



\* Continued practice





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1.27(A) listen attentively to speakers and ask relevant questions to clarify information	2.28(A) listen attentively to speakers and ask relevant questions to clarify information	3.29(A) listen attentively to speakers, ask relevant questions, and make pertinent comments
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1.20(B) speak in complete sentences with correct subject-verb agreement;

2.21(B) use complete sentences with correct subject-verb agreement

**Fall ACP** 3.22(B) use complete subject & complete predicate in a sentence and (C) use complete simple and compound sentences with correct subject-verb agreement.

Preparation for 1.18(A) write brief stories...

Preparation for 2.18(A)

Preparation for 3.18(A)

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1.3(A)(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z

1.3(A)(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i

1.22(A) use phonological knowledge to match sounds to letters to construct known words

"1.22(B) use letter-sound patterns to spell (i) consonant-vowel-consonant (CVC) words; (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and (iii) one-syllable words with consonant blends (e.g., "drop");"

2.23(A) and 3.24(A) addressed in Word Study - Spelling

1.21(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom)

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## Writing in the Lower Elementary Montessori Classroom

Writing occurs in virtually every area of study, not as a separate subject to be taught in isolation. It employs a wide range of genres, from highly personal narratives to objective scientific research. Whatever form it may take, writing begins with drafting, free of any worry about mechanics, punctuation, spelling or other constraints. This helps build self-confidence, encouraging students to enjoy writing as they develop the facility needed for more complex work.

**Drafting** As with the acquisition of oral language, the child learns from mistakes; being subjected to constant corrections is counterproductive. To guide the child in refining written communication, the teacher reviews the unedited drafts, taking note of specific lessons needed.

**Revision** After the drafting is complete, the process of revision occurs. The writer rethinks events and ideas, reorganizing them to flow coherently. Description is enhanced and characters are developed. Initially, the process is modeled orally by the teacher in group lessons, but after the children begin to catch on it is demonstrated in writing. Students can eventually conference with each other to constructively suggest these improvements.

**Editing** Editing is the final step. Once the children develop a basic understanding of punctuation, capitalization, and spelling, they can use it to check their work and eventually expand it to peer editing. The editing process is essential to written communication, but must be kept separate from, and subsequent to, drafting.

**Purposeful Writing/Publishing** By creating the time to share writing, celebrate strengths, and learn from each other, the classroom evolves into a community of writers. This highly personal and fluid process does not fit well into the confines of a standardized linear structure. It is especially true in the Montessori classroom where it primarily serves as a vehicle for self-expression or communicating learning. Since there is not a manual of Montessori writing lessons, we recommend that teachers include the extensive research of the Cultural Studies curriculum toward meeting the writing genre requisites.

**Tools** Teachers, as well as students, can use separate grade-appropriate editing/revision checklists and rubrics to track progress. They can help the student focus on the key elements of the writing process. These tools can enable the teacher to target and personalize instruction, providing the precise lessons needed to small groups or individual students. Writing is a dynamic process that is constantly developing through teacher guidance. With this in mind, we have included a vertical alignment of the research and editing/revising standards from grades 1-3. Because there are no writing ACPs during this time, the teacher has the flexibility to test and assess as needed.

### LE Writing (paced by teacher)

### 1st grade

### 2nd grade

### 3rd grade

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**Genres:** Before applying the dynamics of writing, i.e., drafting, revising and editing within the confines of prescribed genres, children should begin with stories that are natural to them, such as fictional writing and personal narratives. By first communicating in a more personal manner, they will more readily engage their imaginations and experience the joy of the writing process. After a number of weeks, once they feel more confident in their writing, you can begin the process of using drafting organizers, revising, editing introducing the other genres.

<b>Writing Fiction</b>	1.18(A) write brief stories that include a beginning, middle, and end	2.18(A) write brief stories that include a beginning, middle, and end	3.18(A) write imaginative stories that build the plot to a climax and contain details about the characters & setting
<b>Writing Personal Narratives</b>	1.19(A) write brief compositions about topics of interest to the student	2.19(A) write brief compositions about topics of interest to the student (expository)	3.19 Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

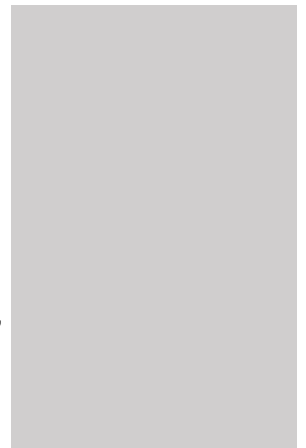


<b>Research</b>			
<b>Generate a List of Topics</b>	1.23(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics	2.24(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics	3.25(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic
<b>Decide on Sources</b>	1.23(B) decide what sources of information might be relevant to answer these questions	2.24(B) decide what sources of information might be relevant to answer these questions	3.25(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question
<b>Gather Evidence</b>	1.24(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts	2.25(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts	3.26(A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate
<b>Use Strategies to Locate Information</b>	1.24(B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information	2.25(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information	3.26(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);
<b>Record Information</b>	1.24(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	2.25(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams)	3.26(C) take simple notes and sort evidence into provided categories or an organizer
<b>Cite Sources</b>	n/a	n/a	3.26(D) identify the author, title, publisher, and publication year of sources
	n/a	n/a	3.26(E) differentiate between paraphrasing and plagiarism. Identify the importance of citing valid and reliable sources

**Peer Editing (see Grace and Courtesy Lessons)**

1.17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric

2.17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric







1.3(A)(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph

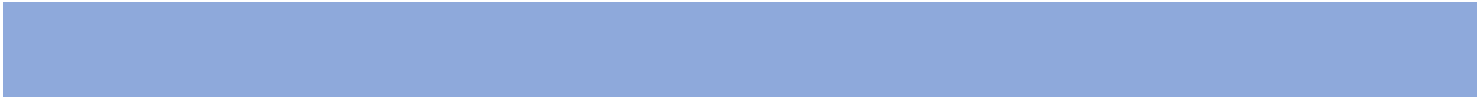
1.3(A)(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh

1.3(A)(vi) vowel diphthongs including oy, oi, ou, and ow

**Object Box 2,** 1.3(C)(ii) open syllable (CV) (e.g., he, ba-by)

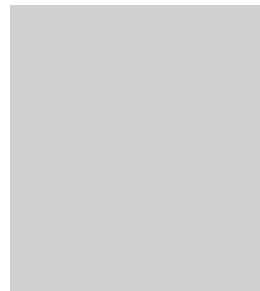


**Shorten:**



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dark grey: Spring ACP TEK



**Reading with Fluency**

1.5 Students read grade-level text with fluency and comprehension.

Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Using Context to Determine Meaning**



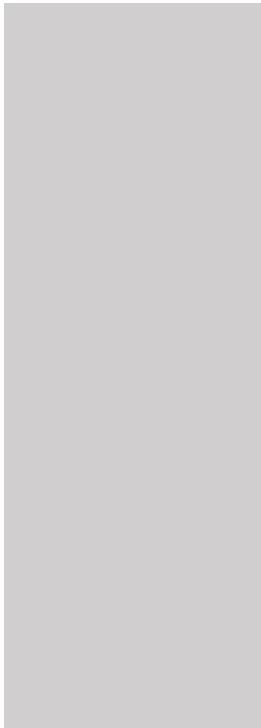
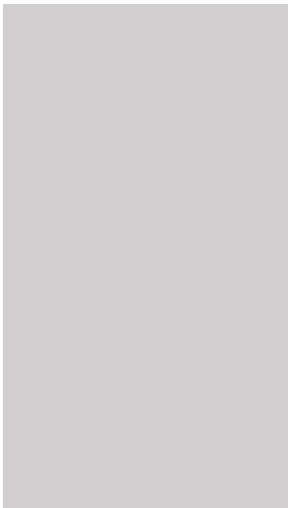
3.4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles)

n/a

n/a



2.7 Students understand, make inferences and draw



3.8(C) identify whether the narrator or speaker of a story is first or third person

<p style="text-align: center;"><b>Literary Nonfiction</b></p>	<p>1.10 Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.</p>	<p>2.10 Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.</p>	<p>3.9 Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.</p>
<p style="text-align: center;"><b>Sensory Language</b></p>	<p>1.11 Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.</p>	<p>2.11 Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).</p>	<p>3.10 Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in revised August 2014 literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.</p>
<p style="text-align: center;"><b>Independent Reading</b></p>	<p>1.12 Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.</p>	<p>2.12 Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.</p>	<p>3.11 Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p>

<p><b>Author's Purpose</b></p>	<p><b>Spring ACP 2.13(A)</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understandings.</p>	
<p><b>Order of Events and Cause Effect</b></p>	<p>1.14(A) restate the main idea, heard or read in expository text</p> <p><b>Spring ACP 1.14(B)</b> identify important facts or details in text, heard or read - in expository text</p> <p>1.14(C) retell the order of events in a text by referring to the words and/or illustrations - in expository text</p>	<p><b>Spring ACP 2.14(A)</b> identify the main idea in a text and distinguish it from the topic</p> <p><b>Spring ACP 2.14(B)</b> locate the facts that are clearly stated in a text</p> <p><b>Spring ACP 2.14(C)</b> describe the order of events or ideas in a text</p> <p><b>Fall ACP 3.13(A)</b> identify the details or facts that support the main idea</p> <p><b>Fall ACP 3.13(B)</b> draw conclusions from the facts presented in text and support those assertions with textual evidence</p> <p><b>Fall ACP 3.13(C)</b> identify explicit cause and effect relationships among ideas in expository texts</p>
<p><b>Text Features</b></p>	<p><b>Spring ACP 1.14(D)</b> use text features (e.g., title, tables of contents, illustrations) to locate specific information in text. - in expository text</p> <p><b>Spring ACP 2.14(D)</b> use text features (e.g., table of contents, index, headings) to locate specific information in text</p>	<p>3.13 (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</p>
<p><b>Persuasive Texts</b></p>	<p>n/a</p>	<p>3.14 Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.</p>

**Following Written Directions**

1.15 (A) follow written multi-step directions with picture cues to assist with understanding; - in informational/procedural texts

2.15(A) follow written multi-step directions

3.15 (A) follow and explain a set of written multi-step directions;

**Graphic Features**

1.15(B) explain the meaning of specific signs and symbols (e.g., map features). - in informational/procedural texts

2.15(B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations)

3.15 (B) locate and use specific information in graphic features of text.

1.16(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)

2.16(A) recognize different purposes of media (e.g., informational, entertainment);

3.16 (A) understand how communication changes when moving from one genre of media to another

**Media**

1.16(B) identify techniques used in media (e.g., sound, movement)

2.16(B) identify techniques used in media (e.g., sound, movement)

Fig19-2(A) establish purposes for reading selected texts based upon content to enhance comprehension

Fig19-3(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;

**Asking Questions of the Text**



## Comprehension







- Inventory the Classroom
- Logical Agreement Game
- Logical Agreement Game: Random Placement
- Logical Agreement Game: One Noun, Many Adjectives
- Detective Triangle Game I
- Detective Triangle Game II
- Detective Triangle Game III
- Command Boxes I
- Command Boxes II
- Grammar Boxes I
- Grammar Boxes II
- Extensions
- The Study of the Verb**
- Key Experience
- Transposition
- Energy Requires Matter
- Matter Requires Energy
- Correct Expression
- Inventory the Miniature Environment
- Hunt the Action
- Logical Agreement Game
- Logical Agreement: Random Action
- Logical Agreement: One Verb, Many Objects

2.21(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the)

3.22(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)

1.6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);

1.3(E) read base words with inflectional endings (e.g., plurals, **past tenses**)  
*extension of grammar command required*

1.20(A) understand and use (i) verbs (past, present, and future);

2.21(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future)

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- Length of Action
- Past and Present Tense
- External and Internal Actions
- Command Boxes I
- Command Boxes II
- Grammar Boxes
- Extensions

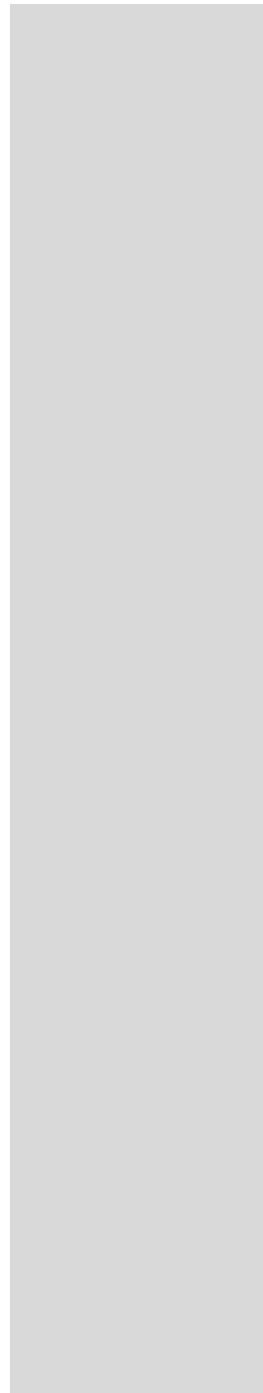
**The Study of the**

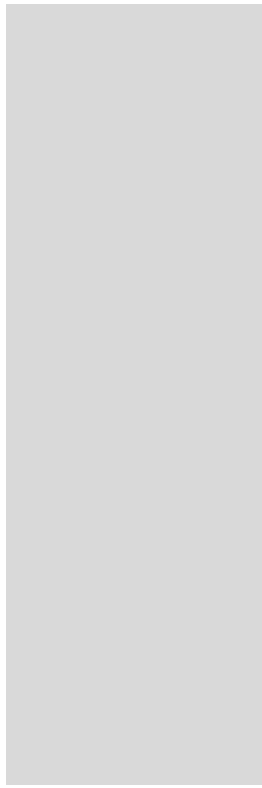


- One Verb, Many Adverbs
- Command Boxes
- Grammar Boxes
- Classification



**Sentence  
Analysis Level I**  
(Prerequisite-  
Grammar boxes







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1.22(A) use phonological knowledge to match sounds to letters to construct known words

"1.22(B) use letter-sound patterns to spell (i) consonant-vowel-consonant (CVC) words; (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and (iii) one-syllable words with consonant blends (e.g., "drop");"

2.23(A) use phonological knowledge to match sounds to letters to construct unknown words (addressed in Word Study-Spelling)

3.24(A) addressed in Word Study-Spelling

1.6(E) alphabetize a series of words to the first or second letter and use a dictionary to f-4(i)-4(86-3(r a)-5(n)ftQq9)-3(s)-686-e3.

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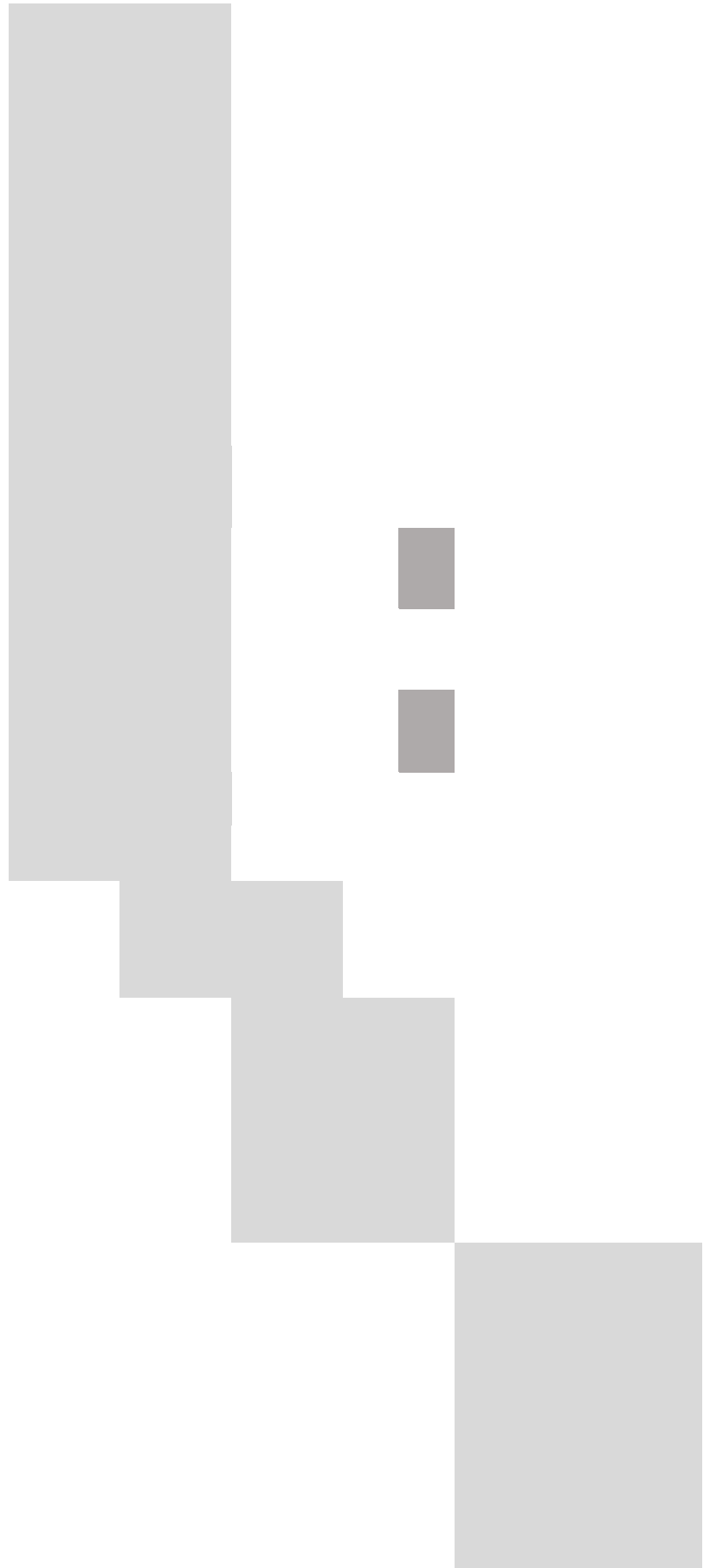
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**Compound  
Words**

- Key Experience
- The Hunt
- Compound  
Dominoes
- Logical  
Agreement
- Vocabulary B  
Boxes



3.4(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;

\* \*

• Logical Agreement: One Root Word

3.24(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell

3.24(B)(ii) dropping final "e" when endings are added (e.g., -ing, -ed)

• Extensions

3.24(B)(iii) changing y to i before adding an ending;

3.24(B) spell words with more advanced orthographic patterns and rules: (i) consonant doubling when adding an ending

### Prefixes

2.2(D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful)

• Key Experience

2.5(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)

• Logical Agreement

3.1(A)(iv) Reading: using knowledge of common prefixes and suffixes (e.g., dis-, -ly);

• Logical Agreement: One Prefix

3.4(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;

• Logical Agreement: One Root Word

3.24(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell

### Homographs

• Key Experience I

2.5(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;

• Key Experience II

3.4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs

3.4(C) identify and use antonyms, synonyms, homographs, and homophones

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### Homophones

• Key Experience

• Using Definitions

• Using Context Clues

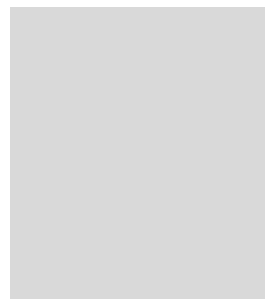
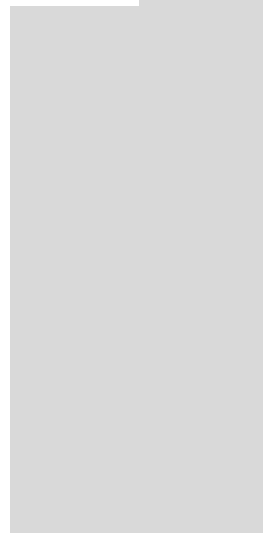
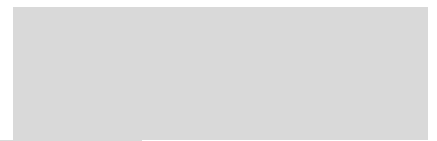
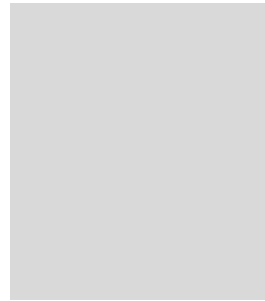
3.24(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode)

• Chorale Reading

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• Brands, Titles,



**Punctuation: The Exclamation Mark**

- Key Experience
- The Exclamation and the Question
- Period, Question Mark, and Exclamation Mark

**Punctuation: The Apostrophe**

- 2.2(F) identify and read contractions (e.g., haven't, it's);
- 2.22(C) recognize and use punctuation marks, including: (ii) apostrophes and contractions
- 3.1(D) identify and read contractions (e.g., I'd, won't)
- 2.23(E) spell simple contractions (e.g., isn't, aren't, can't)
- 3.23(C) recognize and use punctuation marks including:
  - (i) apostrophes in contractions and possessives

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**Punctuation: The Comma**

- Key Experience
  - Nouns in a Series 3.23(C) recognize and use punctuation marks including: (ii) commas in series and dates
  - Street Address, City, State 3.23(C)(ii)
  - Day, Year 3.23(C)(ii)
- 2.19  
3.20

• Appositive Key Experience *This lesson is available in the LE curriculum for students who have shown proficiency in the preceeding grammar lessons. 7.20(B)i*

**Punctuation: Quotation Marks** *This lesson is available in the LE curriculum for students who have shown proficiency in the preceeding grammar lessons.*

- Key Experience I
- Key Experience II
- Quotations
- Quotations for

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