

MONTESSORI CURRICULUM TO STANDARDS ALIGNMENT

PRIMARY • PK3–K

LANGUAGE

Montessori Curriculum to Standards Alignment

Primary • PK3–K

Language

National Center for Montessori in the Public Sector

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Assessment vocabulary drawn from Marzano Resources free online resource, Basic Vocabulary Terms (marzanoresources.com/media/documents/reproducibles/vocab-common-core/basic-terms-and-phrases.pdf)

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CHAPTER 1

SPOKEN LANGUAGE

FOUNDATIONS

SKILLS INVENTORY

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

MONTESSORI LESSONS	PURPOSES
Three Period Lesson Enrichment of Vocabulary <ul style="list-style-type: none">• Objects in the Environment• Sensorial Vocabulary• Classified Cards• Extensions of the Second Period• Extensions of the Third Period	<ul style="list-style-type: none">• To enlarge/enrich the child's vocabulary.• To recall multistep directions.• To build self-confidence in language.• To aid in the child's classification of the environment.• To refine auditory memory (to remember what you hear from just hearing it once).
Modeled Language Experience <ul style="list-style-type: none">• Sequence Story• Rhyming Words• Rhymes• Riddles• Fingerplays	<ul style="list-style-type: none">• To recognize and produce rhyming words.• To build confidence in language.• To help the child express ideas clearly and in logical sequence.• Preparation for creative writing.

continues

MONTESSORI LESSONS	PURPOSES
<p>Guided Language Experience</p> <ul style="list-style-type: none"> • Conversations • Storytelling • Poetry • Songs • Books • Question Game • Spoken Classifications: Naming Environment and Naming Objects 	<ul style="list-style-type: none"> • To express thoughts, feelings, and ideas clearly. • To communicate clearly with tone and volume. • To describe familiar people, places, things, and events. • To participate in collaborative conversations. • To follow norms for discussions. • To demonstrate command of the conventions of standard English grammar and usage. • To ask and answer questions about a text or information presented orally. • To produce and expand complete sentences. • To seek clarification about a text. • To build confidence in language. • To help the child express ideas clearly and in logical sequence. • Preparation for creative writing. • To continue a conversation through multiple exchanges.

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

ASSESSMENT CONSIDERATIONS

Students will be asked to:

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

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

SPEAKING AND LISTENING (SL)

COMPREHENSION AND COLLABORATION

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

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
PRESENTATION OF KNOWLEDGE AND IDEAS	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.F	Produce and expand complete sentences in shared language activities.
READING: FOUNDATIONAL SKILLS (RF)	
PHONOLOGICAL AWARENESS	
RF.K.2.A	Recognize and produce rhyming words.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS		
DEVELOPMENTAL PROGRESSION		INDICATORS
36 TO 48 MONTHS	48 TO 60 MONTHS	BY 60 MONTHS
LANGUAGE AND COMMUNICATION (P-LC)		
ATTENDING AND UNDERSTANDING		
P-LC 1. Child attends to communication and language from others		
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<ul style="list-style-type: none"> • Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others. • Shows ongoing connection to a conversation, group discussion, or presentation.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS**P-LC 2. Child understands and responds to increasingly complex communication and language from others**

Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.

Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.

- Shows an ability to recall (in order) multiple step directions
- Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?”
- Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.
- Shows an understanding of talk related to the past or future.
- Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.

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

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

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

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

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

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

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

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

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

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

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

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

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

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

LITERACY (P-LIT)

COMPREHENSION AND TEXT STRUCTURE

P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/ re-telling.

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

Spoken language includes songs, poems, stories, and verbal identification of objects, areas of the classroom, and materials. Spoken language is everywhere in the classroom all the time. It is how the children enlarge their vocabulary mostly by listening to the adults and other children in the environment.

Multilingual children may switch between their languages.

Multilingual children may demonstrate more complex communication and language in their home language than in English.

CHAPTER 2

WRITING

FOUNDATIONS OF WRITING

SKILLS INVENTORY

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

MONTESSORI LESSONS

PURPOSES

WRITTEN LANGUAGE

The Sound Game (I Spy)

- Initial
- Medial
- Final

- To produce initial, medial, and final sounds.
- To help the child become aware of the phonemes (sounds) used in speech.
- To prepare the child to explore words for their component sounds.
- To assist articulation and pronunciation of words (mostly through adult modeling).
- To demonstrate understanding of spoken words and sounds (phonemes).

Sandpaper Letters

- Individual Sandpaper Letters
- Double Sandpaper Letters
- Sandpaper Letters Connection Lesson

- To recognize sound to letter relationships.
- To recognize the sounds of a letter or combination of letters (phonemes).
- To give the child the symbols for the sounds of his own language by means of three senses: touch, vision, and hearing.
- To demonstrate basic knowledge of one-to-one letter-sound correspondences.
- Preparation for handwriting.

continues

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

ASSESSMENT VOCABULARY

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

ASSESSMENT CONSIDERATIONS

Students will be asked to:

Written Language

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

Handwriting

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

Syllabication

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)
- Count, pronounce, blend, and segment syllables in spoken words (RF.K.2.B)
- Blend and segment onsets and rhymes of single-syllable spoken words. (RF.K.2.C)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2.E)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
LANGUAGE (L)	
CONVENTIONS OF STANDARD ENGLISH	
L.K.1.A	Print many upper- and lowercase letters.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
READING: FOUNDATIONAL SKILLS (RF)	
PRINT CONCEPTS	
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.C	Blend and segment onsets and rhymes of single-syllable spoken words.
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
PHONICS AND WORD RECOGNITION	
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

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

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

WRITING

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.

Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.

- Creates a variety of written products that may or may not phonetically relate to intended messages.
- Shows an interest in copying simple words posted in the classroom.
- Attempts to independently write some words using invented spelling, such as K for kite.
- Writes first name correctly or close to correctly.
- Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.

NOTES

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

COMPOSITION

SKILLS INVENTORY

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

MONTESSORI LESSONS	PURPOSES
<p>Composition</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Choosing a Topic • Sequencing Writing • Group Writing • Informative Writing • Explanatory Writing • Narrative Writing • Research, Reports, and Non-Fiction Writing 	<ul style="list-style-type: none"> • To choose a topic and supply relevant information. • To tell events in order. • To participate in shared research and writing projects. • To compose opinion pieces, informative, and explanatory writing using drawing, dictating, and/or writing. • To narrate an event or sequence of events using drawing, dictating, and/or writing. • To answer questions by recalling information from experiences, books, and other sources.
<p>Editing</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Strengthening Writing 	<ul style="list-style-type: none"> • To add details to writing. • To respond to questions and suggestions from peers about their writing.
<p>Conventions</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Capitalization • Punctuation 	<ul style="list-style-type: none"> • To use proper capitalization, punctuation, and spelling. • To recognize and name punctuation. • To write first name correctly with capitals.
<p>Publishing</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Publication 	<ul style="list-style-type: none"> • To produce and publish writing using a variety of digital tools.

ASSESSMENT VOCABULARY

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

ASSESSMENT CONSIDERATIONS**Students will be asked to:****Composition**

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

Editing

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

continues

ASSESSMENT CONSIDERATIONS

Conventions

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

Publishing

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

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

WRITING (W)

TEXT TYPES AND PURPOSES

W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

PRODUCTION AND DISTRIBUTION OF WRITING

W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)**LANGUAGE (L)****CONVENTIONS OF STANDARD ENGLISH**

L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
L.K.2.B	Recognize and name end punctuation.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

DEVELOPMENTAL PROGRESSION		INDICATORS
36 TO 48 MONTHS	48 TO 60 MONTHS	BY 60 MONTHS
LITERACY (P-LIT)		
COMPREHENSION AND TEXT STRUCTURE		
P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/ re-telling.		
With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first... and then.	<ul style="list-style-type: none"> • Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships. • Tells fictional or personal stories using a sequence of at least 2–3 connected events. • Identifies characters and main events in books and stories.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

LITERACY (P-LIT)

WRITING

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

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

NOTES

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

CHAPTER 3

READING

FOUNDATIONS OF READING

SKILLS INVENTORY

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

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

continues

MONTESSORI LESSONS		PURPOSES
Moveable Alphabet with One Key Phonogram	<ul style="list-style-type: none"> To assist further exploration of the child's own language. To give more keys to reading and spelling. 	
Puzzle Words <ul style="list-style-type: none"> Introduction Spelling 	<ul style="list-style-type: none"> To help the child read high-frequency words by sight. To help the child read and write irregularly spelled words. 	
VOCABULARY		
Reading Classification <ul style="list-style-type: none"> Objects in the Environment Sensorial Vocabulary Three Part Cards Definition Booklets Definitions in Three Stages 	<ul style="list-style-type: none"> To learn the meaning of unknown or multiple-meaning words. To introduce the child to the written form of the vocabulary he already knows. To identify new meanings for familiar words and apply them accurately. To use and respond to words and phrases acquired through auditory and print experiences. Preparation for further study. 	
PRINT CONCEPTS		
Print Concepts Teacher-Created Lessons <ul style="list-style-type: none"> Organization of Print Orientation of Reading Spaces Between Words Parts of a Book 	<ul style="list-style-type: none"> To recognize how text is organized. To recognize the basic features of text. To read from left to right, top to bottom, and page by page. To recognize that spaces separate words. 	

ASSESSMENT VOCABULARY

conversation	print	Cognitive Verbs
graphic	short vowel sound	acquire
left to right	space	apply
letter (of the alphabet)	spell/spelling	associate
long vowel sound	sound	distinguish
meaning	text	identify
page	top to bottom	respond
phrase	vowel	understand

ASSESSMENT CONSIDERATIONS

Students will be asked to:

Phonics, Phonograms and Puzzle Words

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

Vocabulary

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

Print Concepts

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

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

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

NOTES

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

COMPREHENSION

SKILLS INVENTORY

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

MONTESSORI LESSONS	PURPOSES
<p>Fluency</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Interpretive Reading • Emergent Reader Texts • Group Reading 	<ul style="list-style-type: none"> • To develop reading comprehension. • To encourage sensitive and precise interpretation of writing. • To engage the children’s imaginations, emotions, and bodies in reading and interpreting literature. • To demonstrate engagement, purpose, and understanding in group reading activities.
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Key Details and Main Topic • Retelling Stories • Characters • Setting • Major Events • Connections 	<ul style="list-style-type: none"> • To ask and answer questions about key details. • To retell familiar stories and key details in text. • To identify characters in text. • To identify setting in text. • To identify events in text. • To identify main topic in text. • To identify key details in text. • To understand the connection between characters, events, or ideas in text. • To engage in group reading activities with purpose and understanding
<p>Craft and Structure</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Types of Texts • Role of Author • Role of Illustrator • Parts of a Book 	<ul style="list-style-type: none"> • To ask and answer questions about unknown words in a text. • To recognize common types of texts. • To identify and define the role of the author. • To identify and define the role of the illustrator. • To identify the front cover, back cover, and title page of a book. • To describe the relationship between illustrations and text.
<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Teacher-Created Lessons <ul style="list-style-type: none"> • Relationship Between Illustrations and the Story • Compare and Contrast Two Stories or Texts 	<ul style="list-style-type: none"> • To identify the relationships between illustrations and stories. • To compare and contrast two stories or two informational texts on the same topic. • To compare and contrast adventures and experiences of characters in familiar stories. • To identify the reasons an author gives to support points in a text. • To identify basic similarities in and differences between two texts on the same topic.

ASSESSMENT VOCABULARY

answer	question	Cognitive Verbs
ask	relationship	answer
author	retell	ask
detail	role	define
event	text	depict
illustration	word	describe
illustrator		identify
		name
		retell

SPECIFIC TO LITERATURE

adventure	poem	Cognitive Verbs
character	setting	compare
compare/contrast	story	contrast
experience	storybook	recognize

SPECIFIC TO INFORMATIONAL TEXT

back cover	procedure	Cognitive Verbs
book	purpose	engage
connection	reason	present
description	similarity	support
front cover	support	understand
information	title page	
point (in an argument)	topic	

ASSESSMENT CONSIDERATIONS

Students will be asked to:

Fluency

- Read emergent-reader texts with purpose and understanding. (RF.K.4)
- Engage in group reading activities with purpose and understanding. (RL.K.10),(RI.K.10)

Key Idea and Details

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

Literature

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

Informational Text

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

Craft and Structure

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

Literature

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

Informational Text

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

Integration of Knowledge and Ideas

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

Literature

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

Informational Text

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

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
READING: FOUNDATIONAL SKILLS (RF)	
PRINT CONCEPTS	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
FLUENCY	
RF.K.4	Read emergent-reader texts with purpose and understanding.
READING: LITERATURE (RL)	
KEY IDEAS AND DETAILS	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CRAFT AND STRUCTURE	
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL.K.10	Actively engage in group reading activities with purpose and understanding.

continues

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)	
READING: INFORMATIONAL TEXT (RI)	
KEY IDEAS AND DETAILS	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CRAFT AND STRUCTURE	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RI.K.10	Actively engage in group reading activities with purpose and understanding.

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

NOTES

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

FUNCTION OF WORDS

SKILLS INVENTORY

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

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

READING

continues

MONTESSORI LESSONS	PURPOSES
Preposition <ul style="list-style-type: none"> • Oral Introduction • Introduction to the Farm • Symbolizing Phrases 	<ul style="list-style-type: none"> • To help the child become aware of the function of the preposition as a word that indicates a relationship. • To use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with).
Verb <ul style="list-style-type: none"> • Oral Introduction • Introduction to the Farm • Symbolizing Phrases • Actions with Objects • Transitive and Intransitive Verbs • Tenses • Internal Actions 	<ul style="list-style-type: none"> • To help the child become aware of the function of the verb as an action word. • To give the child the impression of a verb as energy in contrast to a noun as matter. • To give the impression that verbs describe actions which have an effect on matter. • To stimulate interest and engage the child's whole personality in reading. • To help the child appreciate the sentiment or feeling in literature.
Adverb <ul style="list-style-type: none"> • Oral Introduction • Introduction to the Farm • Symbolizing Phrases 	<ul style="list-style-type: none"> • To help the child become aware of the function of the adverb as a word that modifies or changes an action. • Preparation for the dramatic arts. • Preparation of the mind for a deeper understanding of what is read.
Logical Adverb Game <ul style="list-style-type: none"> • Oral Introduction • Introduction to the Farm • Symbolizing Phrases 	<ul style="list-style-type: none"> • To help the child become aware that there can be more than one adverb for each verb. • To help the child become aware that there are different adverbs for different verbs.
Continuation of Commands	<ul style="list-style-type: none"> • To help the child to interpret what he has read. • To develop concentration and memory of what has been read.
Pattern Cards	<ul style="list-style-type: none"> • To enhance children's writing. • For children to become familiar with style in terms of writing.
Question Words	<ul style="list-style-type: none"> • To understand and use interrogatives (who, what, where, when, why, how).

continues

MONTESSORI LESSONS		PURPOSES
SENTENCE ANALYSIS		
<p>Simple Sentences</p> <ul style="list-style-type: none"> • Hunting the Subject • Hunting the Object • Independent Work • Extensions • Attributes • Appositions 	<ul style="list-style-type: none"> • To demonstrate command of the conventions of standard English grammar and usage. • To enhance children's writing. • For children to become familiar with style in terms of writing. 	

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

ASSESSMENT CONSIDERATIONS
<p>Students will be asked to:</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing. (L.K.1) • Use frequently occurring nouns. (L.K.1.B) • Form regular plural nouns orally by adding /s/ or /es/. (L.K.1.C) • Use frequently occurring verbs. (L.K.1.B) • Use the most frequently occurring prepositions. (L.K.1.E) • Understand and use question words (interrogatives). (L.K.1.D)

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)**LANGUAGE (L)****CONVENTIONS OF STANDARD ENGLISH**

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

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

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

NOTES

Through this area the child practices analyzing what he is reading and learning the parts of speech.

WORD STUDY

SKILLS INVENTORY

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

MONTESSORI LESSONS

PURPOSES

Word Study

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

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

ASSESSMENT VOCABULARY

action

adjective

affix

antonym

category

clue

concept

inflection

meaning

opposite

shade(s) of meaning

verb

word

Cognitive Verbs

act out

describe

distinguish

demonstrate

identify

relate

represent

sort

ASSESSMENT CONSIDERATIONS

Students will be asked to:

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

COMMON CORE STATE STANDARDS (CCSS.ELA-LITERACY)

READING: FOUNDATIONAL SKILLS (RF)

PRINT CONCEPTS

RF.K.1	Demonstrate understanding of the organization and basic features of print.
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LANGUAGE (L)

VOCABULARY ACQUISITION AND USE

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

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

DEVELOPMENTAL PROGRESSION		INDICATORS
36 TO 48 MONTHS	48 TO 60 MONTHS	BY 60 MONTHS
LANGUAGE AND COMMUNICATION (P-LC)		
VOCABULARY		
P-LC 7. Child shows understanding of word categories and relationships among words.		
Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	<ul style="list-style-type: none"> • Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. • Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.” • Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs. • Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy. • Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”

NOTES

Through this area the child practices analyzing what he is reading and learning the parts of speech.

INDEXES

STANDARDS TO MONTESSORI INDEX

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

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
PHONICS AND WORD RECOGNITION		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading • Foundations
RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
FLUENCY		
RF.K.4	Read emergent-reader texts with purpose and understanding.	Reading • Foundations
READING: LITERATURE (RL)		
KEY IDEAS AND DETAILS		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	Reading • Comprehension
RL.K.2	With prompting and support, retell familiar stories, including key details.	
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	

continues

COMMON CORE STATE STANDARDS STRANDS, DIVISIONS, AND STANDARDS		MONTESSORI CHAPTERS AND SECTIONS
CRAFT AND STRUCTURE		
RL.K.4	Ask and answer questions about unknown words in a text.	Reading • Comprehension
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
INTEGRATION OF KNOWLEDGE AND IDEAS		
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Reading • Comprehension
RL.K.8	(RL.K.8 not applicable to literature)	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Reading • Comprehension
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
RL.K.10	Actively engage in group reading activities with purpose and understanding.	Reading • Comprehension
READING: INFORMATIONAL TEXT (RI)		
KEY IDEAS AND DETAILS		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Reading • Comprehension
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	

continues

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

continues

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

continues

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

continues

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

continues

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

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK		MONTESSORI CHAPTERS AND SECTIONS
LANGUAGE AND COMMUNICATION (P-LC)		
ATTENDING AND UNDERSTANDING		
P-LC 1	Child attends to communication and language from others	Spoken Language • Foundations
P-LC 2	Child understands and responds to increasingly complex communication and language from others	
COMMUNICATING AND SPEAKING		
P-LC 3	Child varies the amount of information provided to meet the demands of the situation	Spoken Language • Foundations
P-LC 4	Child understands, follows, and uses appropriate social and conversational rules	
P-LC 5	Child expresses self in increasingly long, detailed, and sophisticated ways.	Spoken Language • Foundations Reading • Function of Words
VOCABULARY		
P-LC 6	Child understands and uses a wide variety of words for a variety of purposes.	Reading • Foundations Reading • Comprehension
P-LC 7	Child shows understanding of word categories and relationships among words.	Reading • Word Study
LITERACY (P-LIT)		
PHONOLOGICAL AWARENESS		
P-LIT 1	Child demonstrates awareness that spoken language is composed of smaller segments of sound.	Reading • Foundations Reading • Comprehension

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK		MONTESSORI CHAPTERS AND SECTIONS
PRINT AND ALPHABET KNOWLEDGE		
P-LIT 2	Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	Reading • Foundations Reading • Comprehension
P-LIT 3	Child identifies letters of the alphabet and produces correct sounds associated with letters.	Reading • Foundations Reading • Comprehension
COMPREHENSION AND TEXT STRUCTURE		
P-LIT 4	Child demonstrates an understanding of narrative structure through storytelling/re-telling.	Writing • Foundations Writing • Comprehension
P-LIT 5	Child asks and answers questions about a book that was read aloud	Reading • Foundations Reading • Comprehension
WRITING		
P-LIT 6	Child writes for a variety of purposes using increasingly sophisticated marks.	Writing • Foundations Writing • Comprehension

MONTESSORI TO STANDARDS INDEX

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

continues

CHAPTER AND SECTION		STANDARDS ALIGNED
Composition	CCSS.ELA.LITERACY	
	W	Writing <ul style="list-style-type: none"> • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge
	L	Language <ul style="list-style-type: none"> • Conventions of Standard English
	HELOF LANGUAGE AND LITERACY	
	P-LIT	Literacy <ul style="list-style-type: none"> • Comprehension and Text Structure • Writing
READING		
Foundations of Reading	CCSS.ELA.LITERACY	
	RF	Reading: Foundational Skills <ul style="list-style-type: none"> • Print Concepts • Phonological Awareness
	L	Language <ul style="list-style-type: none"> • Vocabulary Acquisition and Use
	HELOF LANGUAGE AND LITERACY	
	P-LC	Language and Communication <ul style="list-style-type: none"> • Vocabulary
	P-LIT	Literacy <ul style="list-style-type: none"> • Print and Alphabet Knowledge

continues

CHAPTER AND SECTION	STANDARDS ALIGNED	
Comprehension	CCSS.ELA.LITERACY	
	RF	Reading: Foundational Skills <ul style="list-style-type: none"> • Print Concepts
	RL	Reading: Literature <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
	RI	Informational Text <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
	HELOF LANGUAGE AND LITERACY	
	P-Lit	Literacy <ul style="list-style-type: none"> • Comprehension and Text Structure
Function of Words	CCSS.ELA.LITERACY	
	L	Language <ul style="list-style-type: none"> • Conventions of Standard English
	HELOF LANGUAGE AND LITERACY	
	P-LC	Language and Communication <ul style="list-style-type: none"> • Communicating and Speaking
Word Study	CCSS.ELA.LITERACY	
	RF	Reading: Foundational Skills <ul style="list-style-type: none"> • Print Concepts
	L	Language <ul style="list-style-type: none"> • Vocabulary Acquisition and Use
	HELOF LANGUAGE AND LITERACY	
	P-LC	Language and Communication <ul style="list-style-type: none"> • Vocabulary

