story with appropriate facts and relevant, descriptive details. (SL.2.4)
- Recount an experience with appropriate facts and relevant, descriptive details. (SL.2.4)

Multimedia Components

- Add drawings to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)
- Add visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)
- Create audio recordings of stories or poems. (SL.2.5)
- Add drawings to stories when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)
- Add visual displays to stories when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)
- Add drawings to recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)
- Add visual displays to recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)

Delivery

- Produce complete sentences when appropriate to task and situation. (SL.1.6)
- Speak audibly in coherent sentences. (SL.2.4)
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.2.6)

MIDDLE SERIES

Students will be asked to:

Content

- Report on a topic with appropriate facts and relevant, descriptive details. (SL.3.4; SL.4.4)
- Report on a text with appropriate facts and relevant, descriptive details. (SL.3.4; SL.4.4)
- Tell a story with appropriate facts and relevant, descriptive details. (SL.3.4; SL.4.4)
- Recount an experience with appropriate facts and relevant, descriptive details. (SL.3.4; SL.4.4)
- Report on a topic or text, tell a story, or recount an experience in an organized manner. (SL.4.4)
- Use appropriate facts and relevant, descriptive details to support main ideas or themes. (SL.4.4)

Multimedia Components

- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace. (SL.3.5)
- Add visual displays when appropriate to emphasize or enhance certain facts or details. (SL.3.5)
- Add audio recordings to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5)
- Add visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5)

ASSESSMENT CONSIDERATIONS

Delivery

- Speak clearly at an understandable pace. (SL.3.4; SL.4.4)
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.3.6)
- Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (SL.4.6)
- Use formal English when appropriate to task and situation. (SL.4.6)

LATER SERIES

Students will be asked to:

Content

- Report on a topic, sequence ideas logically and use appropriate facts and relevant, descriptive details to support main ideas or themes. (SL.5.4)
- Report on a text, sequence ideas logically and use appropriate facts and relevant, descriptive details to support main ideas or themes. (SL.5.4)
- Present an opinion, sequence ideas logically and use appropriate facts and relevant, descriptive details to support main ideas or themes. (SL.5.4)
- Present claims and findings. (SL.6.4)
- Sequence ideas logically. (SL.6.4)
- Use pertinent descriptions, facts, and details to accentuate main ideas or themes. (SL.6.4)

Multimedia Components

- Include multimedia components in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)
- Include visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)
- Include multimedia components in presentations to clarify information. (SL.6.5)
- Include visual displays in presentations to clarify information. (SL.6.5)

Delivery

- Speak clearly at an understandable pace. (SL.5.4)
- Use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)
- Adapt speech to a variety of contexts and tasks. (SL.5.6; SL.6.6)
- Use formal English when appropriate to task and situation. (SL.5.6)
- Demonstrate command of formal English when indicated or appropriate. (SL.6.6)

SPOKEN LANGUAGE

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

SPEAKING AND LISTENING (SL)

PRESENTATION OF KNOWLEDGE AND IDEAS

SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

SPOKEN LANGUAGE

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

NOTES

CHAPTER 3
WRITING

WRITING SKILLS

SKILLS INVENTORY

Lower Elementary

Demonstrate command of the conventions of standard English capitalization, punctuation, sentence building and paragraphs when writing over both shorter and extended time frames and begin to use technology to produce writing, publish writing and collaborate with others.

Upper Elementary

Demonstrate command of the conventions of standard English capitalization, punctuation, and paragraphs when writing over both shorter and extended time frames, use technology and demonstrate proficient keyboarding skills to produce writing, publish writing and collaborate with others.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Basic Writing Skills • Organization of Print • Basic Features of Print	• To help the children express themselves precisely. • To demonstrate understanding of the organization of print. • To demonstrate understanding of the basic features of print.
Capital Letters • First Word • Pronoun I • Dates • Peoples' Names • Holidays • Product Names • Geographic Names	• To demonstrate command of the conventions of standard English capitalization, when writing. • To learn to properly place capital letters in writing. • To capitalize dates. • To capitalize names of people. • To capitalize holidays. • To capitalize product names. • To capitalize geographic names.

MONTESSORI LESSONS	PURPOSES

Punctuation
• End Punctuation
• Commas
  • Dates
  • Words in a Series
  • Greetings and Closings of Letters
• Apostrophe
  • Contractions
  • Possessives
	• To demonstrate command of the conventions of standard English punctuation when writing.
	• To learn to properly place capital letters in writing.
	• To learn to properly place punctuation in writing.
	• To understand that punctuation makes our meaning clear to readers.
	• To introduce children to different types of sentences according to their punctuation.
	• To use end punctuation for sentences.
	• To use commas in dates.
	• To use commas to separate single words in a series.
	• To use commas in greetings and closings of letters.
	• To use an apostrophe to form contractions.
	• To use an apostrophe to form possessives.

Sentences
• Types of Sentences
  • Simple
  • Compound
• Sentence Building
  • Parts of Speech
	• To produce complete sentences.
	• To recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation).

Paragraphs • Paragraph Structure	• To recognize and experience a paragraph. • To write paragraphs utilizing a logical structure. • To recognize and compose various types of paragraphs.
Technology • Teacher-Created Lessons	• To use a variety of digital tools to produce and publish writing. • To use a variety of digital tools to collaborate with peers.

MONTESSORI LESSONS	PURPOSES
MIDDLE SERIES	

Range of Writing	• To write routinely over extended time frames.
	  • Time for research
	  • Reflection
	  • Revision
	• To write routinely over shorter time frames.
	  • A single sitting
	  • A day or two
	• To write routinely for a range of discipline-specific tasks.
	• To write routinely for a range of discipline-specific purposes.
	• To write routinely for a range of discipline-specific audiences.

Capital Letters • Titles	• To demonstrate command of the conventions of standard English capitalization, when writing. • To capitalize appropriate words in titles. • To use correct capitalization.

Punctuation
• Commas
  • Addresses
  • Dialogue
  • Compound Sentence
• Quotation Marks
  • Dialogue
• Apostrophe
  • Possessives
	• To demonstrate command of the conventions of standard English punctuation when writing.
	• To learn to properly place punctuation in writing.
	• To understand that punctuation makes our meaning clear to readers.
	• To use commas in addresses.
	• To use commas in dialogue.
	• To use quotation marks in dialogue.
	• To use commas and quotation marks to mark direct speech and quotations from a text.
	• To use a comma before a coordinating conjunction in a compound sentence.
	• To form and use possessives.

Sentences
• Types of Sentences
  • Complex
  • Compound-complex
• Sentence Building
  • Parts of Speech
  • Phrases and Clauses
	• To produce complete sentences.
	• To recognize correct and inappropriate fragments and run-ons.

continues

WRITING

MONTESSORI LESSONS	PURPOSES
Paragraphs • Three Paragraph Essay	• To help the children write more descriptive, complex sentences. • To write paragraphs utilizing a logical structure. • To recognize and experience a paragraph, parts of a paragraph. • To recognize and compose various types of paragraphs. • To achieve facility with proofreading for paragraphs.
Technology • Teacher-Created Lessons	• To use technology to produce and publish writing. • To use technology to collaborate with peers. • To use technology to interact with peers. • To use the internet to gather information. • To demonstrate sufficient command of keyboarding skills to: • Type a minimum of one page in a single sitting (4th grade).
LATER SERIES	

Range of Writing	• To write routinely over extended time frames.
	  • Time for research
	  • Reflection
	  • Revision
	• To write routinely over shorter time frames.
	  • A single sitting
	  • A day or two
	• To write routinely for a range of discipline-specific tasks.
	• To write routinely for a range of discipline-specific purposes.
	• To write routinely for a range of discipline-specific audiences.

Capital Letters	• To demonstrate command of the conventions of standard English capitalization, when writing. • To learn to properly place capital letters in writing.

continues

MONTESSORI LESSONS	PURPOSES

Punctuation
• Comma
 • Items in a Series
 • Sentence Introduction
 • Offset Yes and No
 • Offset Question
 • Direct Address
 • Offset Nonrestrictive/
  Parenthetical Elements
• Underline
 • Titles
• Quotation mark
 • Dialogue
 • Titles
• Italics
 • Titles
• Parentheses
 • Offset Nonrestrictive/
  Parenthetical Elements
• Dashes
 • Offset Nonrestrictive/
  Parenthetical Elements
	• To demonstrate command of the conventions of standard English punctuation when writing.
	• To learn to properly place punctuation in writing.
	• To understand that punctuation makes our meaning clear to readers.
	• To introduce children to different types of sentences according to their punctuation.
	• To use punctuation to separate items in a series.
	• To use a comma to separate an introductory element from the rest of the sentence.
	• To use a comma to set off the words yes and no (Yes, thank you).
	• To use a comma to set off a tag question from the rest of the sentence (It's true, isn't it?).
	• To use a comma to indicate direct address (Is that you, Steve?).
	• To use underlining to indicate titles of works.
	• To use quotation marks to indicate titles of works.
	• To use italics to indicate titles of works.
	• To use commas to set off nonrestrictive/parenthetical elements.
	• To use parentheses to set off nonrestrictive/parenthetical elements.
	• To use dashes to set off nonrestrictive/parenthetical elements.

Paragraphs • Several Related Paragraphs	• To help the children write more descriptive, complex sentences. • To write paragraphs utilizing a logical structure. • To recognize and experience a paragraph, parts of a paragraph. • To recognize and compose various types of paragraphs. • To achieve facility with proofreading for paragraphs.
Technology • Teacher-Created Lessons	• To use technology to produce and publish writing. • To use technology to collaborate with peers. • To use technology to interact with peers. • To use the internet to gather information. • To demonstrate sufficient command of keyboarding skills to: • Type a minimum of two pages in a single sitting (5th grade). • Type a minimum of two pages in a single sitting (6th grade).

WRITING

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
apostrophe	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
capitalization	address (street address)	bibliography
closing	category	conclusions (in an argument)
collaboration	compound sentence	credible/credibility
comma	coordinating conjunction	dash
contraction	dialogue	data
convention	digital source	italics
date	evidence	nonrestrictive clause
digital tool	experience	paraphrase
end punctuation	grammar	parentheses
geographic name	information	plagiarism
greeting	Internet	quote
holiday	keyboarding	restrictive clause
letter (sent to someone)	notes	summarize
peer	print source	tag question
possessive case	quotation	underline
product name	quotation marks	
publish	relevant	**Cognitive Verbs**
punctuation	source	assess
sentence	source list	paraphrase
series	technology	summarize
spell/spelling	text	
standard English	title	
	usage	
Cognitive Verbs	word	
name		
produce	**Cognitive Verbs**	
publish	categorize	
recognize	collaborate	
	form	
	gather	
	interact	
	recall	
	sort	

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2; L.2.2)
- Demonstrate understanding of the organization and basic features of print. (RF.1.1)

Capital Letters

- Capitalize dates and names of people. (L.1.2.A)
- Capitalize holidays, product names, and geographic names. (L.2.2.A)

Punctuation

- Use end punctuation for sentences. (L.1.2.B)
- Use commas in dates and to separate single words in a series. (L.1.2.C)
- Use commas in greetings and closings of letters. (L.2.2.B)
- Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.C)

Sentence Building

- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RF.1.1.A)

Technology

- Use a variety of digital tools to produce and publish writing (with guidance and support from adults). (W.1.6; W.2.6)
- Use a variety of digital tools in collaboration with peers when producing writing. (W.1.6; W.2.6)

MIDDLE SERIES

Students will be asked to:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.3.2; L.4.2)
- Write routinely over extended time frames (time for research, reflection, and revision). (W.3.10; W.4.10)
- Write routinely over shorter time frames (a single sitting or a day or two). (W.3.10; W.4.10)

Capital Letters

- Capitalize appropriate words in titles. (L.3.2.A)
- Use correct capitalization. (L.4.3.A)

Punctuation

- Use commas in addresses. (L.3.2.B)
- Use commas and quotation marks in dialogue. (L.3.2.C)
- Form and use possessives. (L.3.2.D)
- Use commas and quotation marks to mark direct speech and quotations from a text. (L.4.2.B)
- Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.C)

ASSESSMENT CONSIDERATIONS

Sentence Building

• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1.F)

Technology

• Use technology to produce and publish writing (with guidance and support from adults). (W.3.6)

• Use technology to interact and collaborate with others (with guidance and support from adults). (W.3.6)

• Use keyboarding skills. (W.3.6)

• Use technology, including the Internet, to produce and publish writing (with some guidance and support from adults). (W.4.6)

• Use technology to collaborate with others (with some guidance and support from adults). (W.4.6)

• Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting (with some guidance and support from adults). (W.4.6)

LATER SERIES

Students will be asked to:

• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.5.2; L.6.2)

• Write routinely over extended time frames (time for research, reflection, and revision). (W.5.10; W.6.10)

• Write routinely over shorter time frames (a single sitting or a day or two). (W.5.10; W.6.10)

• Write routinely for a range of discipline-specific tasks, purposes, and audience. (W.5.10; W.6.10)

Punctuation

• Use punctuation to separate items in a series. (L.5.2.A)

• Use a comma to separate an introductory element from the rest of the sentence. (L.5.2.B)

• Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. (L.5.2.C)

• Use underlining, quotation marks, or italics to indicate titles of works. (L.5.2.D)

• Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (L.6.2.A)

Technology

• Use technology, including the Internet, to produce and publish writing. (with some guidance and support from adults). (W.5.6)

• Use technology to interact and collaborate with others. (with some guidance and support from adults). (W.5.6)

• Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting (with some guidance and support from adults). (W.5.6)

• Use technology, including the Internet, to produce and publish writing. (W.6.6)

• Use technology to interact and collaborate with others. (W.6.6)

• Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

READING: FOUNDATIONAL SKILLS (RF)

PRINT CONCEPTS

RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

LANGUAGE (L)

CONVENTIONS OF STANDARD ENGLISH

L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.1.2 **L.2.2** **L.3.2** **L.4.2** **L.5.2** **L.6.2**	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.A	Capitalize dates and names of people.
L.2.2.A	Capitalize holidays, product names, and geographic names.
L.3.2.A	Capitalize appropriate words in titles.
L.4.2.A	Use correct capitalization.
L.5.2.A	Use punctuation to separate items in a series.
L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.1.2.B	Use end punctuation for sentences.
L.2.2.B	Use commas in greetings and closings of letters.
L.3.2.B	Use commas in addresses.
L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.
L.1.2.C	Use commas in dates and to separate single words in a series.
L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
L.3.2.C	Use commas and quotation marks in dialogue.

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
L.5.2.C	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
L.3.2.D	Form and use possessives.
L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.

PRODUCTION AND DISTRIBUTION OF WRITING

W.1.6 W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

WRITING (W)

RANGE OF WRITING

W.3.10 W.4.10 W.5.10 W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NOTES

TASK, PURPOSE, AND AUDIENCE

SKILLS INVENTORY

Lower Elementary

Produces writing in which the development and organization are appropriate to task and purpose.

Upper Elementary

Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MONTESSORI LESSONS	PURPOSES
MIDDLE SERIES	
Task • Teacher-Created Lessons	• To produce clear and coherent writing appropriate to task (the type of writing the writer is asked to do: letter, feature article, editorial, or speech). • To produce writing in which the development and organization are appropriate to the task.
Purpose • Teacher-Created Lessons	• To produce clear and coherent writing appropriate to purpose (the reason the writer is writing: to argue, to narrate an event, and to inform). • To produce writing in which the development and organization are appropriate to the purpose.
Audience • Teacher-Created Lessons	• To produce clear and coherent writing appropriate to audience (the person (people) the writer is pretending to write to for the prompt).
LATER SERIES	
Task • Teacher-Created Lessons	• To produce clear and coherent writing appropriate to task (the type of writing the writer is asked to do: letter, feature article, editorial, or speech). • To produce clear and coherent writing in which the style is appropriate to task.
Purpose • Teacher-Created Lessons	• To produce clear and coherent writing appropriate to purpose (the reason the writer is writing: to argue, to narrate an event, and to inform). • To produce clear and coherent writing in which the style is appropriate to purpose.
Audience • Teacher-Created Lessons	• To produce clear and coherent writing appropriate to audience (the person (people) the writer is pretending to write to for the prompt). • To produce clear and coherent writing in which the style is appropriate audience.

ASSESSMENT VOCABULARY

MIDDLE SERIES	LATER SERIES
audience development organization purpose task **Cognitive Verbs** produce	*In addition to previous vocabulary:* style

ASSESSMENT CONSIDERATIONS

MIDDLE SERIES

Students will be asked to:

Task, Purpose and Audience

- Produce writing in which the development and organization are appropriate to task and purpose (with guidance and support from adults). (W.3.4)
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)
- Write routinely for a range of discipline-specific tasks, purposes, and audiences. (W.3.10; W.4.10)

LATER SERIES

Students will be asked to:

Task, Purpose, Audience and Style

- Produce clear and coherent writing in which the development is appropriate to task, purpose, and audience. (W.5.4; W.6.4)
- Produce clear and coherent writing in which the organization is appropriate to task, purpose, and audience. (W.5.4; W.6.4)
- Produce clear and coherent writing in which the style is appropriate to task, purpose, and audience. (W.6.4)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
WRITING (W)	
PRODUCTION AND DISTRIBUTION OF WRITING	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.4.4 **W.5.4**	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WRITING

NOTES

PLANNING, REVISING, AND EDITING

SKILLS INVENTORY

Lower Elementary

Develops and strengthens writing by planning, revising, and editing with guidance and support from peers and adults.

Upper Elementary

Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach with some guidance and support from peers and adults.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Planning • Brainstorming • Outlining	• To focus on a topic while writing.
Revising • Rough Drafts • Giving and Receiving Feedback	• To respond to questions and suggestions from peers. • To add details to strengthen writing.
Editing • Editing • Editing Marks	• To take an active role in the process of editing written work. • To improve writing skills in areas such as mechanics, writing skills (punctuation, capitalization and sentence/paragraph building), style, word study, spelling, and parts of speech.
MIDDLE SERIES	
Planning • Brainstorming • Outlining	• To develop and strengthen writing as needed by planning.
Revising • Rough Drafts • Giving and Receiving Feedback	• To develop and strengthen writing as needed by revising.
Editing • Editing • Editing Marks	• To develop and strengthen writing as needed by editing. • To improve writing skills in areas such as mechanics, writing skills (punctuation, capitalization and sentence/paragraph building), style, word study, spelling, and parts of speech.

MONTESSORI LESSONS	PURPOSES
LATER SERIES	
Planning • Brainstorming • Outlining	• To develop and strengthen writing as needed by planning.
Revising • Rough Drafts • Giving and Receiving Feedback	• To develop and strengthen writing as needed by revising. • To develop and strengthen writing as needed by rewriting. • To develop and strengthen writing as needed by trying a new approach.
Editing • Editing • Editing Marks	• To develop and strengthen writing as needed by editing. • To improve writing skills in areas such as mechanics, writing skills (punctuation, capitalization and sentence/paragraph building), style, word study, spelling, and parts of speech.

ASSESSMENT VOCABULARY		
INITIAL SERIES	**MIDDLE SERIES**	**LATER SERIES**
detail edit focus peer question revise strengthen suggestion topic **Cognitive Verbs** edit respond revise strengthen	*In addition to previous vocabulary:* plan **Cognitive Verbs** develop plan	*In addition to previous vocabulary:* rewrite try a new approach **Cognitive Verbs** rewrite

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)

MIDDLE SERIES

Students will be asked to:

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.4.5)

LATER SERIES

Students will be asked to:

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

WRITING (W)

PRODUCTION AND DISTRIBUTION OF WRITING

W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

NOTES

Editing conventions should demonstrate command of language standards 1-3. See corresponding MSCA topics for Initial, Middle and Later Series lessons:

- Mechanics of Reading and Writing
- Writing Skills
- Style
- Word Study
- Spelling
- Parts of Speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection)

STYLE

SKILLS INVENTORY

Lower Elementary

Uses knowledge of language and its conventions when listening, speaking, writing, and reading and compares formal and informal English.

Upper Elementary

Identifies and uses strategies to improve expression when listening, speaking, writing, and reading, recognizes variations of standard English and differentiates contexts that call for formal or informal English.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Formal and Informal English • Speaking and Listening • Writing • Reading	• To use knowledge of language and its conventions when speaking and listening. • To use knowledge of language and its conventions when writing. • To use knowledge of language and its conventions when reading. • To compare formal and informal uses of English.
MIDDLE SERIES	
Grammar Symbols • Grammar Symbols for Student's Writing • Grammar Symbols for Other Authors	• To enhance writing. • To become familiar with style in terms of writing. • To explore one's own style of writing. • To choose words and phrases for effect. • To choose words and phrases to convey ideas precisely.
Writing: Punctuation	• To choose punctuation for effect.
Formal and Informal English • Speaking and Listening • Writing • Reading	• To recognize differences between the conventions of spoken and written standard English. • To use knowledge of language and its conventions when speaking and listening. • To use knowledge of language and its conventions when reading. • To use knowledge of language and its conventions when writing. • To recognize contexts that call for formal English. • To recognize situations where informal English is appropriate.

MONTESSORI LESSONS	PURPOSES
LATER SERIES	
Logical Analysis • Logical Analysis of the Student's Writing • Logical Analysis of Other Authors	• To enhance writing. • To become familiar with style in terms of writing. • To explore one's own style of writing. • To maintain consistency in style and tone.
Writing in Different Styles • Student's Writing • Other Authors	• To maintain consistency in style and tone. • To vary, expand, combine or reduce sentences for meaning. • To vary, expand, combine or reduce for reader/listener interest. • To vary, expand, combine or reduce for style. • To produce clear and coherent writing in which the style is appropriate to task, purpose, and audience. • To recognize variations from formal English in one's own and others' writing. • To compare and contrast the varieties of English used in stories, dramas, or poems.
Formal and Informal English • Speaking and Listening • Writing • Reading	• To identify and use strategies to improve expression in informal language. • To recognize variations from formal English in their own and others' writing and speaking. • To use knowledge of language and its conventions when speaking and listening. • To use knowledge of language and its conventions when writing. • To use knowledge of language and its conventions when reading.

WRITING

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
convention	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
English	context	compare/contrast
formal	convey	dialect
informal	discourse	drama
informal English	effect	expression
language	formal English	meaning
listen	phrase	poem
	precise	reader
Cognitive Verbs	punctuation	register
compare	small-group discussion	sentence
listen	word	sentence patterns
		standard English
	Cognitive Verbs	story
	choose	style
	convey	tone
	differentiate	
	observe	**Cognitive Verbs**
	present	combine
	recognize	contrast
		expand
		identify
		improve

WRITING

ASSESSMENT CONSIDERATIONS

Students will be asked to:

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.2.3, L.3.3, L.4.3, L.5.3, L.6.3)

INITIAL SERIES

- Compare formal and informal uses of English. (L.2.3.A)

MIDDLE SERIES

- Choose words and phrases for effect. (L.3.3.A)
- Choose words and phrases to convey ideas precisely. (L.4.3.A)
- Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3.B)
- Choose punctuation for effect. (L.4.3.B)
- Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (L.4.3.C)

LATER SERIES

- Expand, combine, and reduce sentences for meaning. (L.5.3.A)
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3.A)
- Expand, combine, and reduce sentences for reader/listener interest. (L.5.3.A)
- Expand, combine, and reduce sentences for style. (L.5.3.A)
- Vary sentence patterns for meaning. (L.6.3.A)
- Vary sentence patterns for reader/listener interest. (L.6.3.A)
- Vary sentence patterns for style. (L.6.3.A)
- Compare and contrast the varieties of English used in stories, dramas, or poems. (L.5.3.B)
- Maintain consistency in style and tone. (L.6.3.B)
- Establish and maintain a formal style. (W.6.1.D, W.6.2.E)
- Recognize variations from standard English in their own and others' writing and speaking. (L.6.1.E)
- Identify and use strategies to improve expression in conventional language. (L.6.1.E)
- Produce clear and coherent writing in which the style are appropriate to task, purpose, and audience. (W.6.4)

WRITING

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
KNOWLEDGE OF LANGUAGE	
L.2.3 **L.3.3** **L.4.3** **L.5.3** **L.6.3**	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3.A	Compare formal and informal uses of English.
L.3.3.A	Choose words and phrases for effect.
L.4.3.A	Choose words and phrases to convey ideas precisely.
L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.6.3.A	Vary sentence patterns for meaning, reader/listener interest, and style.
L.3.3.B	Recognize and observe differences between the conventions of spoken and written standard English.
L.4.3.B	Choose punctuation for effect.
L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.6.3.B	Maintain consistency in style and tone.
L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
WRITING (W)	
PRODUCTION AND DISTRIBUTION OF WRITING	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NOTES

Style: The way a writer writes. It includes syntax, word choice, and tone. It can also be described as a "voice" that readers listen to when they read the work of a writer.

WRITING

GENRES OF WRITING: INFORMATIVE AND EXPLANATORY

SKILLS INVENTORY

Lower Elementary

Writes informative/explanatory texts to examine a topic and convey ideas and information clearly through the use of facts, details, definitions and/or illustrations.

Upper Elementary

Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly through the selection, organization, and analysis of relevant content including definitions, classification, quotations, comparison/contrast, cause/effect, formatting, graphics, and/or multimedia

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	

Elements of Informative and Explanatory Writing
• Teacher-Created Lessons
  • Introduction
  • Developing the Topic
  • Conclusion
	• To introduce a topic.
	• To supply some facts about the topic.
	• To provide some sense of closure.
	• To provide a concluding statement or section.

Organizational Elements • Teacher-Created Lessons • Definition	• To use facts and definitions to develop points.
MIDDLE SERIES	

Elements of Informative and Explanatory Writing
• Teacher-Created Lessons
  • Introduction
  • Developing the Topic
  • Conclusion
	• To write informative/explanatory texts to examine a topic.
	• To write informative/explanatory texts to convey ideas and information clearly.
	• To introduce a topic and group related information together in paragraphs and sections.
	• To develop the topic with facts related to the topic.
	• To develop the topic with concrete details related to the topic.
	• To develop the topic with information and examples related to the topic.
	• To provide a concluding statement or section related to the information presented.
	• To provide a concluding statement or section related to the explanation presented.

MONTESSORI LESSONS	PURPOSES

Organizational Elements
• Teacher-Created Lessons
  • Definition
  • Formatting
  • Graphics
  • Multimedia
  • Quotations
	• To include illustrations to aid comprehension.
	• To include formatting to aid comprehension.
	• To include multimedia to aid comprehension.
	• To develop the topic with definitions related to the topic.
	• To develop the topic with quotations related to the topic.

Words and Phrases • Teacher-Created Lessons	• To link ideas within categories of information using words and phrases. • To use precise language to inform about or explain the topic. • To use domain-specific vocabulary to inform about or explain the topic.
LATER SERIES	

Elements of Informative and Explanatory Writing
• Teacher-Created Lessons
  • Introduction
  • Developing the Topic
  • Conclusion
	• To examine a topic and convey ideas, concepts, and information through the selection of relevant content.
	• To examine a topic and convey ideas, concepts, and information through the organization of relevant content.
	• To examine a topic and convey ideas, concepts, and information through the analysis of relevant content.
	• To introduce a topic clearly.
	• To provide a general observation and focus.
	• To group related information logically.
	• To organize ideas, concepts, and information.
	• To develop the topic with relevant facts.
	• To develop the topic with concrete details.
	• To develop the topic with examples.
	• To provide a concluding statement or section related to the information presented.
	• To provide a concluding statement or section related to the explanation presented.

MONTESSORI LESSONS	PURPOSES

Organizational Elements
• Teacher-Created Lessons
  • Definition
  • Classification
  • Comparison/ Contrast
  • Cause/ Effect
  • Formatting
  • Graphics
  • Multimedia
  • Quotations
	• To include formatting to aid comprehension.
	• To include illustrations to aid comprehension.
	• To include graphics to aid comprehension.
	• To include multimedia to aid comprehension.
	• To develop the topic with definitions.
	• To develop the topic with quotations.
	• To use strategies such as definition.
	• To use strategies such as classification.
	• To use strategies such as comparison/contrast.
	• To use strategies such as cause/effect.

Words and Phrases • Teacher-Created Lessons	• To link ideas within and across categories of information using words, phrases, and clauses. • To use precise language to inform about or explain the topic. • To use domain-specific vocabulary to inform about or explain the topic. • To use appropriate transitions to clarify the relationships among ideas and concepts.
Style	• To establish and maintain a formal style.

WRITING

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
definition	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
fact	category	analysis
informative/explanatory	concrete	cause/effect
point (in an argument)	convey	chart
statement	detail	classification
topic	domain-specific vocabulary	clause
	example	compare/contrast
Cognitive Verbs	explanation	concept
develop	format	focus
introduce	heading	graphic
name	illustration	logic/logical
	information	observation
	language	organization
	linking phrase	relationship
	linking word	relevant
	multimedia	table
	paragraph	transition
	phrase	
	precise	**Cognitive Verbs**
	quotation	clarify
	section	comparison/contrast
	word	establish
		organize
	Cognitive Verbs	
	connect	
	convey	
	examine	
	explain	
	inform	
	link	
	present	
	relate	

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

Elements of Expository Writing

Introduction

- Write informative/explanatory texts in which they introduce a topic. (W.1.2; W.2.2)

Developing the Topic

- Supply some facts about the topic. (W.1.2)
- Use facts and definitions to develop points. (W.2.2)

Conclusion

- Provide some sense of closure. (W.1.2)
- Provide a concluding statement or section. (W.2.2)

MIDDLE SERIES

Students will be asked to:

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2; W.4.2))

Elements of Expository Writing

Introduction

- Introduce a topic clearly. (W.3.2.A; W.4.2.A)

Developing the Topic

- Group related information together. (W.3.2.A)
- Group related information in paragraphs and sections. (W.4.2.A)
- Develop the topic with facts, definitions, and details. (W.3.2.B)
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.4.2.B)

Conclusion

- Provide a concluding statement or section. (W.3.2.D)
- Provide a concluding statement or section related to the information or explanation presented. (W.4.2.E)

continues

ASSESSMENT CONSIDERATIONS

Words and Phrases

Transitional Words and Phrases

- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (W.3.2.C)
- Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because) (W.4.2.C)

Domain-Specific Vocabulary

- Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2.D)

LATER SERIES

Students will be asked to:

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)

Elements of Expository Writing

Introduction

- Introduce a topic clearly, provide a general observation and focus. (W.5.2.A; W.6.2.A)

Developing the Topic

- Group related information logically. (W.5.2.A)
- Organize ideas, concepts, and information. (W.6.2.A)
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.5.2.B; W.6.2.B)

Conclusion

- Provide a concluding statement or section that follows from the information or explanation presented. (W.5.2.E; W.6.2.F)

Organizational Elements

- Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2.A)
- Use strategies such as definition, classification, comparison/contrast, and cause/effect include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.6.2.A)

ASSESSMENT CONSIDERATIONS

Words and Phrases

Transitional Words and Phrases

- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (W.5.2.C)
- Use appropriate transitions to clarify the relationships among ideas and concepts. (W.6.2.C)

Domain-Specific Vocabulary

- Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2.D; W.6.2.D)

Style

- Establish and maintain a formal style. (W.6.2.E)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

WRITING (W)

TEXT TYPES AND PURPOSES

W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.3.2 **W.4.2** **W.5.2**	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.3.2.A	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.A	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
W.6.2.A	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.3.2.B	Develop the topic with facts, definitions, and details.
W.4.2.B **W.5.2.B**	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.4.2.C	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.5.2.C	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.3.2.D	Provide a concluding statement or section.
W.4.2.D **W.5.2.D** **W.6.2.D**	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2.E **W.5.2.E**	Provide a concluding statement or section related to the information or explanation presented.
W.6.2.E	Establish and maintain a formal style.
W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.

NOTES

Exemplars can be found at Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Appendix C: Samples of Student Writing http://www.corestandards.org/assets/Appendix_C.pdf

Grade 1	My Big Book About Spain	Page 11
Grade 3	Horses	Page 18
Grade 5	Author Response: Roald Dahl	Page 29

GENRES OF WRITING: PERSUASIVE AND ARGUMENTATIVE

SKILLS INVENTORY

Lower Elementary

Writes persuasive and argumentative pieces to support a point of view with clear organizational structure including reasons that support the opinion.

Upper Elementary

Writes persuasive and argumentative pieces to support claims with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	

Elements of Persuasive and Argumentative Writing
• Teacher-Created Lessons
  • Introduction and Claims
  • Evidence and Reasons
  • Conclusion
	• To write opinion pieces in which the topic is introduced
	• To write opinion pieces that name the book they are writing about
	• To state an opinion
	• To provide reasons that support the opinion
	• To provide reasons that are supported by facts and details.
	• To provide a concluding statement or section.

Transitional Words and Phrases • Teacher-Created Lessons	• To use linking words to connect opinion and reasons
MIDDLE SERIES	

Elements of Persuasive and Argumentative Writing
• Teacher-Created Lessons
  • Introduction and Claims
  • Evidence and Reasons
  • Conclusion
	• To write opinion pieces on topics or texts
	• To support a point of view with reasons and information.
	• To introduce a topic or text clearly
	• To create an organizational structure in which related ideas are grouped to support the writer's purpose.
	• To provide reasons that support the opinion.
	• To provide reasons that are supported by facts and details.
	• To provide a concluding statement or section related to the opinion presented.

Transitional Words and Phrases • Teacher-Created Lessons	• To link opinion and reasons using words and phrases

MONTESSORI LESSONS	PURPOSES
LATER SERIES	

Elements of Persuasive and Argumentative Writing
• Teacher-Created Lessons
  • Introduction and Claims
  • Evidence and Reasons
  • Conclusion
	• To write opinion pieces on topics or texts
	• To support a point of view with reasons and information.
	• To write arguments to support claims with clear reasons and relevant evidence.
	• To introduce a topic or text clearly to support the writer's purpose.
	• To state an opinion to support the writer's purpose.
	• To create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	• To introduce claim(s) and organize the reasons and evidence clearly.
	  • To provide logically ordered reasons that are supported by facts and details.
	  • To use credible sources to demonstrate an understanding of the topic or text.
	  • To provide a concluding statement or section related to the opinion presented.
	  • To provide a concluding statement or section that follows from the argument presented.

Transitional Words and Phrases • Teacher-Created Lessons	• To link opinion and reasons using words, phrases, and clauses • To use words, phrases, and clauses to clarify the relationships among claim(s) and reasons
Style	• To establish and maintain a formal style.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
book	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
linking word	detail	argument
opinion	fact	claim
reason	information	clause
statement	phrase	credible/credibility
support	point of view	detail
topic	text	evidence
		logic/logical
Cognitive Verbs	**Cognitive Verbs**	relationship
connect	create	relevant
introduce	link	source
name	list	word
state	present	
support	relate	**Cognitive Verbs**
		clarify
		establish
		organize

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

Introduction and Claims
- Introduce the topic or name the book they are writing about. (W.1.1)
- Introduce the topic or book they are writing about. (W.2.1)

Reasons and Evidence
- State an opinion and supply a reason for the opinion. (W.1.1)
- State an opinion and supply reasons that support the opinion. (W.2.1)

Conclusion
- Provide some sense of closure. (W.1.1)
- Provide a concluding statement or section. (W.2.1)

Transitional Words and Phrases
- Use linking words (e.g., because, and, also) to connect opinion and reasons. (W.2.1)

continues

ASSESSMENT CONSIDERATIONS

MIDDLE SERIES

Students will be asked to:

- Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. (W.3.1)
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1)

Introduction and Claims

- Introduce the topic or text they are writing about and state an opinion. (W.3.1.A)
- Introduce a topic or text clearly and state an opinion. (W.4.1.A)

Reasons and Evidence

- Create an organizational structure that lists reasons. (W.3.1.A)
- Provide reasons that support the opinion. (W.3.1.B)
- Create an organizational structure in which related ideas are grouped to support the writer's purpose. (W.4.1.A)
- Provide reasons that are supported by facts and details. (W.4.1.B)

Conclusion

- Provide a concluding statement or section. (W.3.1.D)
- Provide a concluding statement or section related to the opinion presented. (W.4.1.D)

Transitional Words and Phrases

- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (W.3.1.C)
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (W.4.1.C)

LATER SERIES

Students will be asked to:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)

Introduction and Claims

- Introduce a topic or text clearly and state an opinion. (W.5.1.A)
- Write arguments to support claims with clear reasons and relevant evidence. (W.6.1)

Reasons and Evidence

- Create an organizational structure in which ideas are logically grouped to support the writer's purpose. (W.5.1.A)
- Provide logically ordered reasons that are supported by facts and details. (W.5.1.B)
- Introduce claim(s) and organize the reasons and evidence clearly. (W.6.1.A)
- Support claim(s) with clear reasons and relevant evidence demonstrating an understanding of the topic or text. (W.6.1.B)
- Use credible sources. (W.6.1.B)

ASSESSMENT CONSIDERATIONS

Conclusion
- Provide a concluding statement or section related to the opinion presented. (W.5.1.D)
- Provide a concluding statement or section that follows from the argument presented. (W.6.1.E)

Transitional Words and Phrases
- Link opinion and reasons using words, phrases, and clauses. (e.g., consequently, specifically) ((W.5.1.C)
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (W.6.1.C)

Style
- Establish and maintain a formal style. ((W.6.1.D)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

WRITING (W)

TEXT TYPES AND PURPOSES

W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.4.1 W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.4.1.A W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
W.3.1.B	Provide reasons that support the opinion.
W.4.1.B	Provide reasons that are supported by facts and details.
W.5.1.B	Provide logically ordered reasons that are supported by facts and details.

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.3.1.D	Provide a concluding statement or section.
W.4.1.D **W.5.1.D**	Provide a concluding statement or section related to the opinion presented.
W.6.1.D	Establish and maintain a formal style.
W.6.1.E	Provide a concluding statement or section that follows from the argument presented.

NOTES

Exemplars can be found at Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Appendix C: Samples of Student Writing http://www.corestandards.org/assets/Appendix_C.pdf

Grade 2	Owl Moon	Page 15
Grade 4	Zoo Field Trip	Page 25
Grade 6	Dear Mr. Sandler	Page 36
Grade 6	A Pet Story About My Cat… Gus	Page 38

GENRES OF WRITING: NARRATIVE

SKILLS INVENTORY

Lower Elementary

Writes narratives to develop real or imagined experiences or events with a clear event sequence and descriptive details of characters and events.

Upper Elementary

Writes narratives to develop real or imagined experiences or events with well-structured event sequences and relevant descriptive details that engage and orient the reader to narrators, characters and events.

MONTESSORI LESSONS	PURPOSE
INITIAL LEVELS	
Elements of Narrative Writing • Teacher-Created Lessons • Plot • Context and Setting • Narration • Characters and Actors • Conclusion	• To write narratives with two or more appropriately sequenced events. • To write narratives with some details regarding what happened. • To write narratives with a well-elaborated event or short sequence of events. • To write narratives with details to describe actions, thoughts, and feelings. • To provide a sense of closure.
Words and Phrases • Teacher-Created Lessons	• To use temporal words to signal event order. • To use temporal words to provide some sense of closure.

MONTESSORI LESSONS	PURPOSE
MIDDLE LEVELS	

Elements of Narrative Writing
• Teacher-Created Lessons
  • Plot
  • Context and Setting
  • Narration
  • Characters and Actors
  • Conclusion
	• To write narratives to develop real or imagined experiences or events.
	• To write narratives using effective technique, descriptive details, and clear event sequences.
	• To write narratives using descriptive details.
	• To write narratives using clear event sequences.
	• To orient the reader by establishing a situation.
	• To orient the reader by introducing a narrator and/or characters.
	• To organize an event sequence that unfolds naturally.
	• To use dialogue to develop experiences and events.
	• To use dialogue to show the response of characters to situations.
	• To use descriptions of actions, thoughts, and feelings to develop experiences and events.
	• To use descriptions of actions, thoughts, and feelings to show the response of characters to situations.
	• To provide a conclusion that follows from the narrated experiences or events.

Words and Phrases • Teacher-Created Lessons	• To use temporal words and phrases to signal event order. • To use a variety of transitional words and phrases to manage the sequence of events. • To use concrete words and phrases to convey experiences and events precisely. • To use sensory details to convey experiences and events precisely.
LATER LEVELS	

Elements of Narrative Writing
• Teacher-Created Lessons
  • Plot
  • Context and Setting
  • Narration
  • Characters and Actors
  • Conclusion
	• To write narratives to develop real or imagined experiences or events.
	• To write narratives using effective technique, descriptive details, and clear event sequences.
	• To engage and orient the reader by establishing a context.
	• To engage and orient the reader by introducing a narrator and/or characters.
	• To organize an event sequence that unfolds naturally and logically.
	• To use narrative techniques (dialogue, description, pacing) to develop experiences and events.
	• To use narrative techniques (dialogue, description, pacing) to show the responses of characters to situations.
	• To provide a conclusion that follows from the narrated experiences or events.

MONTESSORI LESSONS	PURPOSE
Words and Phrases • Teacher-Created Lessons	• To use a variety of transition words, phrases, and clauses to convey sequence. • To use a variety of transition words, phrases, and clauses to signal shifts from one time frame to another. • To use a variety of transition words, phrases, and clauses to signal shifts from one setting to another. • To use sensory details to convey experiences and events precisely. • To use precise words and phrases to convey experiences and events. • To use relevant descriptive details to convey experiences and events. • To use relevant sensory language to convey experiences and events.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
action detail event feeling narrative order of events sequence/sequential order signal word/phrase/clause/sentence **Cognitive Verbs** describe elaborate recount	*In addition to previous vocabulary:* character conclusion (ending) concrete convey description descriptive detail dialog experience narrator precise reader response sensory detail/image situation temporal relationship **Cognitive Verbs** convey develop establish imagine introduce narrate organize orient	*In addition to previous vocabulary:* clause context logic/logical pacing phrase relevant sensory language setting time frame word **Cognitive Verbs** engage

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

Plot

• Write narratives in which they recount two or more appropriately sequenced events. (W.1.3)
• Write narratives in which they recount a well-elaborated event or short sequence of events. (W.2.3)

Context and Setting

• Include some details regarding what happened. (W.1.3)
• Include details to describe actions, thoughts, and feelings. (W.2.3)

Conclusion

• Provide a sense of closure. (W.1.3; W.2.3)

Words and Phrases

• Transitional Words
• Use temporal words to signal event order. (W.1.3; W.2.3)

MIDDLE SERIES

Students will be asked to:

Plot

• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (W.3.3, W.4.3)

Context and Setting

• Organize an event sequence that unfolds naturally. (W.3.3.A)
• Organize an event sequence that unfolds naturally. (W.4.3.A)

Narration

• Establish a situation and introduce a narrator and/or characters. (W.3.3.A)
• Orient the reader by establishing a situation and introducing a narrator and/or characters. (W.4.3.A)

Characters and Actors

• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3.B)
• Use dialogue and description to develop experiences and events or show the responses of characters to situations. (W.4.3.B)

Conclusion

• Provide a sense of closure. (W.3.3.D))
• Provide a conclusion that follows from the narrated experiences or events. (W.4.3.E)

ASSESSMENT CONSIDERATIONS

Words and Phrases

Transitional Words

• Use temporal words and phrases to signal event order. (W.3.3.C)
• Use a variety of transitional words and phrases to manage the sequence of events. (W.4.3.C)

Word Choice

• Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.4.3.D)

LATER SERIES

Students will be asked to:

Plot

• Write narratives to develop real or imagined experiences or events. (W.5.3)
• Write narratives to develop real or imagined experiences or events. (W.6.3)

Context and Setting

• Use effective technique, descriptive details, and clear event sequences. (W.5.3)
• Use effective technique, relevant descriptive details, and well-structured event sequences. (W.6.3)

Narration

• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events. (W.5.3.B; W.6.3.B)

Characters and Actors

• Use narrative techniques, such as dialogue, description, and pacing, to show the responses of characters to situations. (W.5.3.B)
• Use narrative techniques, such as dialogue, pacing, and description, to develop characters. (W.6.3.B)

Conclusion

• Provide a conclusion that follows from the narrated experiences or events. (W.5.3.E; W.6.3.E)

Words and Phrases

Transitional Words

• Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (W.5.3.C)
• Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (W.6.3.C)

Word Choice

• Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3.D)
• Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (W.6.3.D)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
WRITING (W)	
TEXT TYPES AND PURPOSES	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.3.3 **W.4.3** **W.5.3**	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.A **W.5.3.A**	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.3.3.B **W.4.3.B**	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.3.3.C	Use temporal words and phrases to signal event order.
W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.3.3.D	Provide a sense of closure.

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

W.4.3.D W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.4.3.E W.5.3.E W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.

NOTES

Exemplars can be found at Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Appendix C: Samples of Student Writing http://www.corestandards.org/assets/Appendix_C.pdf

Grade 1	I bot a little cotton ball	Page 13
Grade 2	My first tooth is gone	Page 17
Grade 3	When my Puppys Ranaway	Page 22
Grade 4	Glowing Shoes	Page 27
Grade 5	Getting Shot and Living Through It	Page 31

GENRES OF WRITING: RESEARCH

SKILLS INVENTORY

Lower Elementary

Conducts short research projects that build knowledge through investigation of a topic.

Upper Elementary

Conducts short research projects that build knowledge through investigation of different aspects of a topic and draws on several source**s**.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Research Process • Writing Research Questions • Research and Note taking from different sources • Organizing and Writing a Research Paper	• To give the children a means to organize their discoveries and to help them remember what they've learned. • To show children the mechanics of making research work. • To participate in shared research.
MIDDLE SERIES	
Research Process • Writing Research Questions • Research and Note taking from different sources • Organizing and Writing a Research Paper	• To give the children a means to organize their discoveries and to help them remember what they've learned. • To show children the mechanics of making research work. • To conduct short research projects that build knowledge about a topic. • To investigate different aspects of a topic.
LATER SERIES	
Research Process • Writing Research Questions • Research and Note taking from different sources • Organizing and Writing a Research Paper	• To give the children a means to organize their discoveries and to help them remember what they've learned. • To show children the mechanics of making research work. • To conduct short research projects to build knowledge about a topic. • To use several sources when conducting research. • To investigate different aspects of a topic. • To answer questions about a topic. • To refocus inquiry as needed.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
book observation participate report research project sequence/sequential order topic **Cognitive Verbs** explore participate produce record	*In addition to previous vocabulary:* investigation **Cognitive Verbs** conduct	*In addition to previous vocabulary:* answer inquiry question refocus source **Cognitive Verbs** answer

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:
- Participate in shared research and writing projects. (W.1.7)
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (W.2.7)

MIDDLE SERIES

Students will be asked to:
- Conduct short research projects that build knowledge about a topic. (W.3.7)
- Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)

LATER SERIES

Students will be asked to:
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

WRITING (W)

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.3.7	Conduct short research projects that build knowledge about a topic.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

NOTES

GENRES OF WRITING: POETRY

SKILLS INVENTORY

Lower Elementary and Upper Elementary

Writes different types of poems, demonstrating understanding of the different elements (structure, sound patterns) for each type.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Elements of Poetry • Structure • Sound Patterns	• To study the elements of poetry. • To understand figurative language and enrichment of writing.
Types of Poems • Acrostic • Cinquain • Concrete Poem • List Poem • Nursery Rhyme	• To learn about poetry forms.
MIDDLE SERIES	
Elements of Poetry • Structure • Sound Patterns	• To study the elements of poetry. • To understand figurative language and enrichment of writing.
Types of Poems • Clerihew • Free Verse • Haiku • Limerick • List Poem • Sonnet	• To learn about poetry forms.

continues

MONTESSORI LESSONS	PURPOSES
LATER SERIES	
Elements of Poetry • Structure • Sound Patterns • Word Sounds	• To study the elements of poetry. • To understand figurative language and enrichment of writing.
Types of Poems • Diamante • Limerick • Sonnet	• To learn about poetry forms.

ASSESSMENT VOCABULARY

Students will not be assessed on the contents of Genres of Writing – Poetry.

ASSESSMENT CONSIDERATIONS

Students will not be assessed on the contents of Genres of Writing – Poetry.

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

There are no Standards for Genres of Writing – Poetry.

NOTES

READING

GENRES OF READING

SKILLS INVENTORY
Lower Elementary and Upper Elementary
Reads and comprehends literature and informational texts from a variety of genres within the appropriate text complexity band.

MONTESSORI LESSONS	PURPOSE
INITIAL SERIES	
Stories • Children's Adventure Stories • Folktales • Legends • Fables • Fantasy • Realistic Fiction • Myths **Dramas** • Staged Dialogue • Brief Familiar Scenes • Dramatic Productions • Readers Theater • Monologues • Interpretive Reading Cards **Poetry** • Nursery Rhymes • Narrative Poem • Limerick • Free Verse Poem	• To read prose of appropriate complexity for grade 1 (with prompting and support). • To read poetry of appropriate complexity for grade 1 (with prompting and support). • To read and comprehend informational texts in the grades 2-3 text complexity band with scaffolding as needed at the high end of the range.

MONTESSORI LESSONS	PURPOSE

Literary Nonfiction and Historical, Scientific, and Technical Texts
• Biographies
• Autobiographies
• Books about History
• Social Studies
• Science
• Arts
• Technical Texts
  • Directions
  • Forms
• Information Displays
  • Graphs
  • Charts
  • Maps
• Digital Sources on a Range of Topics
	• To read informational texts appropriately complex for grade 1.
	• To read and comprehend informational texts in the grades 2-3 text complexity band with scaffolding as needed at the high end of the range.

MIDDLE SERIES	
Stories • Children's Adventure Stories • Folktales • Legends • Fables • Fantasy • Realistic Fiction • Myths **Dramas** • Staged Dialogue • Brief Familiar Scenes • Dramatic Productions • Readers Theater • Monologues • Interpretive Reading Cards **Poetry** • Nursery Rhymes • Narrative Poem • Limerick • Free Verse Poem	• To read and comprehend literature at the high end of the grades 2-3 text complexity band independently and proficiently. • To read and comprehend literature in the grades 4-5 text complexity band with scaffolding as needed at the high end of the range.

continues

MONTESSORI LESSONS	PURPOSE

Literary Nonfiction and Historical, Scientific, and Technical Texts
• Biographies
• Autobiographies
• Books about History
• Social Studies
• Science
• Arts
• Technical Texts
  • Directions
  • Forms
• Information Displays
  • Graphs
  • Charts
  • Maps
• Digital Sources on a Range of Topics
	• To read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
	• To read and comprehend informational texts in the grades 4-5 text complexity band with scaffolding as needed at the high end of the range.

LATER SERIES	

Stories
• Adventure Stories
• Historical Fiction
• Mysteries
• Myths
• Science Fiction
• Realistic Fiction
• Allegories
• Parodies
• Satire
• Graphic Novels
 	
Dramas
• One-act and Multi-act Plays
  • Written Form
  • On Film
• Dramatic Productions
• Readers Theater
• Monologues
• Interpretive Reading Cards
	• To read and comprehend literature at the high end of the grades 4-5 text complexity band independently and proficiently.
	• To read and comprehend literature in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range.

READING

MONTESSORI LESSONS	PURPOSE
Poetry • Narrative Poems • Lyrical Poems • Free Verse Poems • Sonnets • Odes • Ballads • Epics	

Literary Nonfiction and Historical, Scientific, and Technical Texts
• Exposition
• Argument
• Functional Text
  • Personal Essays
  • Speeches
  • Opinion Pieces
• Essays
  • Art
  • Literature
  • Biographies
  • Memoirs
  • Journalism
• Historical Accounts
• Scientific Accounts
• Technical Account
• Economic Accounts
	• To read and comprehend informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
	• To read and comprehend literary nonfiction in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range.

ASSESSMENT VOCABULARY		
INITIAL SERIES	**MIDDLE SERIES**	**LATER SERIES**
informational text literature poetry prose story **Cognitive Verbs** comprehend	*In addition to previous vocabulary:* drama	*In addition to previous vocabulary:* literary nonfiction poem

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

Fiction

- Read prose and poetry of appropriate complexity for grade 1 (with prompting and support). (RL.1.10)
- Read and comprehend literature in the grades 2-3 text complexity band with scaffolding as needed at the high end of the range. (RL.2.10)

Informational Text

- Read informational texts appropriately complex for grade 1. (RI.1.10)
- Read and comprehend informational texts in the grades 2-3 text complexity band with scaffolding as needed at the high end of the range. (RI.2.10)

MIDDLE SERIES

Students will be asked to:

Fiction

- Read and comprehend literature at the high end of the grades 2-3 text complexity band independently and proficiently. (RL.3.10)
- Read and comprehend literature in the grades 4-5 text complexity band with scaffolding as needed at the high end of the range. (RL.4.10)

Informational Text

- Read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently. (RI.3.10)
- Read and comprehend informational texts in the grades 4-5 text complexity band with scaffolding as needed at the high end of the range. (RI.4.10)

LATER SERIES

Students will be asked to:

Fiction

- Read and comprehend literature at the high end of the grades 4-5 text complexity band independently and proficiently. (RL.5.10)
- Read and comprehend literature in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range. (RL.6.10)

Informational Text

- Read and comprehend informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. (RI.5.10)
- Read and comprehend literary nonfiction in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range. (RI.6.10)
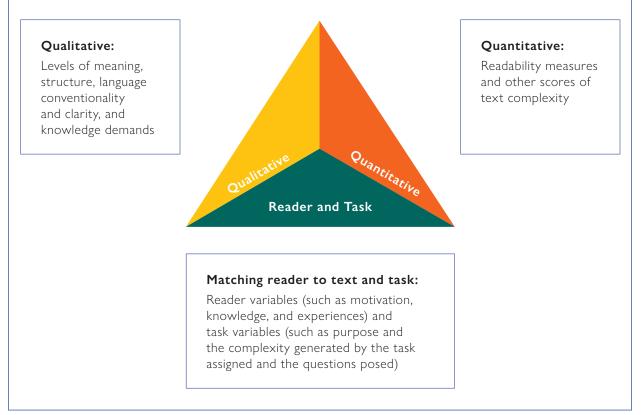
TEXT COMPLEXITY

The Common Core Standards aligned in **Reading: Genres of Reading** make frequent reference to text complexity and text complexity bands.

The Standards' approach to text complexity can be found in English Language Arts Appendix A (http://www.corestandards.org/assets/Appendix_A.pdf) and New Research on Text Complexity

(http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf) of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (http://www.corestandards.org/ELA-Literacy/).

Text complexity is assessed across three dimensions: Quantitative, Qualitative, and Reader and Task Considerations.

Qualitative:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative:

Readability measures and other scores of text complexity

Qualitative

Quantitative

Reader and Task

Matching reader to text and task:

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

READING: LITERATURE (L)

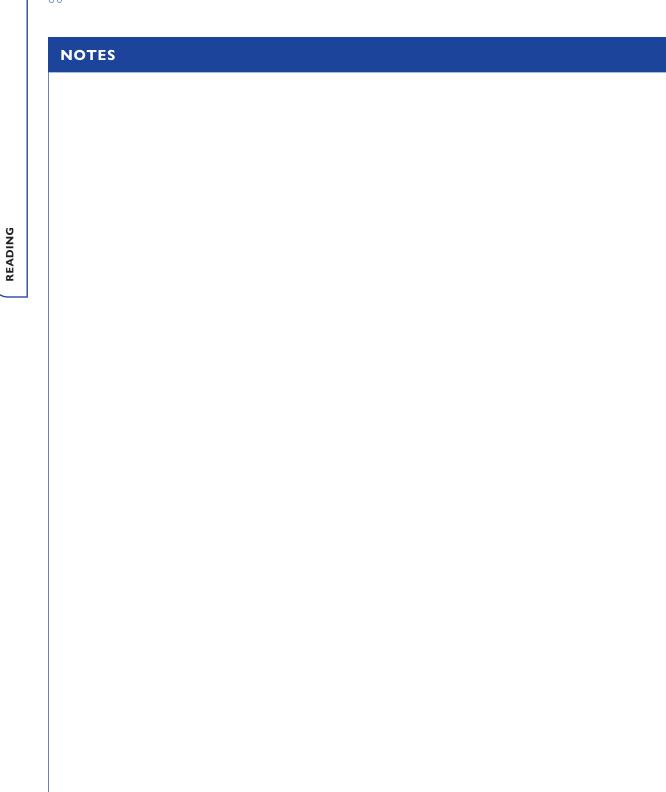#### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING INFORMATIONAL TEXT (RI)

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING

NOTES

READING COMPREHENSION: SOURCES OF INFORMATION

SKILLS INVENTORY

Lower Elementary

Uses the information gained from visual media and text features to demonstrate understanding of the text and explain how they contribute to the story or topic.

Upper Elementary

Uses the integration of different media, formats and words to develop a coherent understanding of the story, topic or issue and analyzes the contribution of different media to the text.

MONTESSORI LESSONS	PURPOSE
INITIAL SERIES	
Visual Media • Teacher-Created Lessons	• To use illustrations in a story to describe its characters. • To use illustrations in a story to describe its setting. • To use illustrations in a story to describe its events. • To distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • To use the illustrations to describe its key ideas. • To use information gained from the illustrations to demonstrate understanding of its characters. • To use information gained from the illustrations to demonstrate understanding of its setting. • To use information gained from the illustrations to demonstrate understanding of its plot. • To explain how specific images contribute to and clarify a text.

continues

MONTESSORI LESSONS	PURPOSE

Text Features
• Teacher-Created Lessons
  • Bold Print
  • Captions
  • Electronic Menus
  • Glossaries
  • Headings
  • Icons
  • Indexes
  • Subheadings
  • Tables of Contents
	• To know and use various text features to locate key facts or information in a text.

Print or Digital Text Details • Teacher-Created Lessons	• To use details in a story to describe its characters. • To use details in a story to describe its setting. • To use details in a story to describe its events. • To distinguish between information provided by the words in a text and information provided by pictures or other illustrations. • To use the details in a text to describe its key ideas. • To use information gained from words in a print or digital text to demonstrate understanding of its characters. • To use information gained from words in a print or digital text to demonstrate understanding of its setting. • To use information gained from words in a print or digital text to demonstrate understanding of its plot.
MIDDLE SERIES	
Visual/ Auditory Media and Print or Digital Text Details • Teacher-Created Lessons	• To explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. • To make connections between the text of a story or drama and a visual or oral presentation of the text. • To identify where each version reflects specific descriptions and directions in the text. • To use information gained from illustrations and the words in a text to demonstrate understanding of the text.

MONTESSORI LESSONS	PURPOSE

Text Features and Search Tools
• Teacher-Created Lessons
  • Animations
  • Charts
  • Diagrams
  • Graphs
  • Hyperlinks
  • Interactive Elements on Web Pages
  • Key Words
  • Sidebars
  • Timelines
	• To use text features and search tools to locate information relevant to a given topic efficiently.
	• To interpret information presented visually.
	• To interpret information presented orally.
	• To interpret information presented quantitatively.
	• To explain how information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears.

LATER SERIES	
Visual/Auditory Media and Print or Digital Text Details • Teacher-Created Lessons	• To analyze how visual elements contribute to the meaning, tone, or beauty of a text. • To analyze how multimedia elements contribute to the meaning, tone, or beauty of a text. • To compare and contrast the experience of reading a story, drama, or poem. • To listen to or view an audio, video, or live version of the text. • To compare and contrast what is "seen" and "heard" when reading the text to what is perceived when listening or watching. • To draw on information from multiple print or digital sources. • To demonstrate the ability to locate an answer to a question quickly within multiple print or digital sources. • To demonstrate the ability to solve a problem efficiently using multiple print or digital sources. • To integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
bold print	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
caption	animation	answer
character	chart	audio version
detail	connection	compare/contrast
diagram	convey	contrast
efficient	description	experience
electronic menu	drama	fiction
event	graph	folktale
fact	how	format
glossary	hyperlink	graphic novel
heading	interactive element	issue
icon	keyword	listen
illustration	map	meaning
image	mood	media/medium
index	oral presentation	multimedia
information	photograph	multimedia presentation
plot	quantitative format	myth
print	relevant	poem
setting	search tool	problem
story	sidebar	question
subheading	timeline	source
table of contents	topic	tone
text	version	video version
textual element/feature	visual format	visual element
word	web page	
	when	**Cognitive Verbs**
Cognitive Verbs	where	analyze
clarify	why	answer
contribute		compare
describe	**Cognitive Verbs**	contrast
distinguish	convey	develop
explain	create	integrate
locate	emphasize	listen
	identify	problem solve
	interpret	solve
	present	
	reflect	

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

Fiction

- Use illustrations and details in a story to describe its characters. (RL.1.7)
- Use illustrations and details in a story to describe its setting. (RL.1.7)
- Use illustrations and details in a story to describe its events. (RL.1.7)
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters. (RL.2.7)
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its setting. (RL.2.7)
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its plot. (RL.2.7)

Informational Text

- Know and use various text features to locate key facts or information in a text. (ri.1.5; ri.2.5)
- Distinguish between information provided by illustrations and information provided by text. (ri.1.6)
- Use the illustrations and details in a text to describe its key ideas. (ri.1.7)
- Explain how specific images contribute to and clarify a text. (ri.2.7)

MIDDLE SERIES

Students will be asked to:

Fiction

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7)
- Make connections between the text of a story or drama and a visual or oral presentation of the text. (RL.4.7)
- Identifying where the visual or oral version reflects specific descriptions and directions in the text version. (RL.4.7)

Informational Text

- Use text features and search tools to locate information relevant to a given topic efficiently. (RI.3.5)
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text. (RI.3.7)
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text. (RI.4.7)

ASSESSMENT CONSIDERATIONS

LATER SERIES

Students will be asked to:

Fiction

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL.5.7)
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. (RL.6.7)
- Contrast what is "seen" and "heard" when reading the text to what is perceived when listening or watching. (RL.6.7)

Informational Text

- Draw on information from multiple print or digital sources. (RI.5.7)
- Demonstrate the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)
- Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

READING: LITERATURE (L)

INTEGRATION OF KNOWLEDGE AND IDEAS

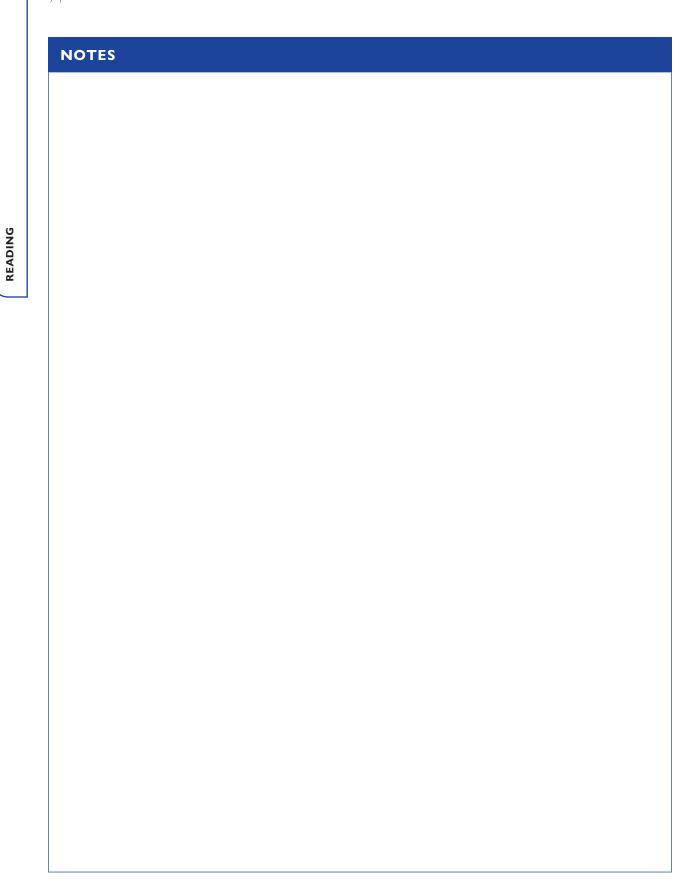|	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

READING: INFORMATIONAL TEXT (RI)

CRAFT AND STRUCTURE

RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

NOTES

READING COMPREHENSION: TEXT ELEMENTS

SKILLS INVENTORY
Lower Elementary
Recounts literature and informational texts including themes and central ideas, story elements, point of view and purpose.
Upper Elementary
Analyzes literature and informational texts including themes and central ideas, story elements, point of view and purpose.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Theme and Central Ideas • Teacher-Created Lessons	• To retell stories. • To retell key details. • To demonstrate understanding of the central message of stories. • To demonstrate understanding of the lessons in a story. • To recount stories. • To recount fables from diverse cultures. • To recount folktales from diverse cultures. • To determine the central message, lesson, or moral of fables and folktales. • To identify the main topic of a text. • To retell key details of a text. • To identify the main topic of a multi-paragraph text. • To identify the focus of specific paragraphs within the text.
Story Elements • Teacher-Created Lesson	• To use key details to describe characters in a story. • To use key details to describe settings in a story. • To use key details to describe major events in a story. • To describe how characters in a story respond to major events and challenges.

MONTESSORI LESSONS	PURPOSES
Point of View and Purpose • Teacher-Created Lessons	• To identify who is telling the story at various points in a text. • To acknowledge differences in the points of view of characters. • To speak in a different voice for each character when reading dialogue aloud. • To identify the main purpose of a text. • To identify what the author wants to answer, explain, or describe.
Connections • Teacher-Created Lessons	• To describe the connection between two individuals in a text. • To describe the connection between two events in a text. • To describe the connection between two ideas in a text. • To describe the connection between two pieces of information in a text. • To describe the connection between a series of historical events in a text. • To describe the connection between a series of scientific ideas or concepts in a text. • To describe the connection between a series of steps in technical procedures in a text.
MIDDLE SERIES	
Theme and Central Ideas • Teacher-Created Lessons	• To recount stories from diverse cultures. • To recount fables from diverse cultures. • To recount folktales from diverse cultures. • To recount myths from diverse cultures. • To determine the central message of a story and explain how it is conveyed through key details in the text. • To determine the central lesson of a story and explain how it is conveyed through key details in the text. • To determine the central moral of a story and explain how it is conveyed through key details in the text. • To determine a theme of a story from details in the text. • To determine a theme of a drama from details in the text. • To determine a theme of a poem from details in the text. • To summarize the text of a story. • To summarize the text of a drama. • To summarize the text of a poem. • To determine the main idea of a text. • To recount the key details. • To explain how the main idea is supported by key details.

MONTESSORI LESSONS	PURPOSES
Story Elements • Teacher-Created Lessons	• To describe characters in a story. • To explain how characters' actions contribute to the sequence of events. • To describe a character in a story or drama in depth, drawing on specific details in the text. • To describe a setting in a story or drama in depth, drawing on specific details in the text. • To describe an event in a story or drama in depth, drawing on specific details in the text.
Point of View and Purpose • Teacher-Created Lessons	• To distinguish their own point of view from that of the narrator. • To distinguish their own point of view from those of the characters. • To distinguish their own point of view from that of the author of a text. • To compare and contrast the point of view from which different stories are narrated. • To compare and contrast the difference between first- and third-person narrations. • To compare and contrast a firsthand and secondhand account of the same event or topic. • To describe the differences in focus of firsthand and secondhand accounts and the information provided.
Connections • Teacher-Created Lessons	• To describe the relationship between a series of historical events in a text. • To describe the relationship between a series of scientific ideas or concepts in a text. • To describe the relationship between a series of steps in technical procedures in a text. • To use language that pertains to time. • To use language that pertains to sequence. • To use language that pertains to cause/effect. • To explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text. • To explain events, procedures, ideas, or concepts in a scientific text, including what happened and why, based on specific information in the text. • To explain events, procedures, ideas, or concepts in a technical text, including what happened and why, based on specific information in the text.

MONTESSORI LESSONS	PURPOSES
LATER SERIES	
Theme and Central Ideas • Teacher-Created Lessons	• To determine a theme of a story from details in the text. • To determine a theme of a drama from details in the text. • To determine a theme of a poem from details in the text. • To determine how characters in a story respond to challenges. • To determine how characters in a drama respond to challenges. • To determine how the speaker in a poem reflects upon a topic. • To summarize the text of a story, drama or poem. • To determine a theme or central idea of a text and how it is conveyed through particular details. • To provide a summary of the text distinct from personal opinions or judgments. • To determine two or more main ideas of a text and explain how they are supported by key details.
Story Elements • Teacher-Created Lessons	• To compare and contrast two or more characters in a story, drawing on specific details in the text. • To compare and contrast two or more settings in a story, drawing on specific details in the text. • To compare and contrast two or more events in a story, drawing on specific details in the text. • To compare and contrast two or more characters in a drama, drawing on specific details in the text. • To compare and contrast two or more settings in a drama, drawing on specific details in the text. • To compare and contrast two or more events in a drama, drawing on specific details in the text. • To describe how a particular story's plot unfolds in a series of episodes. • To describe how a particular drama's plot unfolds in a series of episodes. • To describe how characters in a story respond or change as the plot moves toward a resolution. • To describe how characters in a drama respond or change as the plot moves toward a resolution.

MONTESSORI LESSONS	PURPOSES
Point of View and Purpose • Teacher-Created Lessons	• To describe how a narrator's or speaker's point of view influences how events are described. • To explain how an author develops the point of view of the narrator or speaker in a text. • To analyze multiple accounts of the same event or topic. • To note important similarities and differences in the points of view of multiple accounts of the same event or topic. • To determine an author's point of view in a text. • To determine an author's purpose in a text. • To explain how an author's point of view is conveyed in the text. • To explain how an author's purpose is conveyed in the text.
Connections • Teacher-Created Lessons	• To explain the relationships or interactions between two or more individuals in a historical, scientific, or technical text based on specific information in the text. • To explain the relationships or interactions between two or more events in a historical, scientific, or technical text based on specific information in the text. • To explain the relationships or interactions between two or more ideas in a historical, scientific, or technical text based on specific information in the text. • To explain the relationships or interactions between two or more concepts in a historical, scientific, or technical text based on specific information in the text. • To analyze in detail how a key individual is introduced, illustrated, and elaborated in a text. • To analyze in detail how a key event is introduced, illustrated, and elaborated in a text. • To analyze in detail how a key idea is introduced, illustrated, and elaborated in a text.

READING

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
answer	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
author	account (version of a story)	central idea
central message	action	episode
challenge	cause/effect	example
character	character trait	influence
connection	compare/contrast	interaction
culture	concept	judgment
detail	convey	notes
dialogue	drama	personal opinion
diverse	feeling	plot
event	firsthand	resolution
fable	first person	similarity
focus	language	speaker
folktale	main idea	summary
historical event	motivation	
information	myth	**Cognitive Verbs**
lesson	narration	analyze
moral	narrator	develop
paragraph	poem	elaborate
point (in an argument)	procedure	illustrate
point of view	relationship	interact
purpose	secondhand	introduce
retell	sequence/sequential order	note
scientific concept/idea	summarize	reflect
series	support	represent
setting	theme	
story	third person	
technical procedure	topic	
text	word	
Cognitive Verbs	**Cognitive Verbs**	
acknowledge	compare	
answer	contrast	
challenge	contribute	
describe	convey	
explain	determine	
identify	distinguish	
recount	narrate	
respond	summarize	
retell	support	

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

Fiction

- Retell stories including key details. (RL.1.2; RL.2.2)
- Demonstrate understanding of a story's central message or lesson. (RL.1.2)
- Use key details to describe characters in a story. (RL.1.3)
- Use key details to describe settings in a story. (RL.1.3)
- Use key details to describe major events in a story. (RL.1.3)
- Identify who is telling the story at various points in a text. (RL.1.6)
- Determine a story's central message, lesson, or moral. (RL.2.2)
- Describe how characters in a story respond to major events and challenges. (RL.2.3)
- Acknowledge differences in the points of view of characters. (RL.2.6)
- Speak in a different voice for each character when reading dialogue aloud. (RL.2.6)

Informational Text

- Identify the main topic of a text. (RI.1.2)
- Retell key details of a text. (RI.1.2)
- Describe the connection between two individuals in a text. (RI.1.3)
- Describe the connection between two events in a text. (RI.1.3)
- Describe the connection between two ideas in a text. (RI.1.3)
- Describe the connection between two pieces of information in a text. (RI.1.3)
- Identify the main topic of a multi-paragraph text. (RI.2.2)
- Identify the focus of specific paragraphs within a multi-paragraph text. (RI.2.2)
- Describe the connection between a series of historical events in a text. (RI.2.3)
- Describe the connection between a series of scientific ideas or concepts in a text. (RI.2.3)
- Describe the connection between a series of steps in technical procedures in a text. (RI.2.3)
- Identify the main purpose of a text. (RI.2.6)
- Identify what the author wants to answer, explain, or describe in a text. (RI.2.6)

ASSESSMENT CONSIDERATIONS

MIDDLE SERIES

Students will be asked to:

Fiction

- Recount stories. (RL.3.2)
- Determine the central message, lesson, or moral. (RL.3.2)
- Explain how the central message, lesson or moral is conveyed through key details in the text. (RL.3.2)
- Describe characters in a story. (RL.3.3)
- Explain how the characters actions contribute to the sequence of events. (RL.3.3)
- Distinguish their own point of view from that of the narrator. (RL.3.6)
- Distinguish their own point of view from those of the characters. (RL.3.6)
- Determine a theme of a story from details in the text. (RL.4.2)
- Determine a theme of a drama from details in the text. (RL.4.2)
- Determine a theme of a poem from details in the text. (RL.4.2)
- Summarize the text. (RL.4.2)
- Describe in depth a character in a story or drama, drawing on specific details in the text. (RL.4.3)
- Describe in depth a setting in a story or drama, drawing on specific details in the text. (RL.4.3)
- Describe in depth an event in a story or drama, drawing on specific details in the text. (RL.4.3)
- Compare and contrast the point of view from which different stories are narrated. (RL.4.6)
- Compare and contrast the difference between first- and third-person narrations. (RL.4.6)

Informational Text

- Determine the main idea of a text. (RI.3.2; (RI.4.2))
- Recount the key details and explain how they support the main idea. (RI.3.2)
- Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. (RI.3.3)
- Describe the relationship between a series of scientific ideas or concepts using language that pertains to time, sequence, and cause/effect. (RI.3.3)
- Describe the relationship between a series of steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect. (RI.3.3)
- Distinguish their own point of view from that of the author of a text. (RI.3.6)
- Explain how the main idea of a text is supported by key details. (RI.4.2)
- Summarize the text. (RI.4.2)
- Explain events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)
- Explain procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)
- Explain ideas in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)
- Explain concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)
- Compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)
- Describe the differences in focus and the information provided in an account of the same event or topic. (RI.4.6)

continues

ASSESSMENT CONSIDERATIONS

LATER SERIES

Students will be asked to:

Fiction

- Summarize the text. (RL.5.2)
- Determine a theme of a story, drama, or poem from details in the text. (RL.5.2)
- Determine how characters in a story or drama respond to challenges. (RL.5.2)
- Determine how the speaker in a poem reflects upon a topic. (RL.5.2)
- Compare and contrast two or more characters in a story or drama, drawing on specific details in the text. (RL.5.3)
- Compare and contrast two or more settings in a story or drama, drawing on specific details in the text. (RL.5.3)
- Compare and contrast two or more events in a story or drama, drawing on specific details in the text. (RL.5.3)
- Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)
- Determine a theme or central idea of a text and how it is conveyed through particular details. (RL.6.2)
- Provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)
- Describe how a particular story's or drama's plot unfolds in a series of episodes. (RL.6.3)
- Describe how the characters respond or change as the plot moves toward a resolution. (RL.6.3)
- Explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)

Informational Text

- Determine two or more main ideas of a text. (RI.5.2)
- Explain how main ideas are supported by key details. (RI.5.2)
- Summarize the text. (RI.5.2)
- Explain the relationships or interactions between two or more individuals in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)
- Explain the relationships or interactions between two or more events in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)
- Explain the relationships or interactions between two or more ideas in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)
- Explain the relationships or interactions between two or more concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
- Determine a central idea of a text and how it is conveyed through particular details. (RI.6.2)
- Provide a summary of the text distinct from personal opinions or judgments. (RI.6.2)
- Analyze in detail how a key individual, event, or idea is introduced in a text. (RI.6.3)
- Analyze in detail how a key individual, event, or idea is illustrated in a text. (RI.6.3)
- Analyze in detail how a key individual, event, or idea is elaborated in a text. (RI.6.3)
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (RI.6.6)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

READING: LITERATURE (RL)

KEY IDEAS AND DETAILS

RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

INTEGRATION OF KNOWLEDGE AND IDEAS

RL.1.6	Identify who is telling the story at various points in a text.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

READING: INFORMATIONAL TEXT (RI)

KEY IDEAS AND DETAILS

RI.1.2	Identify the main topic and retell key details of a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide asummary of the text distinct from personal opinions or judgments.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information ina text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, orsteps in technical procedures in a text.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

CRAFT AND STRUCTURE

RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

NOTES

READING COMPREHENSION: EVALUATION AND QUESTIONING

SKILLS INVENTORY

Lower Elementary

Asks and answers questions about text in books, text read aloud and information presented in diverse media and formats (visually, quantitatively and orally). Refers to important points and key details when writing or speaking about a text.

Upper Elementary

Interprets and evaluates information presented in text as well as diverse media and formats (visually, quantitatively and orally). Identifies evidence and reasoning used to support claims and cites textual evidence.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Questioning, Inference and Interpretation • Teacher-Created Lessons	• To ask and answer questions about key details in a text. • To ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Evaluate Presented Information • Teacher-Created Lessons	• To ask and answer questions about key details in a text read aloud. • To ask and answer questions about key details in information presented orally. • To ask and answer questions about key details in information presented through other media. • To recount or describe key ideas or details from a text read aloud. • To recount or describe key ideas or details from information presented orally or through other media. • To ask and answer questions about what a speaker says in order to gather additional information. • To ask and answer questions about what a speaker says in order to clarify something that is not understood. • To ask and answer questions about what a speaker says in order to clarify comprehension. • To ask and answer questions about what a speaker says in order to gather additional information. • To ask and answer questions about what a speaker says in order to deepen understanding of a topic or issue.

continues

MONTESSORI LESSONS	PURPOSES
Literary Comparisons • Teacher-Created Lessons	• To compare and contrast the adventures of characters in stories. • To compare and contrast the experiences of characters in stories. • To compare and contrast two or more versions of the same story by different authors. • To compare and contrast two or more versions of the same story from different cultures.
Rhetorical Criticism • Teacher-Created Lessons	• To identify basic similarities in two texts on the same topic. • To identify differences between two texts on the same topic. • To compare and contrast the most important points presented by two texts on the same topic.
Argument and Reasoning • Teacher-Created Lessons	• To identify the reasons an author gives to support points in a text. • To describe how reasons support specific points the author makes in a text.
Text Structures and Features • Teacher-Created Lessons	• To explain major differences between books that tell stories and books that give information. • To draw on a wide reading of a range of text types when explaining differences between books. • To describe the overall structure of a story. • To describe how the beginning introduces the story. • To describe how the ending concludes the action.
MIDDLE SERIES	
Questioning, Inference and Interpretation • Teacher-Created Lessons	• To ask and answer questions to demonstrate understanding of a text. • To refer explicitly to the text as the basis for the answers to questions. • To refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text. • To refer to details in a text when explaining what the text says when drawing inferences from the text. • To refer to examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

MONTESSORI LESSONS	PURPOSES
Evaluate Presented Information • Teacher-Created Lessons	• To determine the main ideas of a text read aloud. • To determine the main ideas of information presented in diverse media and formats (visually, quantitatively, orally). • To determine the supporting details of a text read aloud. • To determine the supporting details of information presented in diverse media and formats (visually, quantitatively, orally). • To paraphrase portions of a text read aloud. • To paraphrase portions of information presented in diverse media and formats (visually, quantitatively, orally). • To ask and answer questions about information from a speaker, offering appropriate elaboration. • To ask and answer questions about information from a speaker, offering appropriate detail. • To identify the reasons a speaker provides to support particular points. • To identify the evidence a speaker provides to support particular points.
Literary Comparisons • Teacher-Created Lessons	• To compare and contrast the themes of stories written by the same author about the same or similar characters. • To compare and contrast the settings of stories written by the same author about the same or similar characters. • To compare and contrast the plots of stories written by the same author about the same or similar characters. • To compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures. • To compare and contrast the treatment of similar topics and patterns of events in stories, myths, and traditional literature from different cultures.
Rhetorical Criticism • Teacher-Created Lessons	• To compare and contrast the most important points presented in two texts on the same topic. • To compare and contrast the most important key details presented in two texts on the same topic. • To integrate information from two texts on the same topic in order to write about the subject knowledgeably. • To integrate information from two texts on the same topic in order to speak about the subject knowledgeably.
Argument and Reasoning • Teacher-Created Lessons	• To explain how an author uses reasons to support particular points in a text. • To explain how an author uses evidence to support particular points in a text.

MONTESSORI LESSONS	PURPOSES
Text Structures and Features • Teacher-Created Lessons	• To refer to parts of stories when writing or speaking about a text, using terms such as chapter. • To refer to parts of dramas when writing or speaking about a text, using terms such as scene. • To refer to parts of poems when writing or speaking about a text, using terms such as stanza. • To describe how each successive part of stories, dramas, and poems builds on earlier sections. • To describe the logical connection between particular sentences in a text. • To describe the logical connection between particular paragraphs in a text. • To explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. • To describe the overall structure of events in a text or part of a text. • To describe the overall structure of ideas in a text or part of a text. • To describe the overall structure of concepts in a text or part of a text. • To describe the overall structure of information in a text or part of a text.
LATER SERIES	
Questioning, Inference and Interpretation • Teacher-Created Lessons	• To quote accurately from a text when explaining what the text says explicitly. • To quote accurately from a text when drawing inferences from the text. • To cite textual evidence to support analysis of what the text says explicitly. • To cite textual evidence when drawing inferences from the text.

continues

MONTESSORI LESSONS	PURPOSES
Evaluate Presented Information • Teacher-Created Lessons	• To summarize a written text read aloud. • To summarize information presented in diverse media and formats (visually, quantitatively, orally). • To interpret information presented in diverse media and formats (visually, quantitatively, orally). • To explain how information presented in diverse media and formats (visually, quantitatively, orally) contributes to a topic. • To explain how information presented in diverse media and formats (visually, quantitatively, orally) contributes to a text. • To explain how information presented in diverse media and formats (visually, quantitatively, orally) contributes to an issue under study. • To summarize the points a speaker makes. • To explain how each claim the speaker makes is supported by reasons and evidence. • To delineate a speaker's argument and specific claims. • To distinguish a speaker's claims that are supported by reasons and evidence from claims that are not.
Literary Comparisons • Teacher-Created Lessons	• To compare and contrast stories in the same genre on their approaches to similar themes. • To compare and contrast stories in the same genre on their approaches to similar topics. • To compare and contrast texts in different forms in terms of their approaches to similar themes. • To compare and contrast texts in different genres in terms of their approaches to similar themes. • To compare and contrast texts in different forms in terms of their approaches to similar topics. • To compare and contrast texts in different genres in terms of their approaches to similar topics.
Rhetorical Criticism • Teacher-Created Lessons	• To integrate information from several texts on the same topic in order to write about the subject knowledgeably. • To integrate information from several texts on the same topic in order to speak about the subject knowledgeably. • To compare and contrast one author's presentation of events with that of another.

MONTESSORI LESSONS	PURPOSES
Argument and Reasoning • Teacher-Created Lessons	• To explain how an author uses reasons and evidence to support particular points in a text. • To identify which reasons and evidence support which point(s) in a text. • To trace and evaluate the argument and specific claims in a text. • To distinguish claims that are supported by reasons and evidence from claims that are not.
Text Structures and Features • Teacher-Created Lessons	• To explain how a series of chapters fit together to provide the overall structure of a particular story. • To explain how a series of scenes fit together to provide the overall structure of a particular drama. • To explain how a series of stanzas fit together to provide the overall structure of a particular poem. • To compare and contrast the overall structure of events in two or more texts. • To compare and contrast the overall structure of ideas in two or more texts. • To compare and contrast the overall structure of concepts in two or more texts. • To compare and contrast the overall structure of information in two or more texts. • To analyze how a particular sentence fits into the overall structure of a text and contributes to the development of theideas. • To analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of the ideas. • To analyze how a particular chapter fits into the overall structure of a text and contributes to the development of the ideas. • To analyze how a particular section fits into the overall structure of a text and contributes to the development of the ideas.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
action	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
adventure	cast of characters	analysis
answer	cause/effect	argument
ask	chapter	biography
author	chronology	cite
beginning	comparison	claim
book	concept	development
character	connection	fantasy
compare/contrast	dialogue	genre
culture	diverse	historical novel
description	drama	memoir
detail	elaboration	mystery
ending	event	presentation
experience	evidence	quote
how	example	study
illustration	explicit	summarize
information	format	textual evidence
issue	inference	
media/medium	logic/logical	**Cognitive Verbs**
point (in an argument)	main idea	analyze
procedure	meter (of a poem)	cite
question	myth	contribute
reason	paragraph	delineate
similarity	paraphrase	distinguish
speaker	pattern	evaluate
story	plot	interpret
structure	poem	study
support	problem/solution	summarize
text	prose	trace
topic	quantitative format	
version	quest	
what	rhyme	
when	scene	
where	section	
who	sentence	
why	sequence/sequential order	
	series	
Cognitive Verbs	setting	
answer	stage direction	
ask	stanza	
clarify	subject	
compare	supporting idea/detail	
conclude	theme	
contrast	traditional literature	
describe	verse	
explain	visual format	
identify		
present	**Cognitive Verbs**	
recount	determine	
support	integrate	
	paraphrase	
	refer	

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

Fiction

- Ask and answer questions about key details in a text. (RL.1.1)
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5)
- Explain major differences between books that tell stories and books that give information.
- Experience a wide reading of a range of text types. (RL.1.5)
- Compare and contrast the adventures and experiences of characters in stories. (RL.1.9)
- Ask and answer such questions as who, what, where, when, why, and how. (RL.2.1)
- Demonstrate understanding of key details in a text. (RL.2.1)
- Describe the overall structure of a story. (RL.2.5)
- Describe how the beginning introduces the story. (RL.2.5)
- Describe how the ending concludes the action. (RL.2.5)
- Compare and contrast two or more versions of the same story by different authors or from different cultures. (RL.2.9)

Informational Text

- Ask and answer questions about key details in a text. (RI.1.1)
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)
- Demonstrate understanding of key details in a text. (RI.2.1)
- Identify the reasons an author gives to support points in a text. (RI.1.8)
- Describe how reasons support specific points the author makes in a text. (RI.2.8)
- Identify basic similarities in and differences between two texts on the same topic. (RI.1.9)
- Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9)

Collaboration

- Ask and answer questions about key details in a text read aloud. (SL.1.2)
- Ask and answer questions about key details in information presented orally. (SL.1.2)
- Ask and answer questions about key details in information presented through other media. (SL.1.2)
- Ask and answer questions about what a speaker says to gather additional information. (SL.1.3)
- Ask and answer questions about what a speaker says to clarify something that is not understood. (SL.1.3)
- Recount or describe key ideas or details from a text read aloud. (SL.2.2)
- Recount or describe key ideas or details from information presented orally. (SL.2.2)
- Recount or describe key ideas or details through other media. (SL.2.2)
- Ask and answer questions about what a speaker says in order to clarify comprehension. (SL.2.3)
- Ask and answer questions about what a speaker says in order to gather additional information. (SL.2.3)
- Ask and answer questions about what a speaker says in order to deepen understanding of a topic or issue. (SL.2.3)

ASSESSMENT CONSIDERATIONS

MIDDLE SERIES

Students will be asked to:

Fiction

- Ask and answer questions to demonstrate understanding of a text. (RL.3.1)
- Refer explicitly to the text as the basis for the answers. (RL.3.1)
- Refer to parts of stories, dramas, and poems when writing or speaking about a text. (RL.3.5)
- Use terms such as chapter, scene, and stanza when writing or speaking about a text. (RL.3.5)
- Describe how each successive part of stories, dramas, and poems builds on earlier sections. (RL.3.5)
- Compare and contrast the themes of stories written by the same author about the same or similar characters. (RL.3.9)
- Compare and contrast the settings of stories written by the same author about the same or similar characters. (RL.3.9)
- Compare and contrast the plots of stories written by the same author about the same or similar characters. (RL.3.9)
- Refer to details and examples in a text when explaining what the text says explicitly. (RL.4.1)
- Refer to details and examples in a text when drawing inferences from the text. (RL.4.1)
- Explain major differences between poems, drama, and prose. (RL.4.5)
- Refer to the structural elements of poems when writing or speaking about a text. (RL.4.5)
- Refer to the structural elements of drama when writing or speaking about a text. (RL.4.5)
- Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures. (RL.4.9)

Informational Text

- Ask and answer questions to demonstrate understanding of a text. (RI.3.1)
- Refer explicitly to the text as the basis for the answers. (RI.3.1)
- Describe the logical connection between particular sentences and paragraphs in a text. (RI.3.8)
- Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)
- Refer to details and examples in a text when explaining what the text says explicitly. (RI.4.1)
- Refer to details and examples in a text when drawing inferences from the text. (RI.4.1)
- Describe the overall structure of events in a text or part of a text. (RI.4.5)
- Describe the overall structure of ideas in a text or part of a text. (RI.4.5)
- Describe the overall structure of concepts in a text or part of a text. (RI.4.5)
- Describe the overall structure of information in a text or part of a text. (RI.4.5)
- Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)
- Integrate information from two texts on the same topic in order to write about the subject knowledgeably. (RI.4.9)
- Integrate information from two texts on the same topic in order to speak about the subject knowledgeably. (RI.4.9)

ASSESSMENT CONSIDERATIONS

Collaboration

- Determine the main ideas and supporting details of a text read aloud. (SL.3.2)
- Determine the main ideas and supporting details of information presented in diverse media and formats. (SL.3.2)
- Ask and answer questions about information from a speaker. (SL.3.3)
- Offer appropriate elaboration and detail when asking and answering questions. (SL.3.3)
- Paraphrase portions of a text read aloud. (SL.4.2)
- Paraphrase portions of information presented in diverse media and formats. (SL.4.2)
- Identify the reasons and evidence a speaker provides to support particular points

LATER SERIES

Students will be asked to:

Fiction

- Quote accurately from a text when explaining what the text says explicitly. (RL.5.1)
- Quote accurately from a text when drawing inferences from the text. (RL.5.1)
- Explain how a series of chapters fit together to provide the overall structure of a particular story. (RL.5.5)
- Explain how a series of scenes fit together to provide the overall structure of a drama. (RL.5.5)
- Explain how a series of stanzas fits together to provide the overall structure of a poem. (RL.5.5)
- Compare and contrast stories in the same genre on their approaches to similar themes and topics. (RL.5.9)
- Cite textual evidence to support analysis of what the text says explicitly. (RL.6.1)
- Cite textual evidence to support analysis of inferences drawn from the text. (RL.6.1)
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. (RL.6.5)
- Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme. (RL.6.5)
- Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the setting. (RL.6.5)
- Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the plot. (RL.6.5)
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. (RL.6.9)

ASSESSMENT CONSIDERATIONS

Informational Text
- Quote accurately from a text when explaining what the text says explicitly. (RI.5.1)
- Quote accurately from a text when drawing inferences from the text. (RI.5.1)
- Compare and contrast the overall structure of events in two or more texts. (RI.5.5)
- Compare and contrast the overall structure of ideas in two or more texts. (RI.5.5)
- Compare and contrast the overall structure of concepts in two or more texts. (RI.5.5)
- Compare and contrast the overall structure of information in two or more texts. (RI.5.5)
- Explain how an author uses reasons and evidence to support particular points in a text. (RI.5.8)
- Identify which reasons and evidence particular points in a text. (RI.5.8)
- Integrate information from several texts on the same topic in order to write about the subject knowledgeably. (RI.5.9)
- Integrate information from several texts on the same topic in order to speak about the subject knowledgeably. (RI.5.9)
- Cite textual evidence to support analysis of what the text says explicitly. (RI.6.1)
- Cite textual evidence to support inferences drawn from the text. (RI.6.1)
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text. (RI.6.5)
- Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas. (RI.6.5)
- Trace and evaluate the argument and specific claims in a text. (RI.6.8)
- Distinguish claims that are supported by reasons and evidence from claims that are not in a text. (RI.6.8)
- Compare and contrast one author's presentation of events with that of another. (RI.6.9)

Collaboration
- Summarize a written text read aloud. (SL.5.2)
- Summarize information presented in diverse media and formats. (SL.5.2)
- Summarize the points a speaker makes. (SL.5.3)
- Explain how each claim is supported by reasons and evidence. (SL.5.3)
- Interpret information presented in diverse media and formats and explain how it contributes to a topic. (SL.6.2)
- Interpret information presented in diverse media and formats and explain how it contributes to a text. (SL.6.2)
- Interpret information presented in diverse media and formats and explain how it contributes to an issue under study. (SL.6.2)
- Delineate a speaker's argument and specific claims. (SL.6.3)
- Distinguish claims that are supported by reasons and evidence from claims that are not. (SL.6.3)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

READING: LITERATURE (RL)

KEY IDEAS AND DETAILS

RL.1.1	Ask and answer questions about key details in a text.
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CRAFT AND STRUCTURE

RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

INTEGRATION OF KNOWLEDGE AND IDEAS

RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

READING: INFORMATIONAL TEXT (RI)

KEY IDEAS AND DETAILS

RI.1.1	Ask and answer questions about key details in a text.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

CRAFT AND STRUCTURE

RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

INTEGRATION OF KNOWLEDGE AND IDEAS

RI.1.8	Identify the reasons an author gives to support points in a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

SPEAKING AND LISTENING (SL)

COMPREHENSION AND COLLABORATION

SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

READING

NOTES

CHAPTER 5
WORD STUDY

WORD STUDY

SKILLS INVENTORY

Lower Elementary

Uses knowledge of words to determine the meaning of a new word formed when an affix is added to the root word or when two root words are combined to form a compound word.

Upper Elementary

- Uses knowledge of morphology, including Greek and Latin affixes and roots, to determine the meaning of a new word.
- Uses the relationship between synonyms, antonyms and homographs to better understand the meaning of each word

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Compound Words	• To use knowledge of the meaning of individual words to predict the meaning of compound words. • To give tools for reading and writing many words which look long but are composed of smaller, easy to read and spell words. • For children to understand and use compound words in their writing.
Prefixes	• To decode words with common prefixes. • To use frequently occurring prefixes as a clue to the meaning of a word. • To determine the meaning of the new word formed when a known prefix is added to a known word. • To help the child pay attention to prefixes on words and to give them vocabulary for these parts of words. • To understand and use prefixes in their writing.

continues

WORD STUDY

MONTESSORI LESSONS	PURPOSES
Root Words	• To identify frequently occurring root words and their inflectional forms. • To use a known root word as a clue to the meaning of an unknown word with the same root. • Introduction of the concept and vocabulary of a root word.
Suffixes/ Classified Suffixes	• To decode words with common suffixes. • To use frequently occurring suffixes as a clue to the meaning of a word. • To help the child pay attention to suffixes on words and to give them vocabulary for these parts of words. • To understand and use suffixes in their writing.
Word Families	• To help the child recognize that one root word can generate a family of related words.
Contractions	• To help children create contractions.
MIDDLE SERIES	
Synonyms	• To demonstrate understanding of words by relating them to words with similar but not identical meanings (synonyms).
Antonyms	• To demonstrate understanding of words by relating them to their opposites.
Prefixes	• To identify and know the meaning of the most common prefixes. • To determine the meaning of the new word formed when a known prefix is added to a known word. • To use common Greek prefixes as clues to the meaning of a word. • To use common Latin prefixes as clues to the meaning of a word.
Root Words	• To use a known root word as a clue to the meaning of an unknown word with the same root. • To use common Greek roots as clues to the meaning of a word. • To use common Latin roots as clues to the meaning of a word.
Suffixes/ Classified Suffixes	• To identify and know the meaning of the most derivational suffixes. • To decode words with common Latin suffixes. • To determine the meaning of the new word formed when a known suffix is added to a known word. • To use common Greek suffixes as clues to the meaning of a word. • To use common Latin suffixes as clues to the meaning of a word.

continues

MONTESSORI LESSONS	PURPOSES
Reading Words	• To use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
LATER SERIES	
Synonyms	• To use the relationship between particular words, with similar but not identical meanings (synonyms), to better understand each of the words.
Antonyms	• To use the relationship between particular words, by relating them to their opposites (antonyms), to better understand each of the words.
Prefixes	• To use common Greek prefixes as clues to the meaning of a word. • To use common Latin prefixes as clues to the meaning of a word.
Root Words	• To use common Greek root words as clues to the meaning of a word. • To use common Latin root words as clues to the meaning of a word.
Suffixes/ Classified Suffixes	• To use common Greek suffixes as clues to the meaning of a word. • To use common Latin suffixes as clues to the meaning of a word.
Homographs Homophones Homonyms	• To use the relationship between words that are spelled the same but differ in meaning or pronunciation (homograph) to better understand each of the words. • To use the relationship between words that are pronounced the same but differ in meaning and spelling (homophone) to better understand each of the words. • To use the relationship between words that are spelled and pronounced the same but differ in meaning (homonym) to better understand each of the words.
Reading Words	• To use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

WORD STUDY

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
affix	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
apostrophe	antonym	homograph
clue	context	relationship
compound word	correspondence	
contraction	derivational suffix	
meaning	Greek affix	
prediction	Greek root	
prefix	Latin affix	
possessive	Latin root	
root	multisyllable	
suffix	opposite	
word	sound	
	syllabication	
Cognitive Verbs	syllable pattern	
determine	synonym	
predict		
	Cognitive Verbs	
	identify	
	relate	

ASSESSMENT CONSIDERATIONS

Students will be asked to:

- Use of range of grade level strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.1.4, L.2.4, L.3.4, l.4.4, l.5.4, l.6.4)

INITIAL SERIES

- Use frequently occurring affixes to determine the meaning of a word. (L.1.4.B)
- Determine the meaning of the new word formed when a known prefix is added to a known word. (L.2.4.B)
- Decode words with common prefixes and suffixes. (RF.2.3.D)
- Identify frequently occurring root words and their inflectional forms. (L.1.4.C)
- Use a known root word as a clue to the meaning of an unknown word with the same root. (L.2.4.C, L.3.4.C)
- Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.C)
- Use knowledge of the meaning of individual words to predict the meaning of compound words. (L.2.4.D)

MIDDLE SERIES

- Identify and know the meaning of the most common prefixes and suffixes. (RF.3.3.A)
- Use common Greek affixes and roots as clues to the meaning of a word. (L.4.4.B, L.5.4.B, L.6.4.B)
- Use common Latin affixes and roots as clues to the meaning of a word. (L.4.4.B, L.5.4.B, L.6.4.B)
- Decode words with common Latin suffixes. (RF.3.3.B)
- Determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4.B)
- Accurately read unfamiliar multisyllabic words by using knowledge morphology. (RF.4.3.A)
- Demonstrate understanding of words by relating them to their antonyms and synonyms. (L.4.5.C)

LATER SERIES

- Accurately read unfamiliar multisyllabic words by using knowledge of morphology. (RF.4.3.A, RF.5.3.A)
- Use common Greek affixes and roots as clues to the meaning of a word. (L.4.4.B, L.5.4.B, L.6.4.B)
- Use common Latin affixes and roots as clues to the meaning of a word. (L.4.4.B, L.5.4.B, L.6.4.B)
- Use the relationship between words to understand each of the words. (L.5.5.C)

WORD STUDY

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
READING: FOUNDATIONAL SKILLS (RF)	
PHONICS AND WORD RECOGNITION	
RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.4.3.A **RF.5.3.A**	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.3.3.B	Decode words with common Latin suffixes.
RF.2.3.D	Decode words with common prefixes and suffixes.
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
VOCABULARY ACQUISITION AND USE	
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.1.4.B	Use frequently occurring affixes as a clue to the meaning of a word.
L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

WORD STUDY

NOTES

SPELLING

SKILLS INVENTORY
Lower Elementary
Uses knowledge of phonemic awareness, spelling patterns, conventions and generalizations when spelling words.
Upper Elementary
Spells words correctly, including irregular and frequently confused words.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Spelling • Phonograms and Puzzle Words • Spelling Analysis • Prepared Spelling Lists • Dictation • Personal Spelling Lists	• To recognize irregularly spelled words. • To identify words with inconsistent but common spelling-sound correspondences. • To demonstrate command of the conventions of spelling when writing. • To use conventional spelling for words with common spelling patterns. • To use conventional spelling for frequently occurring irregular words. • To spell untaught words phonetically. • To spell untaught words using phonemic awareness. • To spell untaught words using spelling conventions. • To generalize learned spelling patterns when writing words.
Reference Materials • Dictionary • Personal Dictionary	• To consult reference materials to check and correct spellings.

MONTESSORI LESSONS	PURPOSES
MIDDLE SERIES	
Spelling • Spelling Analysis • Prepared Spelling Lists • Dictation • Personal Spelling Lists	• To recognize irregularly spelled words. • To correctly use frequently confused words. • To demonstrate command of the conventions of spelling when writing. • To use conventional spelling for high-frequency words. • To use conventional spelling for studied words. • To use conventional spelling for adding suffixes to base words. • To use spelling patterns and generalizations for word families in writing words. • To use spelling patterns and generalizations for position-based spellings in writing words. • To use spelling patterns and generalizations for syllable patterns in writing words. • To use spelling patterns and generalizations for ending rules in writing words. • To use spelling patterns and generalizations for meaningful word parts in writing words.
Reference Materials • Dictionary • Personal Dictionary	• To consult reference materials to check and correct spellings.
LATER SERIES	
Spelling • Spelling Analysis • Prepared Spelling Lists • Dictation • Personal Spelling Lists	• To demonstrate command of the conventions of spelling when writing. • To spell correctly.
Reference Materials • Dictionary • Personal Dictionary	• To consult reference materials to check and correct spellings.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
capitalization	*In addition to previous vocabulary:*	*See previous vocabulary*
convention	generalization	
correspondence	position	
dictionary	suffix	
irregular spelling	syllable pattern	
punctuation	word family	
references/reference materials	word part	
sound		
spell/spelling	**Cognitive Verbs**	
spelling pattern	check	
standard English	consult	
word		
Cognitive_Verbs		
generalize		
identify		
recognize		

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:
- Recognize and read irregularly spelled words. (RF.1.3.G)
- Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3.E)
- Recognize and read grade-appropriate irregularly spelled words. (RF.2.3.F)
- Demonstrate command of the conventions of spelling when writing. (L.1.2; L.2.2)
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.D)
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.E)
- Generalize learned spelling patterns when writing words. (L.2.2.D)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2.E)

ASSESSMENT CONSIDERATIONS

MIDDLE SERIES

Students will be asked to:
- Read irregularly spelled words. (RF.3.3.D)
- Correctly use frequently confused words. (L.4.1.G)
- Demonstrate command of the conventions of spelling when writing. (L.3.2; L.4.2)
- Use conventional spelling for high-frequency words. (L.3.2.E)
- Use conventional spelling for studied words. (L.3.2.E)
- Use conventional spelling for adding suffixes to base words. (L.3.2.E)
- Use spelling patterns and generalizations for word families in writing words. (L.3.2.F)
- Use spelling patterns and generalizations for position-based spellings in writing words. (L.3.2.F)
- Use spelling patterns and generalizations for syllable patterns in writing words. (L.3.2.F)
- Use spelling patterns and generalizations for ending rules in writing words. (L.3.2.F)
- Use spelling patterns and generalizations for meaningful word parts in writing words. (L.3.2.F)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2.G)
- Spell words correctly, consulting references as needed. (L.4.2.D)

LATER SERIES

Students will be asked to:
- Demonstrate command of the conventions of spelling when writing. (L.5.2; L.6.2)
- Spell words correctly consulting references as needed. (L.5.2.E)
- Spell correctly. (L.6.2.B)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

READING: FOUNDATIONAL SKILLS (RF)

PHONICS AND WORD RECOGNITION

RF.1.3.G	Recognize and read grade-appropriate irregularly spelled words.
RF.2.3.E	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3.F	Recognize and read grade-appropriate irregularly spelled words.
RF.3.3.D	Read grade-appropriate irregularly spelled words.

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

LANGUAGE (L)

CONVENTIONS OF STANDARD ENGLISH

L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
L.1.2 **L.2.2** **L.3.2** **L.4.2** **L.5.2** **L.6.2**	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.B	Spell correctly.
L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.2.2.E	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

NOTES

WORD STUDY

VOCABULARY

SKILLS INVENTORY

Lower Elementary

Uses a rich vocabulary, including general and domain specific academic words and phrases as well as literal and non-literal words and phrases, in spoken language, reading and writing.

Upper Elementary

Uses a rich vocabulary, including academic language (general, domain-specific, technical), figurative and connotative language, the relationship between words and the nuances important to comprehension and expression in spoken language, reading and writing.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Spoken Language	• To use words and phrases acquired through conversations. • To ask and answer questions to gain understanding of the meaning of words and phrases.
Reading	• To use words and phrases acquired through reading and being read to or through responses to texts. • To identify words and phrases that suggest feelings. • To identify words and phrases that appeal to the senses. • To understand how words and phrases supply rhythm and meaning in a story, poem or song. • To understand the meaning of words and phrases in grade-level texts.
Writing	• To use words and phrases acquired through activities of vocabulary development.
Academic Vocabulary • Nomenclature Cards • General Academic Language • Domain Specific Words	• To enrich the child's vocabulary. • To understand the meaning of words and phrases in grade-level subject areas.
Word Relationships • Enrichment of Vocabulary	• To increase the understanding of the nature of words. • To sort words into categories to demonstrate an understanding of concepts. • To identify real-life connections between words and their use.

continues

MONTESSORI LESSONS	PURPOSES
Grammar • Grammar Boxes • Command Cards • Grammar in Writing	• To define words by category or by one or more key attributes.
MIDDLE SERIES	
Spoken Language	• To use grade-level conversational words and phrases.
Reading	• To understand the meaning of words and phrases in a text. • To understand the literal meanings of words and phrases in context. • To understand the nonliteral meanings of words and phrases in context.
Writing	• To use words and phrases acquired through activities of vocabulary development.
Academic Vocabulary • Nomenclature Cards • General Academic Language • Domain Specific Words	• To use grade-level general academic and domain-specific words and phrases. • To understand the meaning of general academic and domain-specific words and phrases in grade-level topics and subject areas.
Word Relationships	• To identify real-life connections between words and their use.
Grammar • Grammar Boxes • Command Cards • Advanced Grammar Symbols • Grammar in Writing	• To distinguish shades of meaning among related words that describe states of mind, degrees of certainty, spatial and temporal relationships, precise actions, emotions, precise states of being.

Figurative Language
• Teacher-Created Lessons
  • Similes
  • Metaphors
  • Idioms
  • Adages
  • Proverbs
	• To demonstrate understanding of figurative language in word meanings.
	• To understand simple similes in context.
	• To understand simple metaphors in context.
	• To understand the meaning of common idioms.
	• To understand the meaning of adages.
	• To understand the meaning of proverbs.

MONTESSORI LESSONS	PURPOSES
LATER SERIES	
Spoken Language	• To use vocabulary knowledge when considering a word or phrase important to expression.
Reading	• To understand the meaning of words and phrases as they are used in a text. • To use vocabulary knowledge when considering a word or phrase important to comprehension. • To heck the inferred meaning in context to verify the preliminary determination of the meaning of a word or phrase. • To understand the impact of a specific word choice on meaning and/or tone.
Writing	• To use words and phrases acquired through activities of vocabulary development.
Academic Vocabulary • Nomenclature Cards • General Academic Language • Domain Specific Words	• To use grade-level general academic and domain-specific words and phrases. • To understand the meaning of general academic and domain-specific words and phrases in grade-level topics and subject areas. • To understand the meaning of words and phrases using their technical meaning.
Word Relationships • Cause/Effect • Part/ Whole • Items/ Category	• To use relationships (such as cause/effect, part/whole, item/category) to understand each of the words.
Grammar • Advanced Grammar Symbols • Grammar in Writing	• To use vocabulary that signal contrast, addition, and other logical relationships. • To understand the associations of words with similar definitions.

Figurative Language
• Teacher-Created Lessons
  • Similes
  • Metaphors
  • Idioms
  • Adages
  • Proverbs
	• To determine the meaning of words and phrases using figurative meaning.
	• To understand simple similes in context.
	• To understand simple metaphors in context.
	• To understand the meaning of common idioms.
	• To understand the meaning of adages.
	• To understand the meaning of proverbs.

Connotative Language • Teacher-Created Lessons	• To determine the meaning of words and phrases using connotative meaning.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
adjective	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
adverb	academic vocabulary	addition relationship
alliteration	action	association
answer	adage	cause/effect
ask	character	connotation
category	context	connotative meaning
concept	degree of certainty	contrast
conjunction	emotion	definition
conversation	idiom	denotation
feeling	literal language	dictionary
meaning	literal meaning	expression
phrase	metaphor	figurative language
poem	mythology	figurative meaning
question	nonliteral language	figure of speech
relationship	nonliteral meaning	impact
relevant	precise	inferred meaning
rhyme	proverb	item/category relationship
rhythm	shade(s) of meaning	logical relationship
signal word/phrase/clause/	simile	meaning
sentence	special relationship	metaphor
song	state of being	part/whole relationship
story	state of mind	personification
text		phrase
topic	**Cognitive Verbs**	simile
word	distinguish	technical meaning
	explain	text
Cognitive Verbs	recognize	tone
acquire		vocabulary
answer		word
ask		word choice
clarify		
define		**Cognitive Verbs**
describe		analyze
determine		check
identify		consider
represent		determine
respond		interpret
sort		verify

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:

Academic Vocabulary

- Demonstrate understanding of word relationships and nuances in word meanings. (L.1.5; L.2.5)
- Define words by category. (L.1.5.B)
- Define words by one or more key attributes. (L.1.5.B)
- Use words and phrases acquired through conversations. (L.1.6; L.2.6)
- Use words and phrases acquired through reading and being read to. (L.1.6; L.2.6)
- Use words and phrases acquired through responding to texts. (L.1.6; L.2.6)

Word Impact and Use

- Identify words and phrases in stories or poems that suggest feelings. (RL.1.4)
- Identify words and phrases in stories or poems that appeal to the senses. (RL.1.4)
- Describe how words and phrases supply rhythm and meaning in a story. (RL.2.4)
- Describe how words and phrases supply rhythm and meaning in a poem. (RL.2.4)
- Describe how words and phrases supply rhythm and meaning in a song. (RL.2.4)

Connections

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)
- Determine the meaning of words and phrases in grade-appropriate text. (RI.2.4)
- Determine the meaning of words and phrases in grade-appropriate subject areas. (RI.2.4)

Word Relationships

- Sort words into categories to gain a sense of the concepts the categories represent. (L.1.5.A)
- Identify real-life connections between words and their use. (L.1.5.C; L.2.5A)
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.3.5; L.4.5)

MIDDLE SERIES

Students will be asked to:

Academic Vocabulary

- Acquire and use accurately grade-appropriate conversational words and phrases. (L.3.6; L.4.6)
- Acquire and use accurately grade-appropriate general academic words and phrases. (L.3.6; L.4.6)
- Acquire and use accurately grade-appropriate domain-specific words and phrases. (L.3.6; L.4.6)
- Acquire and use accurately grade-appropriate words and phrases that signal spatial and temporal relationships. (L.3.6)
- Acquire and use accurately grade-appropriate words and phrases that signal precise actions. (L.4.6)
- Acquire and use accurately grade-appropriate words and phrases that signal emotions. (L.4.6)
- Acquire and use accurately grade-appropriate words and phrases that signal precise states of being. (L.4.6)
- Acquire and use accurately grade-appropriate words and phrases that are basic to a particular topic. (L.4.6)

WORD STUDY

ASSESSMENT CONSIDERATIONS

Word Impact and Use
- Determine the meaning of words and phrases as they are used in a text. (RL.3.4; RL.4.4)
- Determine the meaning of words and phrases that allude to significant characters found in mythology. (RL.4.4)
- Distinguish the literal and nonliteral meanings of words and phrases in context. (RL.3.4; L.3.5.A)
- Distinguish shades of meaning among related words that describe states of mind. (L.3.5.C)
- Distinguish shades of meaning among related words that describe degrees of certainty. (L.3.5.C)

Connections
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade-appropriate topics or subject areas. (RI.3.4; RI.4.4)

Word Relationships
- Identify real-life connections between words and their use. (L.3.5.B)

Figurative and Connotative Language
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.3.5; L.4.5)
- Explain the meaning of simple similes and metaphors in context. (L.4.5.A)
- Recognize and explain the meaning of common idioms. (L.4.5.B)
- Recognize and explain the meaning of adages. (L.4.5.B)
- Recognize and explain the meaning of proverbs. (L.4.5.B)

LATER SERIES

Students will be asked to:

Figurative and Connotative Language
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.5.5; L.6.5)

Academic Vocabulary
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. (L.5.6; L.6.6)
- Use vocabulary that signal contrast, addition, and other logical relationships. (L.5.6)
- Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6)

Word Impact and Use
- Determine the meaning of words and phrases as they are used in a text. (RL.5.4; RL.6.4))
- Determine the meaning of words and phrases using connotative meaning. (RL.6.4)
- Analyze the impact of a specific word choice on meaning. (RL.6.4)
- Analyze the impact of a specific word choice on tone. (RL.6.4)
- Interpret figures of speech in context. (L.6.5.A)
- Distinguish among the associations of words with similar definitions. (L.6.5.C)

ASSESSMENT CONSIDERATIONS

Connections

- Determine the meaning of general academic words and phrases. (RI.5.4)
- Determine the meaning of domain-specific words and phrases. (RI.5.4)
- Determine the meaning of words and phrases using technical meaning. (RI.6.4)

Word Relationships

- Use relationships (such as cause/effect, part/whole, item/category) to understand each of the words. (L.6.5.B)

Figurative and Connotative Language

- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.5.5; L.6.5)
- Determine the meaning of words and phrases using figurative meaning. (RL.5.4; RL.6.4)
- Interpret figurative language in context. (L.5.5.A)
- Interpret similes in context. (L.5.5.A)
- Interpret metaphors in context. (L.5.5.A)
- Recognize and explain the meaning of common idioms. (L.5.5.B)
- Recognize and explain the meaning of adages. (L.5.5.B)
- Recognize and explain the meaning of proverbs. (L.5.5.B)
- Determine the meaning of words and phrases using figurative meaning. (RI.6.4)
- Determine the meaning of words and phrases using connotative meaning. (RI.6.4)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

LANGUAGE (L)

VOCABULARY ACQUISITION AND USE

L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5 L.4.5 L.5.5 L.6.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

WORD STUDY

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
L.6.5.A	Interpret figures of speech (e.g., personification) in context.
L.1.5.B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.4.5.B **L.5.5.B**	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

READING: LITERATURE (RL)

CRAFT AND STRUCTURE

RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

READING: INFORMATIONAL TEXT (RI)

CRAFT AND STRUCTURE

RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

WORD STUDY

NOTES

Denotation means the exact or literal meaning of a word (dictionary definition).

Connotation means the unspoken, hidden meaning that gives a word more emotional impact (how a word feels or sounds to the reader)

Through connotation, words set a mood and can reveal hidden opinions, attitudes or judgments.

Example: Lazy or Relaxed: which word feels or sounds harsh?

Figurative Language is using words that are different from their literal or usual meaning

Example: This music is earsplitting

REFERENCE MATERIALS

SKILLS INVENTORY

Lower Elementary
Uses reference materials (glossaries dictionaries) to determine or clarify the precise meaning of a word.

Upper Elementary
Uses reference materials (glossaries, dictionaries, thesauruses) to determine or clarify the precise meaning of a word, find its pronunciation or part of speech.

MONTESSORI LESSONSS	PURPOSES
INITIAL SERIES	
• Use of a Glossary • Use of a Dictionary	• To use glossaries (print and digital) to determine or clarify the meaning of words and phrases. • To use beginning dictionaries (print and digital) to determine or clarify the meaning of words and phrases. • To develop accurate spelling. • To develop their vocabulary. • To learn how to find words in the dictionary independently. • To introduce the idea that there are lots of alternatives for words, and that they may have many nuances of meaning.
MIDDLE SERIES	
• Use of a Glossary • Use of a Dictionary • Use of a Thesaurus	• To consult reference materials (print and digital) to find the pronunciation of key words and phrases. • To consult reference materials (print and digital) to determine or clarify the precise meaning of key words and phrases.
LATER SERIES	
• Use of a Glossary • Use of a Dictionary • Use of a Thesaurus	• To consult reference materials (print and digital) to find the pronunciation of key words and phrases. • To consult reference materials (print and digital) to determine or clarify the precise meaning of key words and phrases. • To consult reference materials (print and digital) to determine the part of speech of words and phrases. • To verify the preliminary determination of the meaning of a word or phrase.

WORD STUDY

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
dictionary	*In addition to previous vocabulary:*	*In addition to previous vocabulary:*
glossary	antonym	association
meaning	opposite	connotation
phrase	precise	context
print	synonym	definition
word		denotation
	Cognitive Verbs	homograph
Cognitive Verbs	relate	inferred meaning
clarify		relationship
determine		
		Cognitive Verbs
		check
		distinguish
		verify

ASSESSMENT CONSIDERATIONS

INITIAL SERIES

Students will be asked to:
• Use (print and digital) glossaries to determine the meaning of words and phrases. (L.2.4.E)
• Use (print and digital) glossaries to clarify the meaning of words and phrases. (L.2.4.E)
• Use (print and digital) beginning dictionaries to determine the meaning of words and phrases. (L.2.4.E)
• Use (print and digital) beginning dictionaries to clarify the meaning of words and phrases. (L.2.4.E)

MIDDLE SERIES

Students will be asked to:
• Use (print and digital) glossaries to determine the precise meaning of key words and phrases. (L.3.4.D)
• Use (print and digital) glossaries to clarify the precise meaning of key words and phrases. (L.3.4.D)
• Use (print and digital) beginning dictionaries to determine the precise meaning of key words and phrases. (L.3.4.D)
• Use (print and digital) beginning dictionaries to clarify the precise meaning of key words and phrases. (L.3.4.D)
• Consult (print and digital) reference materials (dictionaries, glossaries, thesauruses) to find the pronunciation of key words and phrases. (L.4.4.C)
• Consult (print and digital) reference materials (dictionaries, glossaries, thesauruses) to determine the precise meaning of key words and phrases. (L.4.4.C)
• Consult (print and digital) reference materials (dictionaries, glossaries, thesauruses) clarify the precise meaning of key words and phrases. (L.4.4.C)

ASSESSMENT CONSIDERATIONS

LATER SERIES

Students will be asked to:

- Consult (print and digital) reference materials (dictionaries, glossaries, thesauruses) to find the pronunciation of key words and phrases. (L.5.4.C, L.6.4.C)
- Consult (print and digital) reference materials (dictionaries, glossaries, thesauruses) to determine the precise meaning of key words and phrases. (L.5.4.C, L.6.4.C)
- Consult (print and digital) reference materials (dictionaries, glossaries, thesauruses) clarify the precise meaning of key words and phrases. (L.5.4.C, L.6.4.C)
- Consult (print and digital) reference materials (dictionaries, glossaries, thesauruses) to determine a words part of speech. (L.6.4.C)
- Verify the preliminary determination of the meaning of a word or phrase. (L.6.4.D)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

LANGUAGE (L)

VOCABULARY ACQUISITION AND USE

L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.4.4.C **L.5.4.C** **L.6.4.C**	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

WORD STUDY

NOTES

CHAPTER 6
GRAMMAR

PARTS OF SPEECH: NOUN

SKILLS INVENTORY

Lower Elementary

Through sensorial work, identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when speaking and with grade-level accuracy when writing.

Upper Elementary

Identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when writing or speaking.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Oral Introduction • Names are Very Old • Everything Has a Name	• To discover that everything has a name. • To build excitement about the function of words. • To give the experience of the function of the part of speech to the child.
Noun Name and Symbol	• To recognize that nouns name things. • To learn the name and symbol (a large black triangle) for a noun.
List of Nouns	• To build awareness of different types of nouns
Number of the Noun: Singular/Plural	• Awareness that nouns can refer to one member or more than one member in a category. • Awareness of the various ways to form the plural in English. • To understand and use singular and plural nouns. • To form and use irregular plural nouns.

continues

MONTESSORI LESSONS	PURPOSES
Gender of the Noun: Masculine/Feminine/ Common/ Neutral	• Awareness of different nouns used to express the gender of a person or animal. • To understand and use gendered nouns.
Article and Noun Agreement	• To know when to use 'a', 'an', and 'the'.
Classification of the Noun • Proper and Common Nouns • Possessive Nouns • Collective Nouns	• Awareness of different types of nouns. • To understand and use proper, common and collective nouns. • To use common and proper nouns. • To use possessive nouns. • To use collective nouns.
MIDDLE SERIES	
Classification of the Noun • Concrete, Abstract and Spiritual Nouns • Classification Work Chart	• Awareness of different types of nouns. • To understand that some nouns name abstract concepts. • To understand and use varieties of nouns. • To use abstract nouns.
Number of the Noun: Singular/Plural	• To form and use regular and irregular plural nouns.
Composed Grammar Symbols • Proper or Common Nouns • Concrete, Abstract and Spiritual Nouns • Collective Nouns	• To provide a visual representation of varieties of nouns, verbs, infinitives, etc. • To invite further discovery of unusual words or word use. • To identify collective nouns. • To identify abstract nouns.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES
collective noun	*Previous vocabulary*
common noun	
noun	
possessive case	
proper noun	
convention	
grammar	
irregular noun	
plural	
sentence	
singular	
standard English	
usage	
Cognitive Verbs	
explain	

ASSESSMENT CONSIDERATIONS

Students will be asked to:

• Demonstrate understanding of standard English when speaking and in writing. (L.1.1; L.2.1; L.3.1; L.4.1; L.5.1; L.6.1)

INITIAL SERIES

• Use common, proper and possessive nouns. (L.1.1.B)
• Use singular and plural nouns with matching verbs in sentences. (L.1.1.C)
• Use collective nouns (a group of people, a pride of lions). (L.2.1.A)
• Make and use irregular plural nouns correctly (feet, children, teeth, mice, fish). (L.2.1.B)

MIDDLE SERIES

• Explain how nouns work in different sentences. (L.3.1.A)
• Correctly say, write and use all kinds of plural nouns. (L.3.1.B)
• Use abstract nouns (e.g., childhood, honesty, courage, faith). (L.3.1.C)

GRAMMAR

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.1.1 **L.2.1** **L.3.1** **L.4.1** **L.5.1** **L.6.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1.A	Use collective nouns (e.g., group).
L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.1.1.B	Use common, proper, and possessive nouns.
L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
L.3.1.B	Form and use regular and irregular plural nouns.
L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.3.1.C	Use abstract nouns (e.g., childhood).

NOTES

PARTS OF SPEECH: ARTICLE

SKILLS INVENTORY

Lower Elementary

Through sensorial work, identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when speaking and with grade-level accuracy when writing.

Upper Elementary

Identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when writing or speaking.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Oral Introduction	• To build excitement about the function of words. • To give the experience of the function of the part of speech to the child.
Grammar Box	• To learn the name and symbol (a small light-blue triangle) for an article. • To practice noticing the article in phrases. • To understand and use articles in their speaking and writing.
Definite/ Indefinite Article	• To be identify definite and indefinite articles. • To realize that 'a' and 'an' have the same meaning and their use depends on the following word. • To use determiners.

ASSESSMENT VOCABULARY

INITIAL SERIES

article
determiner

ASSESSMENT CONSIDERATIONS

Students will be asked to:

• Demonstrate understanding of standard English when speaking and in writing. (L.1.1; L.2.1; L.3.1; L.4.1; L.5.1; L.6.1)

INITIAL SERIES

• Use determiners (a, an, the, this, that, my, many, few). (L.1.1.H)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

LANGUAGE (L)

CONVENTIONS OF STANDARD ENGLISH

L.1.1 **L.2.1** **L.3.1** **L.4.1** **L.5.1** **L.6.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1.H	Use determiners (e.g., articles, demonstratives).

NOTES

PARTS OF SPEECH: ADJECTIVE

SKILLS INVENTORY

Lower Elementary

Through sensorial work, identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when speaking and with grade-level accuracy when writing.

Upper Elementary

Identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when writing or speaking.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Oral Introduction	• To build excitement about the function of words. • To give the experience of the function of the part of speech to the child.
Adjective Grammar Box	• To learn the name and symbol (a medium, dark blue triangle) for an adjective. • To practice with the function of the adjective. • To understand and use adjectives in their speaking and writing.
Impressionistic Chart of Noun Family	• To form an image of the noun phrase as a regular syntactic grouping.
Adjective Command Cards	• To develop reading comprehension, as following the commands requires understanding the text first. • Sensorial experience of different types of adjectives. • To distinguish shades of meaning among adjectives differing in intensity by acting out the meanings. • To distinguish shades of meaning among closely related adjectives.
Vocabulary	• To define or choose adjectives with shades of meaning. • To distinguish shades of meaning among closely related adjectives. • To use adjectives to describe. • To use adjectives to describe during conversations, reading and being read to, and responding to texts. • To distinguish shades of meaning among adjectives differing in intensity by defining or choosing them.

continues

MONTESSORI LESSONS	PURPOSES
MIDDLE SERIES	
Transposition	• To explore the idea of varying word order in writing and poetry. • To order adjectives within sentences according to conventional patterns. • To realize that there are not many options for changing the word order within a noun phrase in English.
Positive, Comparative, and Superlative Degrees	• To form and use comparative and superlative adjectives. • To become conscious of the inflection -er and the adverb more to indicate comparison. • To become conscious of the inflection -est and the adverb most to indicate superlative degree. • To understand and use comparative adjectives in their writing. • To understand and use superlative adjectives in their writing.
Classification of Adjectives	• To realize there are different kinds of describing words besides those that describe simple qualities. • To order adjectives within sentences according to conventional patterns.
Types of Adjectives • Descriptive • Quantitative • Demonstrative • Distributive • Possessive • Interrogative • Proper	• To form and use descriptive adjectives. • To form and use quantitative adjectives. • To form and use demonstrative adjectives. • To form and use distributive adjectives. • To form and use possessive adjectives. • To form and use interrogative adjectives. • To form and use proper adjectives.
Spelling Changes	• To learn the general spelling rules for forming comparative or superlative degrees of an adjective.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES
adjective	*In addition to previous vocabulary:*
convention	comparative
determiner	pattern
grammar	superlative
meaning	
shade(s) of meaning	**Cognitive Verbs**
standard English	explain
usage	modify
Cognitive Verbs	
act out	
choose	
define	
distinguish	
modify	

ASSESSMENT CONSIDERATIONS

Students will be asked to:

- Demonstrate understanding of standard English when speaking and in writing. (L.1.1; L.2.1; L.3.1; L.4.1; L.5.1; L.6.1)

INITIAL SERIES

- Use adjectives correctly. (L.1.1.F; L.2.1.E)
- Use determiners (a, the, this, that, my, many, few). (L.1.1.H)
- Distinguish shades of meaning among verbs differing in manner by defining them. (L.1.5.D)
- Distinguish shades of meaning among verbs differing in manner by choosing them. (L.1.5.D)
- Distinguish shades of meaning among verbs differing in manner by acting out the meanings. (L.1.5.D)
- Distinguish shades of meaning among closely related adjectives. (L.2.5.B)
- Use adjectives to describe. (L.2.6)

MIDDLE SERIES

- Explain how adjectives work in different sentences. (L.3.1.A)
- Correctly use comparative and superlative adjectives correctly in speech and writing. (L.3.1.G)
- Use the common patterns about adjectives to order them correctly in sentences. (L.4.1.D)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.1.1 **L.2.1** **L.3.1** **L.4.1** **L.5.1** **L.6.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.1.1.F	Use frequently occurring adjectives.
L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.1.1.H	Use determiners (e.g., articles, demonstratives).
L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

NOTES

PARTS OF SPEECH: VERB

SKILLS INVENTORY

Lower Elementary

Through sensorial work, identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when speaking and with grade-level accuracy when writing.

Upper Elementary

Identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when writing or speaking.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Oral Introduction	• To realize that verbs denote actions.
Verb Grammar Box	• To learn the name and symbol (a large red circle) for the verb. • For children to understand and use verbs in their speaking and writing. • To form and use regular and irregular verbs.
Impressionistic Chart of Noun Family and Verb	• To form an impression of the verb and its relationship to noun phrases: Subject (a noun phrase) precedes predicate (verb).
Verb Command Cards	• To develop reading comprehension, as following the commands requires understanding the text first. • To act out the verbs with shades of meaning. • To distinguish shades of meaning among closely related verbs.
Verb Conjugation • Present Tense • Past Tense • Future Tense	• To use verbs to convey a sense of past, present, and future. • To clarify ways of expressing time in English. • To form and use the past tense of frequently occurring irregular verbs.
Vocabulary	• To define or choose verbs with shades of meaning. • To distinguish shades of meaning among verbs differing in manner. • To distinguish shades of meaning among closely related verbs. • To use singular and plural nouns with matching verbs in basic sentences.

continues

MONTESSORI LESSONS	PURPOSES
MIDDLE SERIES	
Transposition	• To explore the idea of varying word order in writing and poetry. • To realize that word order can change the meaning of a sentence. • To draw attention to patterns in our language.
Verb Conjugation • Perfect Tenses • Progressive Tenses	• To understand and use progressive tenses in their writing. • To form and use regular and irregular verbs. • To form and use the simple verb tenses.
Advanced Verb Study • Auxiliary and Modal Verbs	• To realize that auxiliary verbs can be used to express time with more precision. • To use a modal verb (will) to form the future tense. • To use modal auxiliaries to convey various conditions.
Reflexive Pronouns and The Verb	• To ensure subject-verb and pronoun-antecedent agreement.
LATER SERIES	
Vocabulary	• To distinguish shades of meaning among verbs differing in manner by defining or choosing them.
Verb Command Cards	• To distinguish shades of meaning among verbs differing in manner by acting out the meanings.
Verb Conjugation • Continuous and Perfect Continuous Tense	• To recognize and correct inappropriate shifts in verb tense. • To form and use the perfect verb tenses.
Advanced Verb Study Auxiliary and Modal Verbs Transitive/ Intransitive Active/ Passive Voice Mood of the Verb Negative Form of the Verb	• To become familiar with indicative, subjunctive and interrogative verb constructions. • To understand the function of transitive and intransitive verbs. • To understand and use negation. • To realize that the subject of a verb is not always the agent (the main actor). • To use the progressive verb tenses. • To use modal auxiliaries to convey various conditions.
Person, Number, Tense	• To use verb tense to convey various times, sequences, states, and conditions. • To open up avenues of discussion for writing style. • To use verb tense to convey various times, sequences, states, and conditions.

MONTESSORI LESSONS	PURPOSES
Analyzing Sentences • Composing Sentences from a Pattern	• To analyze sentences • To compose sentences from a given pattern
Composed Grammar Symbols • Transitive • Intransitive Verb • Auxiliary Verb • Linking Verb • Infinitive • Participle • Gerund	• To provide a visual representation of varieties of nouns, verbs, infinitives, etc. • To use the perfect verb tenses. • To use verb tense to convey various times, sequences, states, and conditions. • To recognize and correct inappropriate shifts in verb tense.

ASSESSMENT VOCABULARY		
INITIAL SERIES	**MIDDLE SERIES**	**LATER SERIES**
convention convey future tense grammar irregular verb meaning past tense present tense shade(s) of meaning standard English usage verb verb tense **Cognitive Verbs** act out choose convey define distinguish present	*In addition to previous vocabulary:* subject-verb agreement **Cognitive Verbs** explain	*In addition to previous vocabulary:* modal auxiliary perfect tense progressive tense sequence/sequential order **Cognitive Verbs** recognize state

ASSESSMENT CONSIDERATIONS

Students will be asked to:

• Demonstrate understanding of standard English when speaking and in writing. (L.1.1; L.2.1; L.3.1; L.4.1; L.5.1; L.6.1)

INITIAL SERIES

• Use singular and plural nouns with matching verbs in basic sentences. (L.1.1.C)
• Use verbs in the right way to tell about the past, the present and the future. (L.1.1.E)
• Distinguish shades of meaning among verbs differing in manner. (L.1.5.D)
• Define or choose verbs with shades of meaning. (L.1.5.D)
• Act out the verbs with shades of meaning. (L.1.5.D)
• Make and use common regular verbs. (L.2.1.D)
• Distinguish shades of meaning among closely related verbs. (L.2.5.B)

MIDDLE SERIES

• Explain how verbs work in different sentences. (L.3.1.A)
• Correctly say, write and use regular and irregular verbs. (L.3.1.D)
• Make sure that all subjects and verbs go together correctly in the spoken and written sentences. (L.3.1.F)
• Correctly say, write and use different verb tenses (e.g., I walked; I walk; I will walk). (L.3.1.E)
• Correctly write and use progressive verb tenses (e.g., I was talking, I am talking, I will be talking). (L.4.1.B)
• Use auxiliary words to show different conditions (e.g., can, may, must). (L.4.1.C)

LATER SERIES

• Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). (L.5.1.B)
• Use verb tenses to show meaning with regards to times, sequences of events, states or conditions of being. (L.5.1.C)
• Recognize and fix verb tenses that are used incorrectly. (L.5.1.D)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.1.1 **L.2.1** **L.3.1** **L.4.1** **L.5.1** **L.6.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.3.1.D	Form and use regular and irregular verbs.
L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.3.1.E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

NOTES

PARTS OF SPEECH: PREPOSITION

SKILLS INVENTORY

Lower Elementary

Through sensorial work, identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when speaking and with grade-level accuracy when writing.

Upper Elementary

Identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when writing or speaking.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Oral Introduction	• To recognize that there are words that show us the relationship between nouns.
Preposition Grammar Boxes	• To learn the name and symbol (a green "bridge") for the preposition. • To use frequently occurring prepositions
Preposition Command Cards	• To develop reading comprehension, as following the commands requires understanding the text first.
MIDDLE SERIES	
Transposition	• To explore the idea of varying word order in writing and poetry. • To realize that word order can change the meaning of a sentence.
Prepositional Phrases	• To form and use prepositional phrases.
LATER SERIES	
Transposition	• To explain the function of prepositions in general and their function in particular sentences.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
Convention grammar preposition standard English usage	*In addition to previous vocabulary:* prepositional phrase **Cognitive Verbs** explain	*In addition to previous vocabulary:* conjunction interjection sentence

ASSESSMENT CONSIDERATIONS

Students will be asked to:

• Demonstrate understanding of standard English when speaking and in writing. (L.1.1; L.2.1; L.3.1; L.4.1; L.5.1; L.6.1)

INITIAL SERIES

• Use common prepositions (during, beyond, toward). (L.1.1.l)

MIDDLE SERIES

• Correctly write and use prepositional phrases. (L.4.1.E)

LATER SERIES

• Explain the use of prepositions. (L.5.1.A)

GRAMMAR

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.1.1 **L.2.1** **L.3.1** **L.4.1** **L.5.1** **L.6.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.4.1.E	Form and use prepositional phrases.
L.1.1.I	Use frequently occurring prepositions (e.g., during, beyond, toward).

NOTES

PARTS OF SPEECH: ADVERB

SKILLS INVENTORY

Lower Elementary

Through sensorial work, identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when speaking and with grade-level accuracy when writing.

Upper Elementary

Identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when writing or speaking.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Oral Introduction	• Sensorial experience of the function of adverbs.
Adverb Grammar Boxes	• To learn the name and symbol (a small orange circle) for the adverb. • To use adverbs and choose between them depending on what is to be modified.
Adverb Command Cards	• To develop reading comprehension, as following the commands requires understanding the text first.
Vocabulary	• To use adverbs to describe.
MIDDLE SERIES	
Comparative, Superlative and Relative Adverbs	• To form and use comparative and superlative adverbs. • To use relative adverbs.
Transposition	• To explore the idea of varying word order in writing and poetry. • To realize that word order can change the meaning of a sentence.
Function of Adverbs • Manner • Degree • Place • Time • The Chart of Gears and the Study of the Adverb	• To explore and use functions of adverbs (manner, degree, place and time).

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES
adverb convention grammar standard English usage **Cognitive Verbs** modify	*In addition to previous vocabulary:* comparative superlative relative adverb **Cognitive Verbs** explain

ASSESSMENT CONSIDERATIONS

Students will be asked to:
• Demonstrate understanding of standard English when speaking and in writing. (L.1.1; L.2.1; L.3.1; L.4.1; L.5.1; L.6.1)

INITIAL SERIES

Students will be asked to:
• Use adverbs correctly. (L.2.1.E)
• Use adverbs to describe. (L.2.6)

MIDDLE SERIES

Students will be asked to:
• Explain how adverbs work in different sentences. (L.3.1.A)
• Correctly use comparative and superlative adverbs correctly in speech and writing. (L.3.1.G)
• Use relative adverbs (where, when, why) correctly in speech and writing. (L.4.1.A)

GRAMMAR

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

LANGUAGE (L)

CONVENTIONS OF STANDARD ENGLISH

L.1.1 **L.2.1** **L.3.1** **L.4.1** **L.5.1** **L.6.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

NOTES

PARTS OF SPEECH: PRONOUN

SKILLS INVENTORY

Lower Elementary

Through sensorial work, identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when speaking and with grade-level accuracy when writing.

Upper Elementary

Identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when writing or speaking.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Oral Introduction	• Awareness that pronouns are words that take the place of a noun. • To give the experience of the function of the part of speech to the child.
Pronoun Grammar Boxes	• To learn the name and symbol (a tall narrow purple triangle) for the pronoun.
Pronoun Command Cards	• To develop reading comprehension, as following the commands requires understanding the text first.
Pronoun Charts 1 and 2	• To realize that most personal pronouns (exceptions being you, and it) have one form when used as a subject and another form when used as an object. • To realize that most personal pronouns (exceptions being you, and it) have one form when used as a subject and another form when used as an object.
Types of Pronouns • Personal • Possessive • Indefinite • Reflexive	• To identify and understand the function of personal, possessive, and indefinite pronouns. • To identify and understand the function of reflexive pronouns.

continues

MONTESSORI LESSONS	PURPOSES
MIDDLE SERIES	
Transposition	• To explore the idea of varying word order in writing and poetry. • To realize that word order can change the meaning of a sentence.
Types of Pronouns • Relative • Interrogative	• To identify and understand the function of relative pronouns. • To identify and understand the function of interrogative pronouns
Antecedents of Pronouns	• To ensure subject-verb and pronoun-antecedent agreement.
Nominative to Objective	• To realize that most personal pronouns (exceptions being you, and it) have one form when used as a subject and another form when used as an object.
Nominative to Possessive	• To identify and understand the possessive case of pronouns.
Demonstrative, Numeral, and Indefinite Pronouns	• To identify and understand the function of demonstrative, numeral and indefinite pronouns.
LATER SERIES	
Transposition	• To explore the idea of varying word order in writing and poetry. • To realize that word order can change the meaning of a sentence. • To use intensive pronouns. • To recognize and correct vague pronouns.
Personal Pronouns	• To introduce the number and person of the pronoun.
Declension of Pronouns	• To realize that most personal pronouns (exceptions being you, and it) have one form when used as a subject and another form when used as an object. • To recognize and correct inappropriate shifts in pronoun number and person.

GRAMMAR

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
convention grammar indefinite pronoun personal pronoun possessive case pronoun reflexive pronoun standard English usage	*In addition to previous vocabulary:* pronoun-antecedent agreement relative pronoun **Cognitive Verbs** explain	*In addition to previous vocabulary:* antecedent intensive pronoun number objective case person pronoun subjective case **Cognitive Verbs** recognize

ASSESSMENT CONSIDERATIONS

Students will be asked to:
- Demonstrate understanding of standard English when speaking and in writing. (L.1.1; L.2.1; L.3.1; L.4.1; L.5.1; L.6.1)

INITIAL SERIES

Students will be asked to:
- Use pronouns (I, me, my, they, them, their, anyone, everything). (L.1.1D)
- Use reflexive pronouns (himself, myself, ourselves). (L.2.1.C)

MIDDLE SERIES

Students will be asked to:
- Explain how pronouns work in different sentences. (L.3.1.A)
- Show that all pronouns and the nouns they refer to go together correctly in the spoken and written sentences. (L.3.1.F)
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly when writing and speaking. (L.4.1.A)

LATER SERIES

Students will be asked to:
- Make sure that pronouns are used correctly in sentences (as subjects, as objects or as possessives). (L.6.1.A)
- Use intensive pronouns correctly (myself, yourself, himself, herself, itself, ourselves, yourselves and themselves). (L.6.1.B)
- Recognize and correct when pronouns shift inappropriately in number and person. (L.6.1.C)
- Recognize and correct vague pronouns (those with unclear antecedents – the words they are referring to). (L.6.1.D)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

LANGUAGE (L)

CONVENTIONS OF STANDARD ENGLISH

L.1.1 **L.2.1** **L.3.1** **L.4.1** **L.5.1** **L.6.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.

NOTES

PARTS OF SPEECH: CONJUNCTION

SKILLS INVENTORY

Lower Elementary

Through sensorial work, identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when speaking and with grade-level accuracy when writing.

Upper Elementary

Identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when writing or speaking.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Oral Introduction	• Awareness that conjunctions are words that connect other words and/or phrases • To give the experience of the function of the part of speech to the child.
Conjunction Grammar Boxes	• To learn the name and symbol (a pink line) for the conjunction. • To understand and use conjunctions in their writing.
Conjunction Command Cards	• To develop reading comprehension, as following the commands requires understanding the text first.
Vocabulary	• To use frequently occurring conjunctions to signal simple relationships.
MIDDLE SERIES	
Transposition	• To explore the idea of varying word order in writing and poetry. • To realize that word order can change the meaning of a sentence.
Types of Conjunctions • Coordinating • Subordinating	• To use coordinating and subordinating conjunctions.
LATER SERIES	
Transposition	• To explain the function of conjunctions in general and their function in particular sentences.
Types of Conjunctions • Correlative	• To use correlative conjunctions.

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
conjunction convention grammar standard English usage	*In addition to previous vocabulary:* coordinating conjunction subordinating conjunction	*In addition to previous vocabulary:* correlative conjunction **Cognitive Verbs** explain

ASSESSMENT CONSIDERATIONS

Students will be asked to:
- Demonstrate understanding of standard English when speaking and in writing. (L.1.1; L.2.1; L.3.1; L.4.1; L.5.1; L.6.1)

INITIAL SERIES

Students will be asked to:
- Use conjunctions (and, but, or, so, because). (L.1.1.G)
- Use frequently occurring conjunctions to signal simple relationships. (L.1.6)

MIDDLE SERIES

Students will be asked to:
- Use coordinating and subordinating conjunctions. (L.3.1.H)

LATER SERIES

Students will be asked to:
- Explain the use of conjunctions. (L.5.1.A)
- Use correlative conjunctions correctly (e.g., either/or and neither/nor). (L.5.1.E)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

LANGUAGE (L)

CONVENTIONS OF STANDARD ENGLISH

L.1.1 **L.2.1** **L.3.1** **L.4.1** **L.5.1** **L.6.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).
L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L.3.1.H	Use coordinating and subordinating conjunctions.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

NOTES

PARTS OF SPEECH: INTERJECTION

SKILLS INVENTORY

Lower Elementary

Through sensorial work, identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when speaking and with grade-level accuracy when writing.

Upper Elementary

Identify the nine parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection), explain their functions in sentences and use them accurately when writing or speaking.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	
Oral Introduction	• Awareness that interjections are words that expresses feeling. • To give the experience of the function of the part of speech to the child.
Interjection Grammar Box	• To learn the name and symbol (a gold exclamation mark) for the interjection. • To practice with the function of the interjection. • For children to understand and use conjunctions in their writing.
LATER SERIES	
Transposition	• To explain the function of interjections in general and their function in particular sentences.

ASSESSMENT VOCABULARY

convention
grammar
interjection
standard English
sentence
usage

Cognitive Verbs
explain

ASSESSMENT CONSIDERATIONS

Students will be asked to:
- Demonstrate understanding of standard English when speaking and in writing. (L.1.1; L.2.1; L.3.1; L.4.1; L.5.1; L.6.1)
- Explain the use of interjections. (L.5.1.A)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

LANGUAGE (L)

CONVENTIONS OF STANDARD ENGLISH

L.1.1 **L.2.1** **L.3.1** **L.4.1** **L.5.1** **L.6.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

NOTES

Although *Common Core State Standards* address interjections in L.5.1.A, interjection grammar boxes are presented in the *Initial Series.* Children will be asked to explain the function of interjections in sentences in fifth grade standards.

LOGICAL ANALYSIS

SKILLS INVENTORY

Lower Elementary

Analyzes simple sentences to identify the functions of the parts of a sentence (subject, predicate, direct object, indirect object , attributive, appositive and adverbial) and writes sentences which include all parts.

Upper Elementary

Analyzes simple, compound and complex sentences to identify the functions of the parts of a sentence according to dependency (independent clause, dependent clause) and type (main/principal clause, adjectival clauses, adverbial clauses, noun clauses used as a subject, object or indirect object) and writes sentences which include all parts, including clauses.

MONTESSORI LESSONS	PURPOSES
INITIAL SERIES	

Simple Sentence Analysis
• Circle and Arrow Material
  • Subject and Predicate
  • Subject, Predicate, Direct Object
  • Compound Subject
  • Compound Predicate
  • Compound Direct Object
  • Indirect Object
	• To recognize the parts of a sentence.
	• To understand what makes a complete sentence.
	• To understand that sentence composition may be characteristic of an author's style.
	• To rearrange, produce and expand simple sentences.

MIDDLE SERIES	

Simple Sentence Analysis
• Circle and Arrow Material
  • Attributives
  • Appositives
  • Adverbial Modifiers
  • Direct Address
  • Elliptical Constructions
  • Inverted Word Order
  • Personal Pronouns
  • Linking Verbs
  • Participles
  • Infinitives
  • Gerunds
	• To draw attention to patterns in our language.
	• To explore how word order influences meaning.
	• To rearrange, produce and expand simple sentences.
	• To explain the function of parts of speech in particular sentences.

continues

MONTESSORI LESSONS	PURPOSES
LATER SERIES	
Simple Sentence Analysis • Chart A: Analysis of Simple Sentences with Action Verb • Grammar Symbols and Logical Analysis Comparison • Paper Only: Writing Analysis	• To explain the function of parts of speech in particular sentences. • To recognize variations from standard English in their own and others' writing. • To identify and use strategies to improve expression in conventional language.

Clause Analysis
• Circle and Arrow Material and Charts
  • Compound Sentences
  • Complex Sentences
  • Phrases and Clauses
  • Identifying the Principal and Dependent Clauses
  • Noun Clauses: Direct Object
  • Noun Clauses: Indirect Object
  • Adverbial Clauses
  • Incidental Clauses
• Chart B: Analysis of Clauses in Complex Sentences
• Chart C: Dependencies of Clauses
• Writing the Analysis on Paper
	• To become familiar with the various clauses and sentence structures in writing.
	• To encourage the children to think about the structure of sentences in their own writing.
	• To learn to recognize and analyze compound sentences.
	• To recognize conjunctions that typically signal coordinating clauses.
	• To learn to identify clauses, and to realize that independent (principal) clauses can stand on their own, but dependent clauses don't make sense alone.
	• To recognize subordinating conjunctions that typically signal a dependent clause.
	• To encourage the children to think about the structure of sentences in their own writing and to create complex sentences when they write.

GRAMMAR

ASSESSMENT VOCABULARY

INITIAL SERIES	MIDDLE SERIES	LATER SERIES
complete sentence compound sentence convention declarative sentence exclamatory sentence grammar imperative sentence interrogative sentence simple sentence standard English usage **Cognitive Verbs** expand rearrange	*In addition to previous vocabulary:* adjective adverb complex sentence noun pronoun sentence verb **Cognitive Verbs** explain produce	*In addition to previous vocabulary* conjunction interjection objective case possessive case preposition subjective case

ASSESSMENT CONSIDERATIONS

Students will be asked to:
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1, L.2.1, L.3.1, L.4.1, L.5.1, L.6.1)

INITIAL SERIES

Students will be asked to:
- Produce complete simple and compound sentences. (L.1.1.J, L.2.1.F)
- Expand complete simple and compound sentences. (L.1.1.J; L.2.1.F)
- Rearrange complete simple and compound sentences. (L.1.1.J; L.2.1.F)

MIDDLE SERIES

Students will be asked to:
- Produce simple sentences. (L.3.1.I)
- Produce compound sentences. (L.3.1.I)
- Produce complex sentences. (L.3.1.I)
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences. (L.3.1.A)

LATER SERIES

Students will be asked to:
- Explain the function of conjunctions, prepositions, and interjections in particular sentences. (L.5.1.A)
- Recognize variations from standard English in their own and others' writing. (L.6.1.E)
- Identify and use strategies to improve expression in conventional language. (L.6.1.E)

GRAMMAR

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.1.1 **L.2.1** **L.3.1** **L.4.1** **L.5.1** **L.6.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.3.1.I	Produce simple, compound, and complex sentences.
L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NOTES
Simple Sentence: a sentence consisting of only one clause, with a single subject and predicate. **Compound Sentence:** a sentence containing two or more coordinate independent clauses, usually joined by one or more conjunctions. **Complex Sentence:** a sentence containing one or more dependent clauses in addition to the main clause.

INDEXES

STANDARDS TO MONTESSORI INDEX

COLLEGE, CAREER AND CIVIC LIFE (C3) FRAMEWORK FOR STATE SOCIAL STUDIES STANDARDS		
HISTORY (D2.HIS)		
CHANGE, CONTINUITY AND CONTEXT		
His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.	**Foundations** • Impressionistic Stories of Language Arts
His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
READING: LITERATURE (L)		
KEY IDEAS AND DETAILS		
RL.1.1	Ask and answer questions about key details in a text.	**Reading** • Reading Comprehension: Evaluation and Questioning
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	

continues

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**Reading** • Reading Comprehension: Evaluation and Questioning
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**Reading** • Reading Comprehension: Text Elements
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
RL.1.3	Describe characters, settings, and major events in a story, using key details.	
RL.2.3	Describe how characters in a story respond to major events and challenges.	
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
RL.4.3 RL.5.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**Reading** • Reading Comprehension: Text Elements
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
CRAFT AND STRUCTURE		
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**Word Study** • Vocabulary
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**Reading** • Reading Comprehension: Evaluation and Questioning
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
RL.1.6	Identify who is telling the story at various points in a text.	**Reading** • Reading Comprehension: Text Elements
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
INTEGRATION OF KNOWLEDGE AND IDEAS		
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	**Reading** • Reading Comprehension: Sources of Information
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	**Reading** • Reading Comprehension: Evaluation and Questioning
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	

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COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**Reading** • Reading Comprehension: Evaluation and Questioning
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**Reading** • Genres of Reading
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
READING: FOUNDATIONAL SKILLS (RF)		
PRINT CONCEPTS		
RF.1.1	Demonstrate understanding of the organization and basic features of print.	**Foundations** • Mechanics of Reading and Writing
RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**Writing** • Writing Skills
PHONOLOGICAL AWARENESS		
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Foundations** • Mechanics of Reading and Writing
RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.	
RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
PHONICS AND WORD RECOGNITION		
RF.1.3 RF.2.3 RF.3.3 RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	**Foundations** • Mechanics of Reading and Writing
RF.5.3	Show knowledge about letters, sounds and words when reading.	
RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs.	
RF.2.3.A	Distinguish long and short vowels when reading regularly spelled one-syllable words.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.	**Word Study** • Word Study
RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Foundations** • Mechanics of Reading and Writing
RF.5.3.A	Read unfamiliar words that have more than one syllable.	
RF.1.3.B	Decode regularly spelled one-syllable words.	
RF.2.3.B	Know spelling-sound correspondences for additional common vowel teams.	
RF.3.3.B	Decode words with common Latin suffixes.	
RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.	
RF.2.3.C	Decode regularly spelled two-syllable words with long vowels.	
RF.3.3.C	Decode multisyllable words.	
RF.1.3.D	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
RF.2.3.D	Decode words with common prefixes and suffixes.	**Word Study** • Word Study
RF.3.3.D	Read grade-appropriate irregularly spelled words.	**Word Study** • Spelling
RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables.	**Foundations** • Mechanics of Reading and Writing

continues

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
RF.2.3.E	Identify words with inconsistent but common spelling-sound correspondences.	**Word Study** • Spelling
RF.1.3.F	Read words with inflectional endings.	**Foundations** • Mechanics of Reading and Writing
RF.2.3.F **RF.1.3.G**	Recognize and read grade-appropriate irregularly spelled words.	**Word Study** • Spelling
FLUENCY		
RF.1.4 **RF.2.4**	Read with sufficient accuracy and fluency to support comprehension.	**Foundations** • Mechanics of Reading and Writing
RF.1.4.A **RF.2.4.A** **RF.3.4.A**	Read grade-level text with purpose and understanding.	
RF.4.4.A	Read grade-level text with purpose and understanding.	
RF.5.4.A	Read and understand fifth grade texts.	
RF.1.4.B **RF.2.4.B**	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
RF.3.4.B **RF.4.4.B**	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
RF.5.4.B	Read fifth grade books and poems aloud accurately, at the right speed and with expression.	
RF.1.4.C **RF.2.4.C** **RF.3.4.C** **RF.4.4.C**	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
RF.5.4.C	Use context clues to figure out or correct words following a mistake or not sure of	

continues

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
READING: INFORMATIONAL TEXT (RI)		
KEY IDEAS AND DETAILS		
RI.1.1	Ask and answer questions about key details in a text.	**Reading** • Reading Comprehension: Evaluation and Questioning
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Reading** • Reading Comprehension: Text Elements
RI.1.2	Identify the main topic and retell key details of a text.	
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**Reading** • Reading Comprehension: Text Elements
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
CRAFT AND STRUCTURE		
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**Word Study** • Vocabulary
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	

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COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**Reading** • Reading Comprehension: Evaluation and Questioning
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in two or more texts.	
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**Reading** • Reading Comprehension: Text Elements
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
RI.3.6	Distinguish their own point of view from that of the author of a text.	
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
INTEGRATION OF KNOWLEDGE AND IDEAS		
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	**Reading** • Reading Comprehension: Sources of Information
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
RI.1.8	Identify the reasons an author gives to support points in a text.	**Reading** • Reading Comprehension: Evaluation and Questioning
RI.2.8	Describe how reasons support specific points the author makes in a text.	
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**Reading** • Reading Comprehension: Evaluation and Questioning
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	**Reading** • Genres of Reading
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

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COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	**Reading** • Genres of Reading
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
WRITING (W)		
TEXT TYPES AND PURPOSES		
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**Writing** • Genres of Writing: Persuasive and Argumentative
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	
W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	

continues

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	**Writing** • Genres of Writing: Persuasive and Argumentative
W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.	
W.3.1.B	Provide reasons that support the opinion.	
W.4.1.B	Provide reasons that are supported by facts and details.	
W.5.1.B	Provide logically ordered reasons that are supported by facts and details.	
W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	
W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	
W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	
W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	
W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	
W.3.1.D	Provide a concluding statement or section.	
W.4.1.D W.5.1.D	Provide a concluding statement or section related to the opinion presented.	
W.6.1.D	Establish and maintain a formal style.	
W.6.1.E	Provide a concluding statement or section that follows from the argument presented.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**Writing** • Genres of Writing: Expository
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
W.3.2 W.4.2 W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.3.2.A	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
W.5.2.A	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
W.6.2.A	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
W.3.2.B	Develop the topic with facts, definitions, and details.	
W.4.2.B W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**Writing** • Genres of Writing: Expository
W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
W.4.2.C	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
W.5.2.C	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	
W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.	
W.3.2.D	Provide a concluding statement or section.	
W.4.2.D W.5.2.D W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.4.2.E W.5.2.E	Provide a concluding statement or section related to the information or explanation presented.	
W.6.2.E	Establish and maintain a formal style.	
W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.	
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**Writing** • Genres of Writing: Narrative
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
W.3.3 W.4.3 W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**Writing** • Genres of Writing: Narrative
W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	
W.4.3.A W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	
W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
W.3.3.C	Use temporal words and phrases to signal event order.	
W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.	
W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
W.3.3.D	Provide a sense of closure.	**Writing** • Genres of Writing: Narrative
W.4.3.D W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
W.4.3.E W.5.3.E W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.	
PRODUCTION AND DISTRIBUTION OF WRITING		
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**Writing** • Writing: Task, Purpose and Audience
W.4.4 W.5.4 W.6.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**Writing** • Writing: Planning, Editing and Revising
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
W.3.5 W.4.4 W.5.4 W.6.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3, 4, 5 , or 6 here.)	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
W.1.6 W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Writing** • Writing Skills
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
W.4.6 W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**Writing** • Genres of Writing: Research
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	
W.3.7	Conduct short research projects that build knowledge about a topic.	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**Writing** • Writing: Planning, Editing and Revising
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
W.4.9 W.5.9 W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.4.9.A	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	
W.5.9.A	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
W.6.9.A	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	**Writing** • Writing: Planning, Editing and Revising
W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	
W.5.9.B	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").	
W.6.9.B	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	
RANGE OF WRITING		
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Writing** • Writing Skills
W.4.10 W.5.10 W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
SPEAKING AND LISTENING (SL)		
COMPREHENSION AND COLLABORATION		
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	**Spoken Language** • Collaborative Discussions
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	**Spoken Language** • Collaborative Discussions
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL.1.1.A	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.2.1.A	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.3.1.A SL.4.1.A SL.5.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	**Spoken Language** • Collaborative Discussions
SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.	
SL.3.1.B	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.4.1.B SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.	
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.	
SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.	

INDEXES

INDEXES

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**Spoken Language** • Collaborative Discussions
SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**All Foundations Chapters** • Great Stories **Reading** • Reading Comprehension: Evaluation and Questioning
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Reading** • Reading Comprehension: Evaluation and Questioning
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**All Foundations Chapters** • Great Stories **Reading** • Reading Comprehension: Evaluation and Questioning
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**Spoken Language** • Presentation and Delivery
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
PRESENTATION OF KNOWLEDGE AND IDEAS		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**Spoken Language** • Presentation and Delivery
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	

INDEXES

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**Spoken Language** • Presentation and Delivery
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	**Spoken Language** • Presentation and Delivery
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	

LANGUAGE (L)

CONVENTIONS OF STANDARD ENGLISH

L.1.1 L.2.1 L.3.1 L.4.1 L.5.1 L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Grammar** • Parts of Speech (all) • Logical Analysis
L.1.1.A	Print all upper- and lowercase letters.	**Foundations** • Mechanics of Reading and Writing
L.2.1.A	Use collective nouns (e.g., group).	**Grammar** • Parts of Speech: Noun
L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	**Grammar** • Parts of Speech: Noun, Adjective, Verb, Adverb, Pronoun **Grammar** • Logical Analysis
L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	**Grammar** • Parts of Speech: Adverb, Pronoun
L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	**Grammar** • Parts of Speech: Preposition, Conjunction, Interjection **Grammar** • Logical Analysis

continues

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).	**Grammar** • Parts of Speech: Pronoun
L.1.1.B	Use common, proper, and possessive nouns.	**Grammar** • Parts of Speech: Noun
L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
L.3.1.B	Form and use regular and irregular plural nouns.	
L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	**Grammar** • Parts of Speech: Verb
L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	
L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).	**Grammar** • Parts of Speech: Pronoun
L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	**Grammar** • Parts of Speech: Noun, Verb
L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).	**Grammar** • Parts of Speech: Pronoun
L.3.1.C	Use abstract nouns (e.g., childhood).	**Grammar** • Parts of Speech: Noun
L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	**Grammar** • Parts of Speech: Verb
L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.	
L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.*	**Grammar** • Parts of Speech: Pronoun
L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	
L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	**Grammar** • Parts of Speech: Verb
L.3.1.D	Form and use regular and irregular verbs.	

continues

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	**Grammar** • Parts of Speech: Adjective
L.5.1.D	Recognize and correct inappropriate shifts in verb tense.*	**Grammar** • Parts of Speech: Verb
L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	**Grammar** • Parts of Speech: Pronoun
L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	**Grammar** • Parts of Speech: Verb
L.2.1.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.	**Grammar** • Parts of Speech: Adjective, Adverb
L.3.1.E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	**Grammar** • Parts of Speech: Verb
L.4.1.E	Form and use prepositional phrases.	**Grammar** • Parts of Speech: Preposition
L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).	**Grammar** • Parts of Speech: Conjunction
L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	**Grammar** • Logical Analysis **Writing** • Style
L.1.1.F	Use frequently occurring adjectives.	**Grammar** • Parts of Speech: Adjective
L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	**Grammar** • Logical Analysis
L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.*	**Grammar** • Parts of Speech: Verb, Pronoun

continues

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	**Writing** • Writing Skills
L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	**Grammar** • Parts of Speech: Conjunction
L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	**Grammar** • Parts of Speech: Adjective, Adverb
L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).*	**Word Study** • Spelling
L.1.1.H	Use determiners (e.g., articles, demonstratives).	**Grammar** • Parts of Speech: Article, Adjective
L.3.1.H	Use coordinating and subordinating conjunctions.	**Grammar** • Parts of Speech: Conjunction
L.1.1.I	Use frequently occurring prepositions (e.g., during, beyond, toward).	**Grammar** • Parts of Speech: Preposition
L.3.1.I	Produce simple, compound, and complex sentences.	**Grammar** • Logical Analysis
L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
L.1.2 L.2.2 L.3.2 L.4.2 L.5.2 L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Word Study** • Spelling **Writing** • Writing Skills

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
L.1.2.A	Capitalize dates and names of people.	**Writing** • Writing Skills
L.2.2.A	Capitalize holidays, product names, and geographic names.	
L.3.2.A	Capitalize appropriate words in titles.	
L.4.2.A	Use correct capitalization.	
L.5.2.A	Use punctuation to separate items in a series.*	
L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	
L.1.2.B	Use end punctuation for sentences.	
L.2.2.B	Use commas in greetings and closings of letters.	
L.3.2.B	Use commas in addresses.	
L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.	
L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.	
L.6.2.B	Spell correctly.	**Word Study** • Spelling **Writing** • Writing Skills
L.1.2.C	Use commas in dates and to separate single words in a series.	**Writing** **Writing Skills**
L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.	**Word Study** • Spelling **Writing** • Writing Skills

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
L.3.2.C	Use commas and quotation marks in dialogue.	**Writing** • Writing Skills
L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.	
L.5.2.C	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	
L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	**Word Study** • Spelling
L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	
L.3.2.D	Form and use possessives.	**Writing** • Writing Skills
L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.	**Word Study** • Spelling
L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.	**Writing** • Writing Skills
L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**Word Study** • Spelling
L.2.2.E	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	
L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.	
L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
KNOWLEDGE OF LANGUAGE		
L.2.3 **L.3.3** **L.4.3** **L.5.3** **L.6.3**	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Writing** • Style
L.2.3.A	Compare formal and informal uses of English	
L.3.3.A	Choose words and phrases for effect.*	
L.4.3.A	Choose words and phrases to convey ideas precisely.*	
L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
L.6.3.A	Vary sentence patterns for meaning, reader/listener interest, and style.*	
L.3.3.B	Recognize and observe differences between the conventions of spoken and written standard English.	
L.4.3.B		
L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
L.6.3.B	Maintain consistency in style and tone.*	
L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
VOCABULARY ACQUISITION AND USE		
L.1.4 **L.2.4** **L.3.4** **L.4.4** **L.5.4** **L.6.4**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1–6 reading and content, choosing flexibly from an array of strategies.	**Word Study** • Word Study

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
L.1.4.A **L.2.4.A** **L.3.4.A**	Use sentence-level context as a clue to the meaning of a word or phrase.	**Foundations** • Mechanics of Reading and Writing
L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
L.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.1.4.B	Use frequently occurring affixes as a clue to the meaning of a word.	**Word Study** • Word Study
L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	
L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	
L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	
L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	**Word Study** • Word Study
L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	
L.4.4.C L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**Word Study** • Reference Materials
L.6.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	**Word Study** • Word Study
L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**Word Study** • Reference Materials
L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	**Word Study** • Vocabulary
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5 L.4.5 L.5.5 L.6.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	**Word Study** • Vocabulary
L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	
L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	
L.5.5.A	Interpret figurative language, including similes and metaphors, in context.	
L.6.5.A	Interpret figures of speech (e.g., personification) in context.	
L.1.5.B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	
L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	**Grammar** • Parts of Speech: Adjective, Verb
L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	**Word Study** • Vocabulary
L.4.5.B L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.	
L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	
L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**Word Study** • Vocabulary
L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	
L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	**Grammar** • Parts of Speech: Verb
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	**Word Study** • Vocabulary
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	**Word Study** • Vocabulary **Grammar** • Parts of Speech: Adjective, Adverb
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	**Word Study** • Vocabulary
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS CCSS.ELA.LITERACY		MONTESSORI CHAPTERS AND SECTIONS
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	**Word Study** • Vocabulary
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

MONTESSORI TO STANDARDS INDEX

MONTESSORI CHAPTER AND SECTION		CCSA.ELA-LITERACY STANDARDS ALIGNED	
FOUNDATIONS			
Impressionistic Stories of Language Arts	D2.His	**History*** • Change, Continuity and Context * C3 Framework	
	SL	**Speaking and Listening** • Comprehension and Collaboration	
Mechanics of Reading and Writing	RF	**Reading: Foundational Skills** • Print Concepts • Phonological Awareness • Phonics and Word Recognition • Fluency	
	L	**Language** • Conventions of Standard English • Vocabulary Acquisition and Use	
SPOKEN LANGUAGE			
Collaborative Discussions	SL	**Speaking and Listening** • Comprehension and Collaboration:	
Presentation and Delivery	SL	**Speaking and Listening** • Presentation of Knowledge and Ideas	
READING			
Genres of Reading	RL	**Reading Literature** • Range of Reading and Level of Text Complexity	
	RI	**Reading Informational Text** • Range of Reading and Level of Text Complexity	

INDEXES

MONTESSORI CHAPTER AND SECTION	CCSA.ELA-LITERACY STANDARDS ALIGNED	
Reading Comprehension: Evaluation and Questioning	RL	**Reading Literature** • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas
	RI	**Reading Informational Text** • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas
	SL	**Speaking and Listening** • Comprehension and Collaboration:
Reading Comprehension: Evaluation and Questioning	RL	**Reading: Literature** • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas
	RI	**Reading: Informational Text** • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas
	SL	**Speaking and Listening** • Comprehension and Collaboration
Reading Comprehension: Sources of Information	RL	**Reading: Literature** • Integration of Knowledge and Ideas • Craft and Structure
	RI	**Reading: Informational Text** • Integration of Knowledge and Ideas
Reading Comprehension: Text Elements	RL	**Reading: Literature** • Key Ideas and Details • Craft and Structure
	RI	**Reading: Informational Text** • Key Ideas and Details • Craft and Structure

MONTESSORI CHAPTER AND SECTION	CCSA.ELA-LITERACY STANDARDS ALIGNED	
WRITING		
Writing Skills	RF	**Reading: Foundational Skills** • Print Concepts
	W	**Writing** • Production and Distribution of Writing • Range of Writing
	L	**Language** • Conventions of Standard English
Writing: Task, Purpose and Audience	W	**Writing** • Production and Distribution of Writing
Writing: Access and Organize Information	W	**Writing** • Research to Build and Present Knowledge
Writing: Planning, Editing and Revising	W	**Writing** • Production and Distribution of Writing
Writing: Style	L	**Language** • Knowledge of Language • Conventions of Standard English
Genres of Writing: Expository Genres of Writing: Persuasive and Argumentative	W	**Writing** • Text Types and Purposes
Genres of Writing: Research	W	**Writing** • Research to Build and Present Knowledge
Genres of Writing: Narrative	W	**Writing** • Text Types and Purposes
WORD STUDY		
Word Study	RF	**Reading: Foundational Skills** • Phonics and Word Recognition
	L	**Language** • Conventions of Standard English • Vocabulary Acquisition and Use

MONTESSORI CHAPTER AND SECTION	CCSA.ELA-LITERACY STANDARDS ALIGNED	
Spelling	RF	**Reading: Foundational Skills** • Phonics and Word Recognition
	L	**Language** • Conventions of Standard English
Vocabulary	RL	**Reading: Literature** • **Craft and** Structure
	RI	**Reading: Informational Text** • Craft and Structure
	L	**Language** • Vocabulary Acquisition and Use
Reference Materials	L	**Language** • Vocabulary Acquisition and Use
GRAMMAR		
Parts of Speech: Noun **Parts of Speech: Article**	L	**Language** • Conventions of Standard English
Parts of Speech: Adjective	L	**Language** • Conventions of Standard English • Vocabulary Acquisition and Use
Parts of Speech: Verb		
Parts of Speech: Preposition	L	**Language** • Conventions of Standard English
Parts of Speech: Adverb	L	**Language** • Conventions of Standard English • Vocabulary Acquisition and Use
Parts of Speech: Pronoun **Parts of Speech: Conjunction** **Parts of Speech: Interjection** **Logical Analysis**	L	**Language** • Conventions of Standard English