

College & Career Readiness Anchor Standards	Kindergarten CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
<b>Anchor Standards for Reading</b>	<b>Kindergarten Reading Standards for Literature:</b>			
<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>			
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. With prompting and support, ask and answer questions about key details in a text.	Asking questions about stories read aloud by self and others.	story analysis; scaffolding	cognitive development; vocabulary enrichment; externalizing ideas, thoughts; comprehension development
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. With prompting and support, retell familiar stories, including key details.	conversations with peers and adults	Share time; circle time; informal and spontaneous conversations	cognitive development; preparation for future literary studies
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. With prompting and support, identify characters, settings, and major events in a story	Asking questions about stories read aloud by self and others.	book corner; story time; circle time	cognitive development; book characteristics; preparation for future literary studies
<b>Craft and Structure</b>	<b>Craft and Structure</b>			
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Ask and answer questions about unknown words in a text.	Inquiring about new words; How to use a dictionary	Word lists; Child's dictionary-site word library-	cognitive development; vocabulary expansion;
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Recognize common types of texts (e.g., storybooks, poems).	Storytime: Reading various types of texts; how to use a library; classroom exploration	story corner; characteristics of books; types of books	preparation for further literary studies
6. Assess how point of view or purpose shapes the content and style of a text.	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Author and Illustrator identification	identifying parts of a book; job of author and illustrator	book characteristics; preparation for futuer literary studies
<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	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). (Not applicable to literature)	Story dictation; story writing; conversations about drawn pictures and written words; sharing stories;	word, sentence and story writing with appropriate writing papers; classroom books	picture & word relationship; vocabulary enrichment; comprehension; oral articulation
8. Decircleate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Variety of diverse stories available in classroom for exploration as well as for reading aloud and listening to books and CDs		cognitive development; vocabulary enrichment and expansion; oral articulation;
<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>			
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. Actively engage in group reading activities with purpose and understanding.	Variety of diverse stories available in story corner for exploration as well as for reading aloud and listening to books and CDs; finding materials in environment through word reading; rhyming; research; enriching vocabulary for comprehension	Practical life activities; story time, Label & object find; rhyming games; encyclopedia/book research; role play and/or dramatizations; activities in sensorial, practical life, math, language, music, art, culture, botony, biology, zoology, geography and physical science provide enhanced vocabulary with associated concrete examples for understanding	cognitive development; vocabulary expansion and enrichment; oral articulation; picture and word relationships; comprehension; preparation for future literary studies
<b>College &amp; Career Readiness Anchor Standards</b>	<b>Kindergarten CORE Standards</b>	<b>Learning Activity</b>	<b>Montessori Materials</b>	<b>Aim of Materials (Direct and Indirect)</b>
<b>Reading Standards for Informational Text:</b>	<b>Reading Standards for Informational Text:</b>			
<b>Anchor Standards for Reading cont...</b>	<b>Key Ideas and Details</b>			
	1. With prompting and support, ask and answer questions about key details in a text.	Asking questions about stories read aloud by self and others.	story analysis; scaffolding	cognitive development; vocabulary enrichment; externalizing ideas, thoughts; comprehension development

2. With prompting and support, identify the main topic and retell key details of a text.	Asking questions about stories read aloud by self and others; conversation	book corner; story time; circle time and/or community meetings	cognitive development; preparation for future literary studies
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Asking questions about stories read aloud by self and others.	Picture interpretation; classroom books; stories read aloud	cognitive development; book characteristics; preparation for future literary studies

<b>Integration of Knowledge and Ideas</b>			
4. With prompting and support, ask and answer questions about unknown words in a text.	How, when and why to ask a question;		cognitive development; vocabulary expansion;
5. Identify the front cover, back cover, and title page of a book.	Using a book;	Parts of a book; Story reading, telling, listening and creating activities	characteristics of books;
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Author and Illustrator identification		book characteristics; preparation for further literary studies

<b>Integration of Knowledge and Ideas</b>			
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).	Story dictation; story writing; conversations about drawn pictures and written words; sharing stories		picture & word relationship; vocabulary enrichment; comprehension; oral articulation
8. With prompting and support, identify the reasons an author gives to support points in a text.	Asking why questions;		oral articulation; comprehension; externalize thoughts; cognitive development
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).	Variety of diverse stories available in story corner for exploration as well as for reading aloud and listening to books and CDs; descriptive talking	dividing pictures and objects into categories; describing objects and pictures; talking about observations	cognitive development; vocabulary enrichment and expansion; oral articulation;

<b>Range of Reading and Level of Text Complexity</b>			
10. Actively engage in group reading activities with purpose and understanding.	reading aloud; information recall; story interpretation	Practical life activities; story time, Label & object find; rhyming games; encyclopedia/book research; role play and/or dramatizations; activities in sensorial, practical life, math, language, music, art, culture, botony, biology, zoology, geography and physical science provides enhanced vocabulary with associated concrete examples for understanding	sitting concentration; vocabulary enrichment; visual discrimination; auditory discrimination; independence; explore language; preparation for further language studies

**College & Career Readiness Anchor Standards**  
**Anchor Standards for Reading cont...**

<b>Kindergarten CORE Standards</b>	<b>Learning Activity</b>	<b>Montessori Materials</b>	<b>Aim of Materials (Direct and Indirect)</b>
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<b>Kindergarten Reading Standards: Foundational Skills:</b>			
<b>Print Concepts</b>			
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	direct phonics instruction, direct literacy instruction; large, small, and whole group reading instruction, sound/letter name instruction; direct instruction in Concepts of Print, Modeled writing, direct instruction in encoding, direct instruction in Alphabetic Principle	Practical life activities; Sequencing and Patterning Exercises (bead stringing, parquet tiles etc.); Sandpaper Letters; Sand Tray; Chalkboard Exercises, Moveable alphabet; classroom library; nomenclature 3-part cards, picture/word matching cards, physical organization and structure of classroom, Trade Books, Informational Text, Leveled Readers, Alphabet Line, Environmental Labels, Lined paper, chart paper,	Left to Right/Top to Bottom Orientation; letter formation and configuration; auditory association of sound to written symbol; visual and tactile perception of letters; visual memory and discrimination; reinforcement of letter sounds; preparation for reading, spelling, writing and oral expression

<b>Phonological Awareness</b>			
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<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /ll/, /rl/, or /xl/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Direct instruction of rhyming words and word families, clap number of syllables in a given word, Kinesthetic movements to match syllables in spoken words, direct instruction in syllabication, direct instruction of beginning, medial, and ending sounds, Kinesthetic movements to match beginning, medial, and ending sounds, introduction of compound words</p>	<p>See above including initial, middle and end sound objects for sorting; object picture matching, object letter match; object/picture and label matching; lotto; vowel substitution chart; Sandpaper letter blending; word building with moveable alphabet; Rhyming cards/lists; short vowel books; short sentence strips; word cards; "I Spy" sound work, Literature with rhyming patterns, word family activities, rhyming songs and games</p>	<p>See above including strengthening vocabulary development; reinforcement of sounds, consonant/vowel blends, articulation of phonemes; receptive auditory awareness of phonemes</p>
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<p><b>Phonics and Word Recognition</b></p>			
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Instruction in high frequency word identification and grade level vocabulary; introduction of consonants and consonant blends (digraphs), Phonics instruction in consonants and long and short vowels; Word Building; Sentence building, Direct instruction of Alphabetic Principle,</p>	<p>See above including phonogram boxes; consonant and consonant blend object/picture/label sorting; word and sentence building with moveable alphabet; sight word cards (high frequency words), "Magic e" materials,</p>	<p>See above including ability to identify phonograms within words; awareness and understanding of phonetic rules in English language, increase high-frequency word reading vocabulary,</p>

<p><b>Fluency</b></p>			
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>reading and comprehension instruction</p>	<p>Leveled Readers; student made text</p>	<p>emergent literacy</p>

**College & Career Readiness Anchor Standards**

**Anchor Standards for Writing**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Kindergarten CORE Standards**

**Learning Activity**

**Montessori Materials**

**Aim of Materials (Direct and Indirect)**

**Kindergarten Writing Standards:**

**Text Types and Purposes**

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...).

distinguishing patterns in trade books...using authors as mentors and author's craft, direct instruction in tracing & Writing Activities; Story reading, listening and telling; Object and picture naming; invented spelling, story dictation, direct modeled writing instruction,

Transferring activities; Patterning Exercises (bead stringing, parquet tiles etc.) Pin Punching; Picture interpretation; Easel; Sandpaper Letters; Sand Tray; Metal Insets; Scissor Exercises; Chalkboard Exercises, Writing Papers; classroom library; picture cards, moveable alphabet, trade books, chart paper, journals, tracing paper.

Visual and tactile perception, thinking analytically & creatively, hand-eye coordination, recognition of patterns, reinforcement of oral expression and vocabulary; visual memory; strengthening prehensil grip; increase written communication skills

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.

Direct instruction of animal/object Research in geography, history, biology, zoology, botany, and physical science

See above, including 3-part cards on living/non-living; vertebrate/invertebrate; plants/animals/minerals; types of vertebrates (Animal Kingdom: birds, fish, reptiles, amphibians, and mammals) and types of Invertebrates; solar system; land/water forms; continent and country puzzle maps; sink and float; magnetic or non-magnetic

Visual and tactile perception, thinking analytically & creatively, hand-eye coordination, recognition of patterns, reinforcement of oral expression and vocabulary in geograhly and science; visual memory; strengthening prehensil grip; increase written communication skills; picture, letter, and word matching; understanding geography of the world

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>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.</p>	<p>Telling time; identifying days of the week and months and seasons of the year; association of holidays to months/seasons; direct instruction in story sequencing; emphasize beginning, middle, and end of read alouds and/or small group reading instruction; modeled writing; use of graphic organizers.</p>	<p>graphic organizer; story sequencing cards, retell stories (cards), Trade books, leveled readers, moveable alphabet, chalkboard, chart paper, journals, lined paper</p>	<p>Visual perception, thinking analytically &amp; creatively, hand-eye coordination, recognition of patterns and sequencing, reinforcement of oral expression and vocabulary; visual memory; strengthening prehensil grip; creative writing</p>
<p><b>Production and Distribution of Writing</b>                  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                  6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p><b>Production and Distribution of Writing</b>                  4. (Begins in grade 3)                  5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.                  6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>Production and Distribution of Writing</b>                  Daily conversations; rules of engagement (speaking and listening), direct instruction of the writing process, writing conferences with individual students, peer mentors and peer editing                  Philosophical Disagreement--public school activities Word Processing applications such as Stationary Studio to write Large Word Cards, Word Lists, student generated writings. Digital cameras to document activities such as field trips which are followed by student writings.</p>	<p>peer to peer and adult to peer conversations; lesson in grace and courtesy,                  Philosophical Disagreement--public school activities: digital camera, classroom computer, teacher laptop, Montessori language materials such as; Large Word Cards, Word Lists, Phonetic Baskets, Short Phrases, etc.</p>	<p>oral expression; comprehension; peer mentoring and grace and courtesy; critical analyzing of one's own work, knowledge of the writing process.                  Philosophical Disagreement--public school; increase writing skills, Practical Life exposure to real world technologies.</p>
<p><b>Research to Build and Present Knowledge</b>                  7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                  8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                  9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Research to Build and Present Knowledge</b>                  7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                  9. (Begins in grade 4)</p>	<p>Story reading and repetition; journal writing; Author's study, genre, and Author's craft, response to literature writings, poetry, "How To" writings, non-fiction book explorations, Continent and Cultural studies                  Environment of question asking from both peers and adult models, use higher level questions to broaden depth of responses of past experiences, increase research skills, increase inference skills, Use of sharing techniques such as: elbow buddies and think, pair, share. Use of assessing prior knowledge techniques such as Anchor Charts and KWL Charts (Know, Want to Know, Learned).</p>	<p>Writing papers; variety of multi-cultural books; journals, non-fiction readers, classroom library, school library, poetry books, Montessori Cultural curriculum, Montessori Continent works                  classroom library; story time; circle time; school library, classroom field trips, key experience lessons, research tools (internet), non-fiction books</p>	<p>written and oral expression; externalize ideas, thoughts and opinions; vocabulary expansion and enrichment; increase mechanics and content writing skills                  strengthen memory recall (cognitive development); increase oral communication skills, increase comprehension skills, vocabulary development</p>
<p><b>Range of Writing</b>                  10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <b>College &amp; Career Readiness Anchor Standards</b>  <b>Anchor Standards for Speaking and Listening</b>  <b>Comprehension and Collaboration</b></p>	<p><b>Range of Writing</b>                  10. (Begins in grade 3)  <b>Kindergarten CORE Standards</b>  <b>Kindergarten Speaking and Listening Standards:</b>  <b>Comprehension and Collaboration</b></p>	<p><b>Range of Writing</b>  <b>Learning Activity</b>  <b>Comprehension and Collaboration</b></p>	<p><b>Montessori Materials</b></p>	<p><b>Aim of Materials (Direct and Indirect)</b></p>

<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.</p>	<p>Sharing; Open classroom and free choice foster multiple social interactions on a variety of topics with multi-age, diverse peer group. Listening Exercises are provided on a daily basis to sharpen receptive auditory skills. Adults ask open-ended questions-- Bloom's Taxonomy and higher level questions. Use of sharing techniques such as: elbow buddies and think, pair, share. Use of assessing prior knowledge techniques such as Anchor Charts and KWL Charts (Know, Want to Know, Learned).</p>	<p>Circle Time Share; Sharing personal observations; How to interrupt (hand on arm); general classroom environmental care: lessons in practical life. Working in pairs on rugs or at tables. Listening Exercises: "Who am I", Montessori Bells, Sound Cylinders, Musical Instruments, Listening to books on CD, Simon Says, Moving to music, Call and Response, Clapping exercises, the silence game, classroom teacher and peers as role model, Grace and Courtesy lessons (manners, personal hygiene {nose blowing}, introducing self, etc.), large and small group activities.</p>	<p>Verbal articulation; conversational rhythm, flow and logic; auditory discrimination; cognitive development, conflict resolution skills</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>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.</p>	<p>Question &amp; Answer Games; story-retelling; repetition, higher level questions (Bloom's Taxonomy), read alouds, small group reading instruction, main idea lessons, retell cards, activities related to read alouds and trade books (such as Montessori Images works).</p>	<p>Three period lesson (see glossary for further explanation...this is, show me, what is) for all concrete materials, retell cards, classroom library, school library, reading extension materials from sources such as Montessori Images, leveled readers</p>	<p>vocabulary enrichment; auditory discrimination; comprehension; cognitive development; preparation for further language studies; preparation for writing</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>How to get another adult or child's attention; what to do if you have a question or need help; problem solving through conversation; how to be a peer resource</p>	<p>Lessons in Grace and Courtesy (using manners, how and when to interrupt, conflict resolution skills); informal conversations and problem-solving terminology/communication; peer modeling, teacher modeling</p>	<p>choosing appropriate speech; positive self-efficacy and self-concept; externalize ideas, thoughts &amp; opinions; cognitive development, develop positive peer and social interactions</p>
<p><b>Presentation of Knowledge and Ideas</b> 4. Present information, findings, and supporting evidence such that listeners can follow the circle of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Presentation of Knowledge and Ideas</b> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Presentation of Knowledge and Ideas</b> Environmental Awareness; Geography Lessons; Read alouds, receptive comprehension, expressive comprehension, higher level questions; personal share time; birthday celebrations; daily schedule; how to describe observations, affirmations, make detail drawings, leveled reading groups  story writing; art creation, illustration labeling  Lessons in conflict resolution; Share time; read alouds, small group leveled readers, character education activities (feelings poster, cards, etc.), peer and social interactions, Grace and Courtesy (manners, how to interrupt, expressing needs), conversational exchange, question answer sessions</p>	<p>The Farm; Environmental Language Cards; Language 3-part Cards; Parts-of Puzzles and cards; Puzzle Maps; classroom jobs and daily schedule; picture descriptions, I-spy; informal/spontaneous conversations, classroom library, leveled readers  Story Dictation on various writing and drawing papers; art materials, story writing and illustrating, illustration labeling,  Social stories; Exercises in grace and courtesy, character education activities, classroom library, school library, leveled readers</p>	<p>vocabulary enrichment; choosing appropriate speech; positive self-efficacy and self-concept; oral expression; vocabulary enrichment; cognitive development; preparation for further language studies, preparation for writing  externalize ideas; non-verbal communication skills; cognitive development, ability to express detail, understating the importance of using detail in expressive language; preparation for further development of writing skills and the writing process  externalize ideas; vocabulary enrichment; expressive language; cognitive development; awareness of affect, ability to communicate feelings verbally</p>
<p><b>College &amp; Career Readiness Anchor Standards</b></p>	<p><b>Kindergarten CORE Standards</b></p>	<p><b>Learning Activity</b></p>	<p><b>Montessori Materials</b></p>	<p><b>Aim of Materials (Direct and Indirect)</b></p>

<b>Anchor Standards for Language</b>		<b>Kindergarten Language Standards:</b>			
<b>Conventions of Standard English</b>		<b>Conventions of Standard English</b>	<b>Conventions of Standard English</b>	<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	how to engage in social informal conversations; word/sentence building and writing; identification of parts of speech; appropriate responses to who, what, when, where, why and how; formal letter writing lessons (configuration), using concrete and abstract representations of prepositions, higher level questions, question and answer sessions, read alouds, small reading group instruction, leveled readers	Sandpaper Letters; moveable alphabet (large and small); Writing Papers; Farm; noun game; singular & plural noun classification; masculine & feminine noun classification; article identification; object adjective work; logical adjective game; detective adjective game; verb classification; noun and verb categorization; preposition game; adverb identification; logical adverb game; conjunction game; command cards; Grammar Symbols; word and sentence symbolizing; adults and peers asking questions;	Function of words and parts of speech; preparation for logical analysis; cognitive development; proper formation and configuration of letters of the alphabet, understanding sentence structure, preparation for sentence analysis, preparation for writing and the writing process,
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Letter sizing; Three-period lesson with sounds; writing letters; writing words; proper spacing when writing, writing sentences; word building (with objects and pictures); direct instruction of capitalization rules, direct instruction of punctuation, simple sentence structure, blending, modeled and shared writing, read alouds, think alouds, small reading group instruction	Sandpaper Letters (including capitals); sandtray; moveable alphabet (large and small); writing papers (sentence strips, story paper); phonogram boxes; chalkboard, dry erase boards, Pink Level Montessori works (CVC objects/labels, pictures/labels, loose letters, large word cards, phonetic baskets, phonetic booklets, etc.)	Function of words and parts of speech; preparation for logical analysis; cognitive development, preparation for writing and the writing process, increase writing mechanics, preparation for sentence analysis
<b>Knowledge of Language</b>	<b>Knowledge of Language</b>	<b>Knowledge of Language</b>	<b>Knowledge of Language</b>	<b>Knowledge of Language</b>	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	3. (Begins in grade 2)				
<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 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.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 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.	Adult, peer, and self reading of a variety of small books, readers and story books, dictionary, thesaurus, direct instruction in small reading groups, read alouds, think alouds	classroom library; word lists; nomenclature (3-part cards), short phrases, school library, classroom dictionary, student generated dictionary	vocabulary building; identification of unknown words; English language speech and phonetic rules; cognitive development, increase expressive and receptive language skills
5. Demonstrate understanding of word relationships and nuances in word meanings.	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Sorting and matching activities; circle time (variety of movements-marching, walking, galloping etc.); language to describe variances (ex: short, shorter, shortest etc.), read alouds, think alouds, authors as mentors, opposite sorting, opposite cards, access prior knowledge, classroom field trips and/or outings	Go together objects, pictures and puzzle cards representing event sequence, opposites, represented categories; circle time action games; speech classification games; logical adjective game; command cards; sensorial activities; classroom library, school library, outdoor and indoor environment	vocabulary enrichment; expressive language and phonetic rules; cognitive development, concept skills, receptive language

<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Blending; 3-letter, short vowel word identification; reading simple sentences; spontaneous/informal conversation; read alouds, small reading group instruction, leveled readers, modeling word usage</p>	<p>Picture and word books; making handmade books; sentence strips; small leveled books and readers, classroom library, school library, Short Vowel Books (books with CVC words), Montessori Pink Level works (Bob Books, phonetic baskets, phonetic booklets, short phrases, objects and sentences, pictures and sentences, etc.)</p>	<p>appropriate conversation; externalize personal ideas, expresses thoughts and opinions; cognitive development, increases expressive and receptive language, develop rich vocabulary</p>
<p><b>College &amp; Career Readiness Anchor Standards</b></p>	<p><b>Kindergarten CORE Standards</b></p>	<p><b>Learning Activity</b></p>	<p><b>Montessori Materials</b></p>	<p><b>Aim of Materials (Direct and Indirect)</b></p>
<p><b>Anchor Standards for Mathematics</b></p>				
<p><b>Know number names and the count sequence.</b></p>				
	<p><b>Kindergarten Mathematics Standards:Counting and Cardinality</b> <b>Know number names and the count sequence.</b> 1. Count to 100 by ones and by tens.  2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>gradation of size (what is small-what is large etc.) sequence of numbers; learning number patterns; building/creating numbers 0-9999; associating number symbol and quantity; odd and even numbers; skip counting(1's, 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's, 10's)  sequential counting;skip counting  Number writing and associating number symbol and quantity for numbers 0-9999; number sizing; recordkeeping;</p>	<p>pink tower; red rods; brown prisms; Red and Blue Rods; small red and blue table rods; sandpaper numerals; spindle box; cards and counters; memory game; short bead stair (short bead stair hanging rack); teen boards; ten boards; teen beads hanging rack; introduction tray; 9-Layout Tray; one hundred board; bead cabinet with short (1-10 squared) and long bead chains (1-10 cubed); roll work  all the above including the addition strip board; 45-layout; snake game for the research of tens; handful exchanging; bank game  see above for foundation including focus on practical life activities; art activities; chalkboard exercises; metal insets; sandpaper numerals; sandtray; roll work; number work extentions for various "math" activities that include math papers; spindle box</p>	<p>one to one coorespondance; accuracy in counting; route memorization; fine motor control; hand-eye coordination; subconscious experience with base ten system; number patterns; associating number symbol and quantity; left to right and top to bottom orientation; hierarchy of decimal system; cognitive development  See above including memory recall  strengthening prehensil grip; left to right, top to bottom orientation; association of number symbol and quantity; cognitive development; introducing concept of zero; correctly recording numerals</p>
<p><b>Count to tell the Number of Objects</b></p>				
	<p><b>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</b> <b>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</b> <b>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</b> <b>Understand that each successive number name refers to a quantity that is one larger.</b></p>	<p>association of quantity and symbol from 0-9999</p>	<p>Red and Blue Rods with Number cards; small red and blue table rods; sandpaper numerals; spindle box; cards and counters; memory game; short bead stair (short bead stair hanging rack); teen boards; ten boards; teen beads hanging rack; introduction tray; 9-Layout Tray; one hundred board; bead cabinet with short (1-10 squared) and long bead chains (1-10 cubed); roll work</p>	<p>one to one coorespondance; accuracy in counting; route memorization; fine motor control; hand-eye coordination; subconscious experience with base ten system; number patterns; associating number symbol and quantity; left to right and top to bottom orientation; hierarchy of decimal system; cognitive development</p>
	<p><b>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</b></p>	<p>Base Ten foundation in Montessori Environment provides many materials for counting, sorting and grading; associating quantity and symbols</p>	<p>practical life activities; pink tower, brown prisms; knobbed cylinders; knobless cylinders; red rods; constructive triangle boxes; geometric solids; geometric cabinet; montessori bells; metal insets; the farm;</p>	<p>visual recognition of without counting</p>

	<b>Compare Numbers</b>			
	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies	Graphing;gradation; odd/even	Red and Blue Rods; red and blue table rods; bead bar stair; graphing activity; making charts; cards and counters	one to one coorespondance; accuracy in counting; route memorization; fine motor control; hand-eye coordination; subconscious experience with base ten system; number patterns; associating number symbol and quantity; left to right and top to bottom orientation; hierarchy of decimal system; cognitive developmentvisual discrimination of numbers
	7. Compare two numbers between 1 and 10 presented as written numerals.	comparing numeric symbols between 0-9999	sandpaper numerals; numeral cards; written extensions; graphing activity; making charts	
<b>College &amp; Career Readiness Anchor Standards</b>	<b>Kindergarten CORE Standards</b>	<b>Learning Activity</b>	<b>Montessori Materials</b>	<b>Aim of Materials (Direct and Indirect)</b>
<b>Anchor Standards for Mathematics</b>	<b>Kindergarten Mathematics Operations and Algebraic Thinking</b>			
<b>Operations and Algebraic Thinking</b>	<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	concept of sumation; static addition for numbers 0-9999; dynamic addition (introduction of "carrying") for numbers 0-9999; static subtraction for numbers 0-9999; dynamic subtraction (introduction of "borrowing") for numbers 0-9999; exchanging and borrowing from place holders	Addition strip board; red and blue table rods; Addition with bead bars (numbers 0-10); addition finger chart with 6 control charts; addition with golden bead (numbers 10-9999); subtraction strip board; subtraction with beads (0-10); subtraction with golden bead material (numbers 10-9999); subtraction charts; equation boxes; circle problems; problem tickets; equation booklets; handful exchanging; exchange game; stamp game; small bead frame; dot game; positive and negative snake game	accuracy in counting;fine motor control; hand-eye coordination; putting groups of numbers together to make a larger group (addition concept); taking a group of objects away from a larger, single group (concept of subtraction); distinguishing units, tens, hundreds and thousands place; memorization of simple facts; cognitive development;various concrete activities lead to memorization; correctly recording equation.
	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	see above; child uses manipulatives to solve problems	see above	see above
	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	research and composition of numbers; possible combination of numbers to make a specific sum	see above; 0-10 materials; colored bead bars (including all the possible activities with colored beads); sequence of numbers; addition strip board; bead stair; positive and negative snake game; deonomial box of bead bars; equation papers (problem tickets, circle problems, etc.) and booklets	see above
	4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	research and composition of numbers; possible combination of umbers to make 10	addition strip board; snake game for the research of 10s; deonomial box; equation papers (problem tickets, circle problems etc) & booklets	see above
	5. Fluently add and subtract within 5	memorization of facts through the use of hands on materials	bead stair; red and blue rods; red and blue table rods; addition strip board; addition finger charts; subtraction strip board; subtraction finger charts; snake game for the research of 10s	see above



		product of combining groups of numbers; dividing large group into equal parts; introduction to division with remainder;	multiplication with bead bars; deonomial bead bar box; multiplication board; multiplication charts; pythagoras board; multiplication with golden bead material (numbers 10-9999); short and long bead chains (square of 1 through cube of 10) division board; division charts; stamp game	accuracy in counting; fine motor control; hand-eye coordination; concept of multiplication; concept of division (sharing); foundation of multiplication table; cognitive development
<b>College &amp; Career Readiness Anchor Standards</b>	<b>Kindergarten CORE Standards</b>	<b>Learning Activity</b>	<b>Montessori Materials</b>	<b>Aim of Materials (Direct and Indirect)</b>
<b>Anchor Standards for Mathematics</b>	<b>Anchor Standards for Mathematics: Number &amp; Operations in Base Ten</b>			
	<b>Work with numbers 11-19 to gain foundations for place value.</b>			
Work with numbers 11-19 to gain foundations for place value	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	teen number building; teen number identification; teen number writing; continue number building from 0-9999 with a focus on the teens	see above with focus on teen boards; teen hanging rack; beads for number building; 45-layout; bank game	fine motor control; distinguishing units, tens, hundreds and thousands place; cognitive development
<b>College &amp; Career Readiness Anchor Standards</b>	<b>Kindergarten CORE Standards</b>	<b>Learning Activity</b>	<b>Montessori Materials</b>	<b>Aim of Materials (Direct and Indirect)</b>
<b>Anchor Standards for Mathematics</b>	<b>Anchor Standards for Mathematics: Measurement and Data</b>			
	<b>Describe and compare measurable attributes.</b>	<b>Measurement and Data</b>		
	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	exercises in practical life; lessons in conservation; language associated with measurable attributes (heavy, light, long, short, thick, thin etc.) sorting and grading objects based on attributes,	dry and wet transferring (pouring, spooning, tonging etc.) cooking with measuring spoons, cups, bowls and ingredients; red rods; pink tower; brown prisms; knobbed cylinder blocks; knobless cylinders; constructive triangles; geometric cabinet; botony cabinet; 3 various color boxes; mystery bag; rough and smooth boards and tablets; geometric solids; thermic tablets; baric tablets; pressure cylinders; montessori bells; red rods with red/blue rods;	relationship of materials in environment; conservation; visual/perception discrimination; auditory discrimination; tactile discrimination; cognitive development,
	2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	object classification; number association; creating simple graphs	see above materials list which includes consistent exploration, comparing, contrasting and evaluating through given terminology; graphing activities; written/drawn findings;	one-to-one corespondence; accuracy in counting; fine motor control; hand-eye coordination; comparing objects on more than one level; cognitive development, relationship to materials/objects in the environment
	<b>Classify objects and count the number of objects in each category.</b>			
	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	object classification; number association; creating simple graphs	Practical life activities; various sensorial grading activities; cards and counters; association extention activities	one-to-one corespondence; accuracy in counting; fine motor control; hand-eye coordination; comparing objects on more than one level; cognitive development, relationship to materials/objects in the environment
<b>College &amp; Career Readiness Anchor Standards</b>	<b>Kindergarten CORE Standards</b>	<b>Learning Activity</b>	<b>Montessori Materials</b>	<b>Aim of Materials (Direct and Indirect)</b>
<b>Anchor Standards for Mathematics</b>	<b>Anchor Standards for Mathematics: Geometry</b>			
	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Geometry		

	<b>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</b>	Grading shapes by size/shape with associated language (-er, -est); identifying shape attributes; introduction to prepositions	pink tower, brown prisms, red rods; knobbed cylinder blocks; knobbed less cylinders; Geometric cabinet; geometric solids and all appropriate extensions; constructive triangles; metal insets; botany cabinet; the farm; pronoun game	visual discrimination and perception; descriptive language vocabulary; foundation for geometry; cognitive development
	<b>2. Correctly name shapes regardless of their orientations or overall size.</b>	Making new shapes from other shapes; properties of triangles, squares, rectangles, parallelograms, trapezoids and 4-sided figures; introduction to angles.	see above including 5 boxes of constructive triangles; oragami	see above including congruent and non-congruent; length, width and height; cognitive development
	<b>3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</b>	2-d and 3-d shape identification by name	geometric cabinet; geometric solids; botany cabinet; metal insets, oragami	see above including added vocabulary enrichment and space awareness
	<b>Analyze, compare, create, and compose shapes.</b>			
	<b>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</b>	Grading shapes by size/shape with associated language (-er, -est); identifying shape attributes; comparing and contrasting forms	pink tower, brown prisms, red rods; knobbed cylinder blocks; knobbed less cylinders; Geometric cabinet; geometric solids and all appropriate extensions; constructive triangles; metal insets; botany cabinet;	visual discrimination and perception; descriptive language vocabulary; foundation for geometry; congruent and non-congruent; identifying length, width and height, angles, points etc.; cognitive development
	<b>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</b>	finding and identifying shapes in the environment; creating shapes using various media and tools	clay; playdough; art activities using various medium;	see above including hand strength; hand-eye coordination; preoperational thought
	<b>6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</b>	creating larger shapes from smaller ones	5 boxes of constructive triangles	see above
	<b>Fractions</b>	<b>Fractions</b>		
<b>no Anchor standard established for this concept</b>	<b>no national standard established for this age range.</b>	Introduction to whole and parts-of-whole; exploring fraction families 1 whole, halves, thirds, fourths, fifths, sixths, sevenths, eighths, ninths, and tenths; writing fractions	Large Fraction Skittles; Fraction circles for families (1-10);	Make parts from whole; visual representation of fractions; congruent vs. non-congruent; cognitive development
		Adding same denominator fractions 1 whole through tenths	Fraction circles	see above; summation
		Subtraction with same denominator fractions 1 whole through tenths	Fraction circles	see above;