

2024 Primary Montessori Language Alignment Guide

Foundations of Literacy

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Pre-Language	<p>To reinforce left to right sequence</p> <p>Preparation for reading</p> <p>Refinement of visual preparation</p>	<ul style="list-style-type: none"> ● Object/object matching ● Object/picture matching ● picture /picture matching ● Nomenclature cards ● Parts to whole ● Patterning ● Alphabet match ● Line Time ● Read Alouds ● Songs ● Finger plays ● Poems ● Sharing 	<p>ELA-3K-1.1: Explore realistic books and materials in classroom centers.</p> <p>ELA-3K-1.2: Listen to simple stories, songs and rhymes.</p> <p>ELA-3K-6.3: Classify familiar objects by one or two observable attributes.</p> <p>ELA-4K-1.1: Show interest in informational texts about familiar objects.</p> <p>ELA-4K-6.3: Classify objects and information by observable attributes into predetermined categories.</p> <p>ELA.K.F.1.1 Count the number of words in a spoken sentence.</p> <p>ELA.K.F.1.2 Recognize alliterative spoken words.</p>

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			<p>ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.</p> <p>ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes. Count, segment, and blend syllables in spoken words including compound words.</p> <p>ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.</p> <p>ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three phoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p>ELA.K.F.2.1 Locate a book's front cover, back cover, title page, and where to begin reading.</p> <p>ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.</p> <p>ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.</p> <p>ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p> <p>ELA.K.F.2.5 Identify letters and words within sentences.</p>
Auditory Preparation	Refinement of child's auditory perception	<ul style="list-style-type: none"> ● Silence Game ● Auditory Sequence ● Auditory Blending 	<p>ELA-3K-1.2: Listen to simple stories, songs and rhymes.</p> <p>ELA-4K-3.9: Recognize rhyming words with adult modeling</p>

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	<p>Developing listening skills</p> <p>Developing the concept of sequence</p>	<ul style="list-style-type: none"> ● Rhyming objects ● Rhyming cards 	<p>.</p> <p>ELA-4K-1.4: Respond to elements of colorful language in stories and poetry.</p> <p>ELA-4K-3.10: Create words by orally adding, deleting, or changing sounds in response to an adult prompt.</p> <p>ELA.K.F.1.1 Count the number of words in a spoken sentence.</p> <p>ELA.K.F.1.2 Recognize alliterative spoken words.</p> <p>ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.</p> <p>ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes. Count, segment, and blend syllables in spoken words including compound words.</p> <p>ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.</p>

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			<p>ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three phoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p>ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.</p>
Concept Development	<p>Developing ability to perceive likenesses and make judgments</p> <p>Ability to recount story in logical way</p> <p>Developing ability to make logical sequence</p> <p>Developing ability to make inferences from pictures</p> <p>Developing an</p>	<ul style="list-style-type: none"> ● Association Pictures ● Opposite pictures ● Time Sequence ● Singular/plural cards ● Book with objects ● Hand rhymes ● Alphabetical order objects ● Song with objects ● Listening center ● Upper/lowercase match 	<p>ELA-3K-1.3: Anticipate spoken lines in songs and fingerplays.</p> <p>ELA-3K-3.6: Begin joining in familiar nursery rhymes and songs.</p> <p>ELA-3K-3.13: Recognize a few letters.</p> <p>ELA-4K-3.6: Participate in choral speaking of poems, songs, and stories with repeated patterns.</p> <p>ELA-4K-3.9: Recognize rhyming words with adult modeling.</p> <p>ELA-4K-3.22: Understand relationship between print and pictures on page.</p>

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	<p>understanding of the concept of opposite</p> <p>Developing auditory perception of the plural suffix</p>	<ul style="list-style-type: none"> Positional words 	<p>ELA-4K-5.4: Contribute to small group or whole class stories, rhymes or poems.</p> <p>ELA-4K-6.3: Classify objects and information by observable attributes into predetermined categories.</p> <p>ELA.K.F.1.2 Recognize alliterative spoken words.</p> <p>ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.</p> <p>ELA.K.F.2.1 Locate a book's front cover, back cover, title page, and where to begin reading.</p> <p>ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.</p> <p>ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.</p>

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			<p>ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p> <p>ELA.K.F.2.5 Identify letters and words within sentences.</p> <p>ELA.K.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; b. deepen understanding of words by relating words to their opposites; and c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.
Letter/sound association	<p>Auditory awareness of initial sounds</p> <p>Realization that words are made up of discrete sounds</p> <p>Association of sound of letter and written</p>	<ul style="list-style-type: none"> ● I-spy ● Sandpaper Letters ● Beginning sound object ● Beginning sound pictures ● Ending sound objects ● Ending sound 	<p>ELA-3K-1.4: Form sounds that imitate the natural sounds of an animal, action or object.</p> <p>ELA-3K-3.13: Recognize a few letters.</p> <p>ELA-4K-3.8: Use word beginnings and endings as language play or comprehension clue.</p>

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	<p>symbol</p> <p>Matching concrete object to symbol</p> <p>Associating a picture to a symbol</p> <p>Reinforcement of medial vowel perception</p> <p>Reinforcement of final consonant position</p> <p>Word composition</p>	<p>pictures</p> <ul style="list-style-type: none"> ● Middle sound objects ● Middle sound Pictures ● Moveable alphabet 	<p>ELA-4K-3.12: Begin identifying some letter sounds and matching them to letters.</p> <p>ELA-4K-3.13: Identify several letters and their general order in the alphabet.</p> <p>ELA-4K-3.14: Beginning to understand that letters can represent speech sounds.</p> <p>ELA-4K-3.15: Begin to recognize similarities in sounds at the beginning and ending of words.</p> <p>ELA-4K-3.23: Begin recognizing some letters in words.</p> <p>ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes. Count, segment, and blend syllables in spoken words including compound words.</p> <p>ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.</p>

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			<p>ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three phoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p>ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.</p> <p>ELA.K.F.3.1 Identify, name, and form all upper and lowercase letters with automaticity.</p> <p>ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.</p> <p>ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.</p> <p>ELA.K.F.3.4 Identify the vowel and produce the vowel sound in</p> <p>a printed syllable or word when decoding:</p> <ul style="list-style-type: none"> a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable (e.g. he, so, me, go, hi); c. in a vowel- consonant-e (VCe) syllable with prompting and

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			<p>support.</p> <p>ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant vowel-consonant (CVC) words in isolation and in text.</p> <p>ELA.K.F.3.6 Delete, add, and substitute the initial, medial, and final letters in CVC words to build or make new words.</p>
Reading	<p>Developing listening skills</p> <p>Developing the concept of sequence</p> <p>Ability to recount a story in logical way</p> <p>Developing ability to make inferences from pictures</p>	<ul style="list-style-type: none"> ● Line Time ● Read aloud ● Songs ● Finger plays ● Poems ● Sharing ● Movement ● Grace and Courtesy ● Community meeting ● Story elements (verbalizing character, setting, 	<p>ELA-3K-1.3: Anticipate spoken lines in songs and fingerplays.</p> <p>ELA-3K-3.6: Begin joining in familiar nursery rhymes and songs.</p> <p>ELA-3K-3.9: Begin to recall and repeat familiar words and phrases.</p> <p>ELA-3K-4.3: Tells a brief story (1 -2 ideas.)</p> <p>ELA-3K-3.12: Begin noticing and trying to match rhythm, volume, and pitch of an adult's voice in songs, chants, and phrases.</p> <p>ELA-3K-6.1: Ask "why" questions about things in their world.</p>

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	<p>Becoming familiar with the printed page</p> <p>Experience reading for meaning</p>	<p>event etc.)</p>	<p>ELA-3K-6.5: Carry out simple directives most of the time.</p> <p>ELA -4K-1.2: Make relevant comments or appropriate responses to story events or characters</p> <p>ELA-4K-1.3: Distinguish between descriptions of story events and spoken words of characters.</p> <p>ELA-4K-1.4: Respond to elements of colorful language in stories and poetry.</p> <p>ELA-4K-3.6: Participate in choral speaking of poems, songs, and stories with repeated patterns.</p> <p>ELA-4K-3.9: Recognize rhyming words with adult modeling.</p> <p>ELA-4K-3.21: Progress in understanding how books are viewed.</p> <p>ELA-4K-4.6: Understands that each person in the class has a first and last name.</p>

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			<p>ELA-4K-5.4: Contribute to small group or whole class stories, rhymes or poems.</p> <p>ELA-4K-6.1: Ask “how” and “why” questions about things in books and their environment.</p> <p>ELA-4K-6.4: Complete a thought or idea when communicating with others.</p> <p>ELA-4K-6.5: Carry out simple directions and directives.</p> <p>ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes. Count, segment, and blend syllables in spoken words including compound words.</p> <p>ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.</p> <p>ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three phoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p>

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			<p>ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.</p> <p>ELA.K.F.2.1 Locate a book's front cover, back cover, title page, and where to begin reading.</p> <p>ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.</p> <p>ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.</p> <p>ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p> <p>ELA.K.F.2.5 Identify letters and words within sentences.</p> <p>ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant vowel-consonant (CVC) words in isolation and in text.</p>

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			<p>ELA.K.F.3.6 Delete, add, and substitute the initial, medial, and final letters in CVC words to build or make new words.</p> <p>ELA.K.F.3.8 Decode and encode words using:</p> <ul style="list-style-type: none"> a. VC; b. CV; c. CVC; d. consonant digraphs (i.e., ch, sh, th, wh); e. combination (i.e., qu). <p>ELA.K.R.1.1 Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.</p> <p>ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.</p> <p>ELA.K.AOR.1.2 Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text.</p>

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			<p>ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.</p> <p>ELA.K.AOR.3.1 Identify and explain the roles of the author and the illustrator of a story.</p> <p>ELA.K.AOR.4.1 Identify and explain the roles of the author and the illustrator in an informational text</p> <p>ELA.K.AOR.5.1 Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry</p> <p>ELA.K.AOR.5.2 Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts.</p> <p>ELA.K.AOR.5.3 Identify an author’s opinion about a topic in an informational text.</p> <p>ELA.K.AOR.6.1 Retell a text orally to enhance comprehension:</p> <p style="padding-left: 20px;">a. include main character(s), setting, and important events for a story; and</p>

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			<p>b. include topic and supporting details for an informational text</p> <p>ELA.K.AOR.8.1 Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; b. deepen understanding of words by relating words to their opposites; and c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses. <p>ELA.K.AOR.10.1 Describe the relationship between visuals (e.g., illustrations, photographs) and the text</p>
Simple Reading phonetic words	<p>Becoming familiar with the printed page</p> <p>Using pictures as context clues</p> <p>Promoting fluency in reading</p>	<ul style="list-style-type: none"> ● CVC work (pink series) <ul style="list-style-type: none"> ○ Short vowel objects ○ Short vowel pictures ○ One word books ○ Command cards ○ Rhyming families 	<p>ELA-3K-3.9: Begin to recall and repeat familiar words and phrases.</p> <p>ELA-4K-3.10: Create words by orally adding, deleting, or changing sounds in response to adult prompt.</p> <p>ELA-4K-3.14: Beginning to understand that letters can represent speech sounds.</p>

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	<p>Using the printed word as a for activity</p> <p>Experience reading for meaning</p>	<ul style="list-style-type: none"> ○ Phrases and objects ○ Sentences and objects ○ Sentence card puzzles 	<p>ELA-4K-3.15: Begin to recognize similarities in sounds at the beginning and ending of words.</p> <p>ELA-4K-3.9: Recognize rhyming words with adult modeling.</p> <p>ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes. Count, segment, and blend syllables in spoken words including compound words.</p> <p>ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.</p> <p>ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three phoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p>ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of</p> <p>ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.</p>

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			<p>ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.</p> <p>ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p> <p>ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.</p> <p>ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding:</p> <ul style="list-style-type: none"> a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable (e.g. he, so, me, go, hi); and c. in a vowel- consonant-e (VCe) syllable with prompting and support. <p>ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant vowel-consonant (CVC) words in isolation and in text.</p> <p>ELA.K.F.3.6 Delete, add, and substitute the initial, medial, and final letters in CVC words to build or make new words.</p>

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			<p>ELA.K.F.3.8 Decode and encode words using:</p> <ul style="list-style-type: none"> a. VC; b. CV; c. CVC; d. consonant digraphs (i.e., ch, sh, th, wh); and e. combination (i.e., qu). <p>ELA.K.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. ask and answer questions about words and phrases to determine their meaning; and b. use words and phrases acquired through conversations, being read to, and responding to texts.
Blends	Experience with non-phonetic words	<ul style="list-style-type: none"> ● Blends (Blue series) ● Initial blends objects ● Initial blend pictures ● One word books ● Rhyming families ● Phrases with objects 	<p>ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes. Count, segment, and blend syllables in spoken words including compound words.</p> <p>ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.</p>

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		<ul style="list-style-type: none"> ● Phrases with pictures ● Sentences with objects ● Sentences with pictures 	<p>ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three phoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p>ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.</p> <p>ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.</p> <p>ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.</p> <p>ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.</p> <p>ELA.K.F.3.8 Decode and encode words using:</p> <ul style="list-style-type: none"> a. VC; b. CV; c. CVC; d. consonant digraphs (i.e., ch, sh, th, wh); and

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			e. combination (i.e., qu).
Digraphs		<ul style="list-style-type: none"> ● Digraphs (sh, wh, ch, th, ph, ck, ng) ● Object sort ● Picture sort ● Vowel Digraphs (ai, ay, aw, ee, ea, ie, oe, oi, oo, ou, oa, ow) 	ELA.K.F.3.8 Decode and encode words using: <ol style="list-style-type: none"> a. VC; b. CV; c. CVC; d. consonant digraphs (i.e., ch, sh, th, wh); and e. combination (i.e., qu).
Long vowels and diphthongs	To develop understanding for how “e” at the end of the word changes the medial vowel sound	<ul style="list-style-type: none"> ● (Green Series) ● Grapheme ● /r/)controlled sorting (ar,er,ir,or, ur) ● Long/short vowel sort ● Silent ‘e’ objects and pictures ● Diphthong ● /a/ (ae,ay,au) ● /e/ (ea, ei, y, ee) 	ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: <ol style="list-style-type: none"> a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable (e.g. he, so, me, go, hi); c. in a vowel- consonant-e (VCe) syllable with prompting and support. ELA.K.F.3.8 Decode and encode words using: <ol style="list-style-type: none"> a. VC; b. CV; c. CVC;

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		<ul style="list-style-type: none"> ● /i/ (ie,y,ei,ai,igh) ● /o/ (oo,oe,oa,ow,o) ● /u/ (ue,oo,ew) ● Sentences with objects ● 	<p>d. consonant digraphs (i.e., ch, sh, th, wh); and e. combination (i.e., qu).</p> <p>ELA.K.AOR.9.1 Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content.</p>
Word Study	Broaden exposure to written language and non-phonetic words	<ul style="list-style-type: none"> ● Compound words ● Syllables ● Plural/singular ● Contractions ● Sight words ● Labeling the environment ● Alphabetical order words 	<p>ELA-3K-3.20 Begin recognizing at least one familiar logo or printed sign.</p> <p>ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes. Count, segment, and blend syllables in spoken words including compound words.</p> <p>ELA.K.F.3.7 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p> <p>ELA.K.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.</p> <p>ELA.K.F.4.3 Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the word by analogy; and c. using visuals from the text to support decoding and confirm recognition</p>

Applications of Reading

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Independent Reading	To gain confidence and fluency within age-appropriate text	<ul style="list-style-type: none"> • Leveled books • Classroom library 	<p>ELA-3K-1.1: Explore realistic books and materials in classroom centers.</p> <p>ELA-3K-3.19: Begin connecting text read aloud with personal experiences.</p> <p>ELA-3K-3.21: Begin learning how to handle and care for books.</p> <p>ELA-3K-3.22: Begin to orient books in the correct position and turn pages from front to back.</p> <p>ELA-3K-6.2: Look at books, pictures, and videos with interest.</p> <p>ELA-4K-3.19: Make connections to prior knowledge, other texts, and the world in response to texts read aloud.</p> <p>ELA-4K-3.21: Progress in understanding how books are viewed.</p> <p>ELA-4K-3.22: Understand relationship between print and pictures on page.</p> <p>ELA-4K-6.1: Ask “how” and “why” questions about things in books and their environment.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Independent Reading	To gain confidence and fluency within age-appropriate text	<ul style="list-style-type: none"> ● Leveled books ● Classroom library 	<p>ELA-3K-1.1: Explore realistic books and materials in classroom centers.</p> <p>ELA-3K-3.19: Begin connecting text read aloud with personal experiences.</p> <p>ELA-3K-3.21: Begin learning how to handle and care for books.</p> <p>ELA-3K-3.22: Begin to orient books in the correct position and turn pages from front to back.</p> <p>ELA-3K-6.2: Look at books, pictures, and videos with interest.</p> <p>ELA-4K-3.19: Make connections to prior knowledge, other texts, and the world in response to texts read aloud.</p> <p>ELA-4K-3.21: Progress in understanding how books are viewed.</p> <p>ELA-4K-3.22: Understand relationship between print and pictures on page.</p> <p>ELA-4K-6.1: Ask “how” and “why” questions about things in books and their environment.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			<p>ELA-4K-6.2: Begin to use classroom resources such as books, charts, photographs and graphs to gain information about topics of interest.</p> <p>ELA.K.F.4.1 Read high-frequency words commonly found in grade- appropriate text with accuracy and automaticity.</p> <p>ELA.K.F.4.2 Read texts orally with accuracy and expression.</p> <p>ELA.K.F.4.3 Read texts by:</p> <ul style="list-style-type: none"> a. using letter-sound knowledge to segment and blend sounds together; b. decoding the word by analogy; c. using visuals from the text to support decoding and confirm recognition. <p>ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.</p> <p>ELA.K.AOR.2.2 Retell familiar texts by identifying the topic and supporting details in an informational text.</p>

Writing and Oral Communication

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Prewriting	To acquire mastery of the hand in the use of the writing instrument	Tack punching metal insets	ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Practice	<p>Representation of words in graphic symbols</p> <p>Representation of phrases and word combinations</p> <p>Realization that words can be written and read</p>	<ul style="list-style-type: none"> ● Sand tray ● Chalkboard ● White board ● Writing center (book making, journals, card making etc.) ● Computer or a tablet 	<p>ELA-3K-4.9: Pretend to write.</p> <p>ELA-3K-3.23: Express interest in adult writing and identify it by meaning.</p> <p>ELA-4K-4.3: Creates a picture and labels it orally.</p> <p>ELA-4K-4.7: Begin to understand the relationship between oral language and written language.</p> <p>ELA-4K-4.9: Makes some upper case letters without regard to proportion or placement.</p> <p>ELA-4K-5.2: Use drawings, letters, or words to create narratives about people and things in their environment.</p> <p>ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Handwriting Instruction	Finesse of the formation letters	<ul style="list-style-type: none"> ● Letter instruction ● Word instruction ● Sentence instruction ● Writing conventions (punctuation, capitalization, spacing etc.) 	<p>ELA-3K-5.1: Pretend to write.</p> <p>ELA-4K-4.7: Begin to understand the relationship between oral language and written language.</p> <p>ELA-4K-4.8: Contribute to small group or whole class dictation activities.</p> <p>ELA-4K-4.9: Makes some upper-case letters without regard to proportion or placement.</p> <p>ELA.K.C.4.1 Form and use complete simple sentences. When writing:</p> <ul style="list-style-type: none"> a. capitalize the first word in a sentence and the pronoun I. b. identify and name end punctuation marks (e.g., periods, exclamation points, and question marks). c. identify and use periods to punctuate sentences. d. identify and use common singular and plural nouns. e. identify and use action verbs; and f. identify and use simple and declarative sentences. <p>ELA.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Writing Craft	<p>Using a printed text to convey a story</p> <p>Enjoy writing stories</p> <p>Creating authentic works of writing</p>	<ul style="list-style-type: none"> ● Sequencing Styles (Narrative, informative, expository) ● Story elements (creating character, setting, event etc.) ● Writing center (book making, journal dictation, card making, etc.) ● Resources (dictionaries, thesaurus, graphic organizers) 	<p>ELA-3K-4.1: Identify people and events of personal significance.</p> <p>ELA-3K-4.2: Uses sentences of 2-3 words (when appropriate in conversation) while describing familiar events or actions.</p> <p>ELA-3K-4.8: Participate in small group reflections on recent events.</p> <p>ELA-3K-5.1: Pretend to write.</p> <p>ELA-4K-3.22: Understand relationship between print and pictures on page.</p> <p>ELA-4K-4.1: Describe events of personal significance.</p> <p>ELA-4K-4.2: Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.</p> <p>ELA-4K-4.7: Begin to understand the relationship between oral language and written language.</p> <p>ELA-4K-5.3: Represent familiar people and experiences through art and language.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			<p>ELA-4K-5.1: Combine some letters with pretend writing.</p> <p>ELA-4K-5.2: Use drawings, letters, or words to create narratives about people and things in their environment.</p> <p>ELA.K.C.1.1 Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.</p> <p>ELA.K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.</p> <p>ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.</p> <p>ELA.K.C.5.1 With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Function of words	Developing the capability to discriminate certain words according to their function	<ul style="list-style-type: none"> ● Farm ● Grammar symbols ● Noun, article, Verb, adjective, preposition, conjunction, adverb ● Logical adjective game ● Detective adjective game 	<p>ELA.K.AOR.8.1</p> <p>c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.</p> <p>ELA.K.C.4.1</p> <p>d. identify and use common singular and plural nouns;</p> <p>e. identify and use action verbs; and</p> <p>f. identify and use simple and declarative sentences.</p> <p>ELA.K.C.7.1 Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Communication	Developing syntax, oral communication, and enhancing fluency	<ul style="list-style-type: none"> ● Line Time ● Read aloud ● Songs ● Finger plays ● Sharing (projects) ● Grace and Courtesy ● Community meeting ● Peer teaching ● Recess ● Practical life 	<p>ELA-3K-1.3: Anticipate spoken lines in songs and fingerplays.</p> <p>ELA-3K-1.2: Listen to simple stories, songs and rhymes.</p> <p>ELA-3K-1.4: Form sounds that imitate the natural sounds of an animal, action or object.</p> <p>ELA-3K-3.6: Begin joining in familiar nursery rhymes and songs.</p> <p>ELA-3K-3.7: Use appropriate word order and intonation to ask a question or make a statement.</p> <p>ELA-3K-3.19: Begin connecting text read aloud with personal experiences.</p> <p>ELA-3K-5-3: Identify and briefly describe important people, objects and events in their world.</p> <p>ELA-3K-6.5: Carry out simple directives most of the time.</p> <p>ELA-4K-1.4: Respond to elements of colorful language in stories and poetry.</p> <p>ELA-4K-3.7: Begin using appropriate voice volume, sentence</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			<p>structure (syntax), and vocabulary.</p> <p>ELA-4K-5.4: Contribute to small group or whole class stories, rhymes or poems.</p> <p>ELA-4K-6.4: Complete a thought or idea when communicating with others.</p> <p>ELA-4K-6.5: Carry out simple directions and directives.</p> <p>ELA.K.C.7.1 Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).</p> <p>ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> 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 while engaging in conversations <p>ELA.K.C.9.1 Ask and answer questions in conversation on a topic.</p>