

2024 Lower Elementary Montessori Language Alignment

Foundations of Literacy

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
The History of Spoken Language	<p>Understand Language as a way for human communication</p> <p>Explore the History of Writing Language (Pictographs and Ideograms)</p> <p>Explore and Create Pictographs and Ideograms to communicate</p>	<ul style="list-style-type: none"> • Fundamental Needs of Man Chart • The Fourth Great Lesson: The History of Writing Script • Grace and Courtesy Lessons • Conflict/Resolutions Lessons • Cave Drawings • Pictographs • Cuneiform • Hieroglyphics • Research Projects • Teacher Made Lessons 	
Reading Foundations	<p>Demonstrate Understanding of:</p> <p>Print Features</p> <p>Spoken Syllables and Sounds</p> <p>Grade level Phonics and Decoding</p>	<ul style="list-style-type: none"> • Read alouds with fiction and nonfiction texts • Modeling Sentence Writing • Sentence Building Work • Movable Alphabet • Nomenclature cards 	<p>ELA.1.F.1.2, Produce alliterative spoken words.</p> <p>ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.</p> <p>ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.</p> <p>ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words.</p>

	Reading for Fluency and Comprehension	<ul style="list-style-type: none">• Alphabetizing• Dictionary work Oral syllable and phonemic awareness activities such as: <ul style="list-style-type: none">• I Spy	ELA.1.F.1.7, ELA.2.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes, and say the resulting word. ELA.1.F.3.4. ELA.2.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word to: a. decode regularly spelled
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		<ul style="list-style-type: none"> • Movable Alphabet • Syllable Picture Sorts • Rhyming and Word Family Work • Phonics Series Work • Phonogram Key Experiences • Phonogram Movable Alphabet • Word Study Work • Leveled Books • Using objects and pictures <p>Oral reading activities such as:</p> <ul style="list-style-type: none"> • Poetry • Readers' Theater • Reading Strategy Work • Independent and Peer Reading 	<p>one-syllable words (syllables include: closed, open, and vowel- consonant-e) including words with blends in initial and final position; decode regularly spelled one-syllable words with vowel-r syllables (i.e., ar, er, ir, or, and ur); and c. decode two-syllable words using knowledge of syllables (i.e., closed, open, vowel- consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types. *</p> <p>ELA.1.F.3.6, ELA.2.F.3.6 Delete, add, and substitute the initial, medial, and final letters in words to build or make new words.</p> <p>ELA.1.F.3.7, ELA.2.F.3.7 Read a two-syllable word by breaking the word into syllables.</p> <p>ELA.1.F.3.8, ELA.2.F.3.8 Decode and encode words using: a. onset/rime; b. consonant blends (i.e., initial and final); c. consonant digraphs (i.e., ch, sh, th, wh, ph, ck, ng); d. trigraphs (e.g., -tch, -dge);* e. combination (i.e., qu); f. VCe; g. vowel-r (e.g., ar, er, ir, or, ur); h. common inflectional endings that do not change the base word (e.g., -s, -ed); i. contractions with am, is, has, and not; j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y) *; k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two- syllable words, and words with vowel y in medial position, producing the short /i/ sound (e.g., fly-my; baby-happy, myth-gym) *; l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind); m. silent letter combinations (e.g., kn, wr, mb, gh, gn) *; n. words with final /f/, /l/, and /s/ sounds in one- syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass); and o. words with final /v/ sound, using knowledge that no English word ends with a v. (e.g., have, give, save).</p>

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			<p>ELA.1.F.4.1, ELA.2.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.</p> <p>ELA.1.AOR.1.1, ELA.2.AOR.1.2, ELA.3.AOR.1.2 Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms.</p> <p>ELA.1.F.4.2, ELA.2.F.4.2, ELA.3.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.</p> <p>ELA.1.F.4.3, ELA.2.F.4.3, ELA.3.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks including familiar prefixes, suffixes, or the first syllable of the word; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self correcting.</p>
Word Study	Demonstrate an understanding of Compound Words, Suffixes, Prefixes, Antonyms, Synonyms, Homophones, Homonyms & Homograph	<ul style="list-style-type: none"> • Key Experience • Object Matching Extensions • Picture Matching Cards • Word Study Extension Cards 	<p>ELA.1.F.4.3, ELA.2.F.4.3, ELA.3.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks including familiar prefixes, suffixes, or the first syllable of the word; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self correcting.</p> <p>ELA.1.AOR.8.1, ELA.2.AOR.8.1, ELA.3.AOR.8.1 Determine an author's use of words and phrases in grade-level literary, informational, and multimedia texts: a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. identify real-life connections between words and their use (e.g., describe people who are helpful); and c. determine relationships between words (e.g., synonyms and antonyms) to better understand each of the words.</p>

			ELA.1.AOR.9.1, ELA.2.AOR.9.1, ELA.3.AOR.9.1 Identify and use derivational morphemes, prefixes, suffixes, and phonic patterns to determine the meaning of words in grade-level content.
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Mechanics	Demonstrate Use of: Capital Letters, Capitalization of Particular Names, Periods, Question Marks, Exclamation Marks, Periods for Abbreviations, Commas in a Sentence, Commas in Dates, Commas in Addresses, Apostrophes for Contractions, Apostrophes for Singular Possessives, Apostrophes for Plural Possessives, Quotation Marks	<ul style="list-style-type: none"> • Key Experience • Advanced Moveable Alphabet (Printed) • Extension Card Work • Editing Practice 	<p>ELA.1.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).</p> <p>ELA.1.F.4.3, ELA.2.F.4.3, ELA.3.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks including familiar prefixes, suffixes, or the first syllable of the word; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self correcting.</p> <p>ELA.1.AOR.9.1, ELA.2.AOR.9.1, ELA.3.AOR.9.1 Identify and use derivational morphemes, prefixes, suffixes, and phonic patterns to determine the meaning of words in grade-level content.</p>

Writing and Oral Communication

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Handwriting	Print upper and lowercase letters with proper sizing and spacing	<ul style="list-style-type: none"> • Metal insets • Sandpaper Letters (Manuscript and Cursive) • Sand Tray • Green Chalkboards • Leveled Handwriting Paper/ Journals • Handwriting Canvas Mat • Handwriting Boards 	<p>ELA.1.C.6.1, ELA.2.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.</p> <p>ELA.3.C.6.1 Write in cursive all uppercase and lowercase letters.</p>
Composition	<p>Write for argumentative purposes</p> <p>Write for informative purposes</p> <p>Write for narrative purposes</p>	<p>Models of written arguments such as:</p> <ul style="list-style-type: none"> • Speeches • Nonfiction Texts • Opinion Writing • Nonfiction Texts • Periodicals • Research Writing Assignments • Fictional Stories • Novels • Personal Writings • Narrative Writing Assignments 	<p>ELA.1.C.1.1, ELA.2.C.1.1, ELA.3.C.1.1 Write opinion pieces about a topic. When writing: a. introduce a topic; include an opinion statement; b. include reasons supported by details from a provided source; c. use grade-appropriate transitions to link ideas; d. organize information; and e. provide a concluding statement.</p> <p>ELA.1.C.2.1, ELA.2.C.2.1, ELA.3.C.2.1 Write informative/explanatory pieces to examine a topic and provide information. When writing: a. introduce a topic; b. develop the topic with facts, definitions, and/or details related to the topic; c. group information and use grade-appropriate transitions to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source; and f. provide a concluding statement or section</p> <p>ELA.1.C.3.1, ELA.2.C.3.1, ELA.3.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish a setting and introduce a narrator or characters; b. use temporal words and phrases to sequence a plot structure; c. use descriptions of actions, thoughts, and feelings to develop characters; and d. provide an ending</p>

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			<p>ELA.1.C.5.1, ELA.2.C.5.1, ELA.3.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.</p>
Language	<p>Demonstrate command of English Grammar</p> <p>Demonstrate command of writing mechanics</p>	<ul style="list-style-type: none"> • Grammar Key Experiences and Symbols • Grammar Farm (or other miniature environment) • Grammar Command Cards • Grammar Boxes • Parsing • Sentence Analysis Mechanics Key Experiences • Advanced Moveable Alphabet • Mechanics Task Cards 	<p>ELA.1.F.4.3, ELA.2.F.4.3, ELA.3.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks including familiar prefixes, suffixes, or the first syllable of the word; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self correcting.</p> <p>ELA.1.C.4.1, ELA.2.C.4.1, ELA.3.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing: a. capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue; b. use periods to punctuate abbreviations and within quotation marks; c. use commas and quotation marks to indicate direct speech and quotations from a text; use commas to separate items in a series and phrases and clauses; d. use apostrophes to create contractions; e. distinguish between and use interrogative and demonstrative pronouns; f. distinguish between and use comparative and superlative adverbs; g. identify and use prepositional phrases; h. use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses; i. explain the function of adjectives and adverbs in simple, compound, and complex sentences; j. distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses; k. identify and revise sentence fragments and run-on sentences; and l. consult print and multimedia sources to check and correct spelling</p>

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Meaning and Context	<p>Collaborating in Conversation: Meaning and Context</p> <p>Logically Articulate Ideas</p> <p>Communicate Through Multiple Modalities</p>	<ul style="list-style-type: none"> • Reader's Theater • Poetry • Writings • Research • Opinion Writings • Classroom Meetings • Sharing Experiences • Video • PowerPoint • Peer Teaching • Working in Small Groups 	<p>ELA.1.C.7.1, ELA.2.C.7.1, ELA.3.C.7.1 Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking: a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults.</p> <p>ELA.1.C.8.1, ELA.2.C.8.1, ELA.3.C.8.1 Participate with peers and adults in structured discussions and routines about grade- appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations.</p> <p>ELA.1.C.9.1, ELA.2.C.9.1, ELA.3.C.9.1 Identify a speaker's opinion and at least one supporting reason.</p> <p>ELA.1.F.4.2, ELA.2.F.4.2, ELA.3.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.</p> <p>ELA.1.AOR.1.1, ELA.2.AOR.1.1, ELA.3.AOR.1.1 Explain how one or more characters develop throughout the plot.</p> <p>ELA.1.F.4.3, ELA.2.F.4.3, ELA.3.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks including familiar prefixes, suffixes, or the first syllable of the word; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self correcting.</p> <p>ELA.1.AOR.3.1, ELA.2.AOR.3.1, ELA.3.AOR.3.1 Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.</p>

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			<p>ELA.1.AOR.5.1, ELA.2.AOR.5.1, ELA.3.AOR.5.1 Explain how sections of literary text (e.g., paragraphs, chapters, scenes, and stanzas) build on one another and contribute to the overall structure.</p> <p>ELA.1.AOR.7.1, ELA.2.AOR.7.1, ELA.3.AOR.7.1 Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases</p> <p>ELA.1.AOR.8.1, ELA.2.AOR.8.1, ELA.3.AOR.8.1 Determine an author's use of words and phrases in grade-level literary, informational, and multimedia texts: a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. identify real-life connections between words and their use (e.g., describe people who are helpful); and c. determine relationships between words (e.g., synonyms and antonyms) to better understand each of the words.</p> <p>ELA.1.C.9.1, ELA.2.C.9.1, ELA.3.C.9.1 Identify a speaker's claim and at least one supporting reason.</p> <p>ELA.1.AOR.10.1, ELA.2.AOR.10.1, ELA.3.AOR.10.1 Identify and explain how information gained from visuals (e.g., illustrations, photographs, graphs, maps) contributes to the meaning of a print or non-print text.</p>

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Language Craft and Structure	<p>Critiquing an Oral Presentation</p> <p>Engage and Impact an Audience through Craft Techniques</p>	<ul style="list-style-type: none"> ● Giving Feedback to Peers After a Presentation ● Reader's Theater ● Poetry ● Writings ● Plays ● Recitation ● Story Telling ● Sharing Experiences ● Peer conversations 	<p>ELA.1.F.4.2, ELA.2.F.4.2, ELA.3.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.</p> <p>ELA.1.C.7.1, ELA.2.C.7.1, ELA.3.C.7.1 Present information orally to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. When presenting: a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume and eye contact, and clear pronunciation) for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults.</p> <p>ELA.1.C.8.1, ELA.2.C.8.1, ELA.3.C.8.1 Participate in structured conversations and collaborations about grade appropriate topics and texts: a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations.</p> <p>ELA.1.C.9.1, ELA.2.C.9.1, ELA.3.C.9.1 Identify a speaker's claim and at least one supporting reason.</p>

Research

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Inquiry-Based Literacy	<p>Demonstrate understanding of:</p> <p>Asking Questions</p> <p>Transact with Text to Formulate Questions</p> <p>Construct Knowledge and Apply Strategies</p> <p>Synthesize Integrated Information</p> <p>Reflect through the Inquiry Process</p>	<ul style="list-style-type: none"> • Whole and Small Group Conversations • Brainstorming Activities • Graphic Organizers • Nonfiction Texts • Classified Nomenclature Materials • Reference Books • Online Resources • Dictionaries • Thesauruses • Atlases • Guide Word Work • Alphabetizing Work • Teacher and Peer Conferencing 	<p>ELA.1.F.4.2, ELA.2.F.4.2, ELA.3.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.</p> <p>ELA.1.R.1.1, ELA.2.R.1.1, ELA.3.R.1.1 Ask and answer questions about print and non-print sources to narrow or broaden thinking about a topic for inquiry.</p> <p>ELA.2.R.1.2, ELA.3.R.1.2 Group findings from a provided print or non-print source.</p>

Applications of Reading

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Reading Comprehension	<p>Critical Thinking Summarization of Key Details</p> <p>Analyzing Relationships Analyzing Characters, Settings, Events, and Ideas</p> <p>Interpreting and Analyzing the Author's Craft</p> <p>Using Text to Acquire and Use New Vocabulary</p> <p>Analyzing and Determining the Author's Intent</p> <p>Author's Use of Structures in Literary Print</p> <p>Text Dependent Analysis</p>	<p>Modeling metacognition:</p> <ul style="list-style-type: none"> • Read Alouds • Leveled Books and Small Reading Groups • Literature Circles • Author Studies and Visits • Picture Book or Novel Studies • Writing About Reading Using Text Evidence • Thinking Maps and Other Graphic Organizers • Responding To Text Independently (oral and in writing) • Teacher Made Lessons (ex. retelling lessons) • Classified Nomenclature Cards • Teacher Modeling and Scaffolding Skills • Inferencing • Use of context clues 	<p>ELA.1.F.4.2, ELA.2.F.4.2, ELA.3.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.</p> <p>ELA.1.AOR.3.1, ELA.2.AOR.3.1, ELA.3.AOR.3.1 Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.</p> <p>ELA.1.F.4.3, ELA.2.F.4.3, ELA.3.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks including familiar prefixes, suffixes, or the first syllable of the word; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self correcting.</p> <p>ELA.1.AOR.1.1, ELA.2.AOR.1.1, ELA.3.AOR.1.1 Explain how one or more characters develop throughout the plot.</p> <p>ELA.1.AOR.1.2, ELA.2.AOR.1.2, ELA.3.AOR.1.2 Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms</p> <p>ELA.1.AOR.2.1, ELA.2.AOR.2.1, ELA.3.AOR.2.1 Identify and explain an explicit theme in a literary text and how it is developed by key details.</p> <p>ELA.1.AOR.2.2, ELA.2.AOR.2.2, ELA.3.AOR.2.2 Determine and explain a stated central idea and supporting details in an informational text.</p>

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			<p>ELA.1.AOR.3.1, ELA.2.AOR.3.1, ELA.3.AOR.3.1 Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.</p> <p>ELA.1.AOR.5.2, ELA.2.AOR.5.2, ELA.3.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list and/or cause and effect.</p>