The Montessori Language Arts curriculum is designed to enhance the students’ skills in reading, comprehension, writing and speaking; and to provide connections with history, literature, science, math, and geography. The child is transitioning from the mechanics to the intellectual development of language. The elementary Montessori language arts program places great stress on the development of strong skills in composition and writing.

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<td><strong>Reading</strong></td>
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<td>Analyze words, recognize words, and learn to read grade level text fluently across subject areas.</td>
<td>Concepts of Print EL.01. RE.01 – 03 Phonemic Awareness EL.01.RE.04 – 10 Decoding and Word Recognition EL.01.RE.11 - 20</td>
<td>• Exercises in hearing and correct pronunciation of new words and recognition of known words (Aloud). • “Puzzle-word” memorization exercises. • Functions of words, word order. • Communicate to your students by writing frequent short commands. • Multi-syllabic words. • Understanding of irregularities in phonetic structure in English.</td>
<td>-Moveable alphabet -Picture cards - Phonogram cards -Phonetic booklets -Junior Great Books -Puzzle Word Exercises -Objects in the environment -</td>
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<td>Listen, read and, understand a wide variety of informational and narrative texts across the subject areas at school and on own, apply comprehension strategies as needed.</td>
<td>Listen/Read Informational &amp; Narrative Texts EL. 01.RE.021 - 24</td>
<td>• Reading fiction • Reading nonfiction, biography, autobiography. • Formulates questions about reading and researches those questions. • Reading a newspaper, poetry, plays. • Self correction, group discussions and formulating the essential questions.</td>
<td>-History of Language -Facts and theory of written language. -The Great Lessons -Commands of two or more actions by teacher and pupil -Story book recordings</td>
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| Increase word knowledge through systematic vocabulary development; determine word meaning of new words by applying knowledge of word origins, word relationships and contextual clues; verify the meaning of new words; and use those words accurately across subject areas. | Vocabulary EL.01.RE.25 - 28 | Word Study  
- Antonyms and Synonyms  
- Homophones/Homonyms/Homographs  
- Capital letters, Suffixes, Prefixes  
- Abbreviation/Contractions  
- Classifications/Singular/Plural/Possessive  
- Syllabication, Rhyming, Spelling.  
- Origins of words.  
- Compound words  
- Etymology of words | - Suffix, Prefix Chart  
- Two-color moveable alphabets  
- Other word study charts, including those developed by students  
- Grammar Box commands  
- Object box  
- Object cards  
- Miniature environment |
| Find, understand, and use specific information in a variety of texts across the subject areas to perform a task. | Read to Perform a Task EL.01.RE.29 - 34 | Use games to follow simple written commands. (Verbs/Action Cards)  
Elementary students suggest specific challenges in every area of the curriculum.  
Junior Great Books Program.  
Taught how to gather and reference literature & research.  
Organize and alphabetize information. | - Junior Command Cards  
- Junior Great Books  
- Slips with written phrases, cut word by word. |
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<td>Demonstrate general understanding of grade-level informational text across the subject areas</td>
<td>Understanding Informational Text EL.01.RE.35 - 36</td>
<td>● Read a great variety of text across curriculum. Summarize and determine main idea, problems and solutions that the text proposes.</td>
<td>-Cultural texts</td>
</tr>
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<td>Develop an Interpretation of grade level informational text across the subject area</td>
<td>Interpretation of Informational Text EL.01.RE. 37 – 38</td>
<td>Montessori language arts curriculum is designed to lead into the other curricular areas of study. The students propel themselves forward by the very nature of inquiry; they look up answers for themselves. They make connections from literature and other sources to historical significances, mathematical etc…</td>
<td>-Research Materials</td>
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<td>Examine content and structure of grade level informational text across the subject areas.</td>
<td>Examine Content and Structure of Informational Text Currently no grade 1-level foundations for informational text: Examine Content and Structure.</td>
<td>Students create a project for every subject of research. This is what ends their study is designing a project that tells about what they had learned and they share this information with the class. One can integrate language arts in any area of study.</td>
<td>-Research Card Materials -Use of Grammar Symbols and grammar exercises. -Sentence Analysis material.</td>
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| Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity. | Listen/Read Literary Text EL.01.LI.01 – 02 | • The Great Lessons/History of Language  
• Students think about what they listen to/read and discuss and develop ideas pertaining to the text, respect for diversity and differing viewpoints. | -Communication in Signs.  
-Director reading in class:  
-Listening to stories and poetry. |
| Demonstrate general understanding of grade-level literary text. | Demonstrate General Literary Understanding EL.01.LI.03 - 06 | • Examine from what point of view the text is written  
• Determines major order of events, or identify one event (climax).  
• How students might identify with the story read. | -Junior Great Books |
| Develop an interpretation of grade-level literary text. | Develop a Literary Interpretation EL.01.LI.07 – 8 | • Character development. What makes them the lead character?  
• Predict how the story ends  
• Underlying theme(s) | -Junior Great Books |
| Examine content and structure of grade-level literary text. | Examine Content and Structure EL.01.LI.09 | • Look at the same versions and see if these stories are told in other cultures.  
• Create alternate endings to literary text. | -Use of Grammar Symbols and grammar exercises.  
-Sentence Analysis material |
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| **Writing**                          | Planning, Evaluation & Revision EL.01.WR.01-02 | • Read and become familiar with the different types of prose and write their own. In the form of diaries, journals, letters to different people they are learning about.  
• Reports in all subject areas. Use the draft-edit-rewrite process.  
• Involve older children as well as the teacher  
• Continuing on the development of handwriting.  
• Show them numerous keys to writing book reports and delivering them orally. |

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

| Writing | Planning, Evaluation & Revision EL.01.WR.03 – 7 | • How to make an outline of information that is essential in a written report.  
• Formation of a topic sentence  
• Organize thoughts; use colorful ways in describing metaphorically, elaborate descriptions by employing newly learned adjectives and verbs.  
• Oral reports. Take class feedback; answer questions from students and teacher.  
• History of language-learn the origin of words. |

| Montessori Extensions Aids and Instruction | -Metal insets  
1 figure  
2-3 same figure  
2-3 differing figures | -Paper with gradation lines  
-Wall charts  
-Unlined chalk board  
-Lined chalk board  
-Unlined Paper  
-Wide lined paper |

| Prepared environment by the directress(or), objects in the room or picture cards | Language Arts | Montessori Curriculum Alignment Grade 1 | 5 |
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| **Spelling/Conventions** | Spelling EL.01.WR.08 – 10 | • Crossword Puzzles  
• Composition/Creative writing  
• Etymology  
• Weekly spelling lists, including words from current topics of inquiry and words commonly being misspelled by individual student.  
• Classification and explanation of the parts of speech.  
• Verbs-Past and Present Tense, Future, Indicative, Subjunctive, Present Perfect, Imperative, Endings.  
• Gender  
• Weak/Strong Verbs  
• Proper/Common Nouns.  
• Punctuation/Capitalization.  
• Noun Plural endings.  
• Handwritten Reports/Cursive, Manuscript | -Grammar Boxes  
-Geometric Symbols set by different words in order to describe their use in a sentence.  
-Sand Paper letters  
-Everything Has a Name.  
-Noun/Pronoun/Verb/Article/Adjective/Adverb  
-Classification Boxes  
-Command Cards  
-Moveable Alphabet  
-Gender Black Box  
-Singular and Plural Cards  
-Verb Conjugation Box |
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<td>Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.</td>
<td>Narrative Writing EL.01.WR.16</td>
<td>In the Elementary classroom, writing fills every aspect of their curriculum. Expository and Narrative and Creative writing is used to create better understanding in all areas of study, Biology, Research, History, Geography, and Mathematics. Strunk and White’s <em>Elements of Style</em></td>
<td>-Writing prompts for keeping a journal -Object box -Personal time line -Group sharing -Moveable alphabet</td>
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<td>Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. (See Writing Applications-Expository Writing:Research Reports)</td>
<td>Research Report Writing EL.01.WR.19</td>
<td>Children explore topics that excite their imagination. Largely based on library research, with children gathering information, assembling reports, and teaching what they have learned to the other students. They also assemble portfolios and home made books of their own. Create outlines and learn how to use different reference materials, library, and internet.</td>
<td>-Time Lines -Three period lesson on research preparation</td>
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**Speaking and Listening**
Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence,

| Speaking EL.01.SL.01 - 7 | Through integrated curriculum, children are excited to share their findings and knowledge learned in a specific subject area. These are in the form of group conversations, oral reports given to the class or discussions with the teacher. They are taught to organize their information in a way that will be clear, concise, that follows | -Sandpaper letters -Phonogram cards -Story book recordings -Commands of two or more actions by the teacher or pupil. -Director: in class reading |
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<td>making connections and transitions among ideas Continued….and elements; use language appropriate to topic, context, audience, and purpose; &amp; demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.* *Suggested speech length: Third Grade, 1 minute.</td>
<td>a particular sequence so that the information s portrayed with confidence and purpose.</td>
<td>Students learn through listening to stories and other students’ research reports. They question what they don’t understand. In Montessori curriculum students take what they hear and make the learning their own by use of concrete materials, drawing, and examples.</td>
<td>Listening to recorded stories.</td>
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<td>Listen critically and respond appropriately</td>
<td>Listening EL.01.SL.08 – 10</td>
<td>Analysis</td>
<td>Talk about after reading different, watching or listening to different media the dimensions of the work. The author’s intentions. Analysis is done across the subjects.</td>
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<td>Speaking and Listening cont.</td>
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<tr>
<td>Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.</td>
<td>There are currently no foundations for analysis.</td>
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