

CURRICULUM ROAD MAP



ELA (K-8)



Kindergarten - 3rd Grade		English Language Arts Curriculum + Materials/Resources	
Reading	Writing	Language	Speaking & Listening
<p>Heggerty Phonemic Awareness <i>short vowel sounds, consonant blends, and phonetic combinations</i></p> <p>Montessori Waseca Reading Program <i>systematic and sequential presentation of the phonetic elements</i></p> <p>FAST Reading Instruction <i>explicit, systematic process of teaching reading, writing, and spelling</i></p> <p>Guided Reading Groups <i>using data for small group instruction, building fluent and skilled readers</i></p> <p>Interactive Read-Aloud (Making Meaning) <i>method of reading a book aloud with modeling key components of reading</i></p> <p>Primary Phonics <i>systematic, phonics-based early reading program developing essential literacy skills</i></p> <p>Freckle Education <i>online differentiated reading passages</i></p>	<p>4 Square Writing <i>scaffolding graphic organizer used to develop complete paragraphs for various text types and purposes</i></p> <p>Journal Writing <i>relaxed format that provides a non-threatening way to be able to explore different thoughts, ideas and topics</i></p> <p>Poetry <i>lessons, activities, units</i></p> <p>Handwriting Practice <i>multi-sensory, developmentally appropriate strategies to increase success with early writing skills</i></p>	<p>Montessori Parts of Speech <i>hands-on material for the nine parts of speech (functions of words)</i></p> <p>Montessori Sentence Analysis <i>hands-on material for diagramming simple sentences</i></p> <p>Montessori Word Study <i>hands-on material for studying the English language and developing vocabulary</i></p> <p>Spiral Language Levels <i>incremental instruction and daily practice for mastery-based learning</i></p> <p>Words Their Way <i>developmental spelling, phonics, and vocabulary program</i></p> <p>Freckle Education <i>online differentiated word study tool</i></p>	<p>Montessori Grace and Courtesy Lessons <i>role-play for how to participate in the learning environment</i></p> <p>Montessori Peace Education Initiatives <i>problem-solving, empathy, cooperative learning, conflict-resolution skills</i></p> <p>Author's Chair + Reader's Theater <i>sharing student writing or stories with intonation and prosody</i></p> <p>Project Presentations <i>cross-curricular, multi-media presentations implanting public speaking and listening skills</i></p>



4th - 5th Grade		English Language Arts Curriculum + Materials/Resources	
Reading	Writing	Language	Speaking & Listening
<p>Literature Novels + Study Guides discuss a piece of literature in depth with a focus on key ideas/details, craft/structure, vocabulary, and text complexity</p> <p>Interactive Read-Aloud method of reading a book aloud with modeling key components of reading</p> <p>PQ3R + Partner Reading study strategy for non-fiction texts and developing oral reading fluency</p> <p>Newsela Current Events online differentiated reading passages</p>	<p>5 Box Writing Graphic Organizer scaffolding graphic organizer used to develop complete paragraphs for various text types and purposes</p> <p>Journal Writing relaxed format that provides a non-threatening way to be able to explore different thoughts, ideas and topics</p> <p>Poetry lessons, activities, units</p> <p>Handwriting Practice weekly practice to improve penmanship</p> <p>Writing Across the Content Areas written responses for science, social studies, history, and math</p>	<p>Montessori Parts of Speech hands-on material for the nine parts of speech (functions of words)</p> <p>Montessori Sentence Analysis hands-on material for diagramming simple sentences</p> <p>Freckle Education (as needed) online differentiated word study tool</p>	<p>Montessori Grace and Courtesy Lessons role-play for how to participate in the learning environment</p> <p>Montessori Peace Education Initiatives problem-solving, empathy, cooperative learning, conflict-resolution skills</p> <p>Author's Chair + Reader's Theater sharing student writing or stories with intonation and prosody</p> <p>Project Presentations cross-curricular, multi-media presentations implanting public speaking and listening skills</p>



6th - 8th Grade		English Language Arts Curriculum + Materials/Resources	
Reading	Writing	Language	Speaking & Listening
<p>Literature Novels + Study Guides discuss a piece of literature in depth with a focus on key ideas/details, craft/structure, vocabulary, and text complexity</p> <p>PQ3R Reading study strategy for non-fiction texts and developing oral reading fluency</p> <p>Readworks online differentiated reading passages</p> <p>Reading Buddies + Mentoring pairing older and younger students together to read aloud to each other, benefiting both students' skills.</p>	<p>5 Box Writing Graphic Organizer scaffolding graphic organizer used to develop complete paragraphs for various text types and purposes</p> <p>No Red Ink online writing practice that builds stronger writers through interest-based curriculum and adaptive exercises</p> <p>Journal Writing relaxed format that provides a non-threatening way to be able to explore different thoughts, ideas and topics</p> <p>Poetry lessons, activities, units</p> <p>Writing Across the Content Areas written responses for science, social studies, history, and math</p>	<p>Spiral Language Levels incremental instruction and daily practice for mastery-based learning</p> <p>Greek & Latin Practice students analyze multisyllabic words and identify Greek & Latin roots</p> <p>Language Presentations grammar, word study, figures of speech, analogies, and vocabulary</p>	<p>Montessori Grace and Courtesy Lessons role-play for how to participate in the learning environment</p> <p>Montessori Peace Education Initiatives problem-solving, empathy, cooperative learning, conflict-resolution skills</p> <p>Author's Chair + Reader's Theater sharing student writing or stories with intonation and prosody</p> <p>Project Presentations cross-curricular, multi-media presentations implanting public speaking and listening skills</p>

WALDEN GREEN MONTESSORI		CURRICULUM ROAD MAP		
KINDERGARTEN ELA COMMON CORE STANDARDS		READING: LITERATURE		
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RL.K.1, RL.K.2, RL.K.3]	With prompting and support, ask and answer questions about key details in a text.	Interactive Read Aloud: variety of literature: Oral Discussions	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation/ discussion O Formative Assessment O Standardized Assessment
Key Ideas & Details 2 [RL.K.1, RL.K.2, RL.K.3]	With prompting and support, retell familiar stories, including key details.	Interactive Read Aloud: Oral Discussions: "What happened in the previous chapter?"	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	x Classroom Discussion O Formative Assessment O Standardized Assessment
Key Ideas & Details 3 [RL.K.1, RL.K.2, RL.K.3]	With prompting and support, identify characters in a story.	Interactive read Aloud: Oral Discussions: "Who are the characters in our story?"	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Discussion O Formative Assessment O Standardized Assessment
Key Ideas & Details 4 [RL.K.1, RL.K.2, RL.K.3]	With prompting and support, identify settings in a story.	Interactive read Aloud: Oral Discussions: "The setting of a story is where the story takes place."	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Discussion O Formative Assessment O Standardized Assessment
Key Ideas & Details 5 [RL.K.1, RL.K.2, RL.K.3]	With prompting and support, identify major events in a story.	Interactive Read Aloud: Discussing What happened in the story: the thing that they remember most.	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Discussion O Formative Assessment O Standardized Assessment
Craft & Structure 1 [RL.K.4, RL.K.5, RL.K.6]	With prompting and support, ask and answer questions about unknown words in a text.	Interactive Read Aloud: Vocabulary questions: What do you think _____ means/"	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Discussion O Formative Assessment O Standardized Assessment
Craft & Structure 2 [RL.K.4, RL.K.5, RL.K.6]	Recognize common types of text.	Interactive Read Aloud: "today, our story or "text" is fiction. It is a made up story. Non-fiction is factual and true.	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Discussion O Formative Assessment O Standardized Assessment
Craft & Structure 3 [RL.K.4, RL.K.5, RL.K.6]	With prompting and support, name the author and illustrator of a story.	Interactive Read-Aloud: Introducing the author and illstratator. Book reports: Having the children look for both when filling out Book report forms.	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Discussion O Formative Assessment O Standardized Assessment
Craft & Structure 4 [RL.K.4, RL.K.5, RL.K.6]	With prompting and support, define the role of the author in a story.	Interactive Read-Aloud: discuss what an author is and what he/she does.	O Fall O Winter O Spring O Ongoing Practice and Review X Other: Every other week review	X Classroom Observation O Formative Assessment O Standardized Assessment
Craft & Structure 5 [RL.K.4, RL.K.5, RL.K.6]	With prompting and support, define the role of the illustrator in a story.	Interactive Read-Aloud: Discuss what an illustrator is.	O Fall O Winter O Spring O Ongoing Practice and Review X Other: Every other week review	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 1 [RL.K.7, RL.K.9]	With prompting and support, describe the relationship between illustrations and the story in which they appear.	Interactive Read Aloud: Variety of texts.	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 2 [RL.K.7, RL.K.9]	With prompting and support, compare the adventures and experiences of characters in familiar stories.	Interactive Read-Aloud: reading various books by the same author such as Freddie Fernortener or My Father's Dragon series and discussing the characters.	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 3 [RL.K.7, RL.K.9]	With prompting and support, contrast the adventures and experiences of characters in familiar stories.	Interactive Read-Aloud: reading various books by the same author such as Freddie Fernortener or My Father's Dragon series and discussing the characters.	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Reading Range + Text Complexity 1 [RL.K.10]	Actively engage in group reading activities with purpose and understanding.	Reading Buddy Friday: Interactive Read-Aloud; Leveled Reading Groups with various texts and Readworks articles.	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
KINDERGARTEN ELA COMMON CORE STANDARDS			READING: INFORMATIONAL TEXT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RI.K.1, RI.K.2, RI.K.3]	With prompting and support, ask and answer questions about key details in a text.	Interactive Read Aloud; Leveled Reading Groups Primary phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Key Ideas & Details 2 [RI.K.1, RI.K.2, RI.K.3]	With prompting and support, identify the main topic and retell key details of a text.	Interactive read Aloud; Leveled reading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Key Ideas & Details 3 [RI.K.1, RI.K.2, RI.K.3]	With prompting and support, describe the connection between two individuals in a text.	Interactive read Aloud; Leveled Reading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Key Ideas & Details 4 [RI.K.1, RI.K.2, RI.K.3]	With prompting and support, describe the connection between two events in a text.	Interactive read Aloud; Leveled Reading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Key Ideas & Details 5 [RI.K.1, RI.K.2, RI.K.3]	With prompting and support, describe the connection between two ideas in a text.	Interactive Read Aloud; Leveled reading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Key Ideas & Details 6 [RI.K.1, RI.K.2, RI.K.3]	With prompting and support, describe the connection between two pieces of information in a text.	Interactive Read Aloud; Leveled reading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Craft & Structure 1 [RI.K.4, RI.K.5, RI.K.6]	With prompting and support, ask and answer questions about unknown words in a text.	Interactive Read Aloud; Leveled rReading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Craft & Structure 2 [RI.K.4, RI.K.5, RI.K.6]	Identify the front cover, back cover, and title page of a book.	Interactive Read Aloud; Leveled reading groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Craft & Structure 3 [RI.K.4, RI.K.5, RI.K.6]	Name the author and illustrator of a text.	Interactive Read Aloud; Leveled Reading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Craft & Structure 4 [RI.K.4, RI.K.5, RI.K.6]	Define the role of the author in presenting the ideas or information in a text.	Interactive Read Aloud; Leveled reading Groups	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Craft & Structure 5 [RI.K.4, RI.K.5, RI.K.6]	Define the role of the illustrator in presenting the ideas or information in a text.	Interactive Read Aloud; Leveled reading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 1 [RI.K.7, RI.K.8, RI.K.9]	With prompting and support, describe the relationship between illustrations and the text in which they appear.	Interactive Read Aloud; Leveled Reading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 2 [RI.K.7, RI.K.8, RI.K.9]	With prompting and support, identify the reasons an author gives to support ideas in a text.	Interactive Read Aloud; Leveled reading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 3 [RI.K.7, RI.K.8, RI.K.9]	With prompting and support, identify basic similarities in two texts on the same topic.	Interactive read Aloud; Leveled reading Groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 4 [RI.K.7, RI.K.8, RI.K.9]	With prompting and support, identify basic differences between two texts on the same topic.	Interactive Read Aloud; leveled Reading Groups	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Reading Range + Text Complexity 1 [RI.K.10]	Actively engage in group reading activities with purpose and understanding.	Reading Buddies; Interactive read Aloud' leveled reading groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI		CURRICULUM ROAD MAP		
KINDERGARTEN ELA COMMON CORE STANDARDS		READING: FOUNDATIONAL SKILLS		
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Print Concepts 1 [RF.K.1]	Follow words from left to right, top to bottom, and page by page.	All areas of the classroom: Work set up left to right, top to bottom in all areas. Interactive read aloud with big Books; EBLI	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Print Concepts 2 [RF.K.1]	Recognize that spoken words are represented in written language by specific sequences of letters.	Small group lessons, WTW Leveled groups EBLI	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Print Concepts 3 [RF.K.1]	Understand that words are separated by spaces in print.	EBLI, HWT, explicit instruction, daily schedule	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Print Concepts 4 [RF.K.1]	Recognize and name all upper- and lowercase letters of the alphabet.	Sandpaper Letters Matching upper/lower case letters Heggerty	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Phonological Awareness 1 [RF.K.2]	Recognize and produce rhyming words.	Word Families, Heggerty Word Sorts, Rhyming work language puzzles, Down by the Bay	O Fall O Winter O Spring X Ongoing Practice and Review O Other	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonological Awareness 2 [RF.K.2]	Count, pronounce, blend, and segment syllables in spoken words.	EBLI, ETM song games	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Phonological Awareness 3 [RF.K.2]	Blend and segment onsets and rimes of single-syllable spoken words.	Word Building EBLI Pink, Blue Green series	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Phonological Awareness 4 [RF.K.2]	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel- consonant, or CVC) words.	Word Building Initial sound boxes EBLI sound lines, elkonin boxes	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonological Awareness 5 [RF.K.2]	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Movable alphabet EBLI	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Phonics and Word Recognition 1 [RF.K.3]	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Word Building, Waseca language boxes Word Sorts	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 2 [RF.K.3]	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Word Sorts EBLI	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 3 [RF.K.3]	Read common high-frequency words by sight.	Daily sight words	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Phonics and Word Recognition 4 [RF.K.3]	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	EBLI Waseca	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Fluency 1 [RF.K.4]	Read emergent-reader texts with purpose and understanding.	Leveled reading groups Sight word fluency passages, primary phonics workbooks	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI		CURRICULUM ROAD MAP		
KINDERGARTEN ELA COMMON CORE STANDARDS		WRITING		
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Text Types and Purposes 1 [W.K.1, W.K.2, W.K.3]	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book you are writing about.	4-square writing Writing groups	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Text Types and Purposes 2 [W.K.1, W.K.2, W.K.3]	State an opinion or preference about the topic or book.	Opinion writing using 4-square model	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Text Types and Purposes 3 [W.K.1, W.K.2, W.K.3]	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what you are writing about.	informative writing using 4-square model Journal writing	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Text Types and Purposes 4 [W.K.1, W.K.2, W.K.3]	Supply some information about the topic of the informative/explanatory text.	4-square writing	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Text Types and Purposes 5 [W.K.1, W.K.2, W.K.3]	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.	Sequence of event cards	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Text Types and Purposes 6 [W.K.1, W.K.2, W.K.3]	Tell about the events in the order in which they occurred, and provide a reaction to what happened.	Using 4-square writing model as a sequencing tool for reporting events.	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Production + Distribution 1 [W.K.5, W.K.6]	With guidance and support from adults, respond to questions and suggestions from peers.	Morning meeting	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Production + Distribution 2 [W.K.5, W.K.6]	Add details to strengthen writing as needed.	introducing Montessori grammar	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Production + Distribution 3 [W.K.5, W.K.6]	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	BoomWriter WritingFix	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Research to Build + Present 1 [W.K.7, W.K.8]	Participate in shared research and writing projects.	4-square collaborative writing with Animal reports Animal reports from Keeping my Kinders Busy	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Research to Build + Present 2 [W.K.7, W.K.8]	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Language matching cards from all areas of the classroom	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
KINDERGARTEN ELA COMMON CORE STANDARDS			LANGUAGE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Conventions of Standard English 1 [L.K.1, L.K.2]	Print many upper- and lowercase letters.	Peterson Handwriting Guided Handwriting during EBLI Handwriting without Tears	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 2 [L.K.1, L.K.2]	Use frequently occurring nouns and verbs.	Montessori grammar The Farm	<input type="radio"/> Fall <input type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 3 [L.K.1, L.K.2]	Form regular plural nouns orally by adding /s/ or /es/.	Words Their Way	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 4 [L.K.1, L.K.2]	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	EBLI	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 5 [L.K.1, L.K.2]	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Montessori Grammar exercises The Box exercise The Farm	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 6 [L.K.1, L.K.2]	Produce and expand complete sentences in shared language activities.	Singing songs such as Grandpa's Farm, Down By the Bay, etc.	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 7 [L.K.1, L.K.2]	Capitalize the first word in a sentence and the pronoun I.	EBLI Mechanics of writing	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 8 [L.K.1, L.K.2]	Recognize and name end punctuation.	EBLI Explicit instruction	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 9 [L.K.1, L.K.2]	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Sandpaper letters Movable alphabet and pictures/objects	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 10 [L.K.1, L.K.2]	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Movable alphabet with pictures/objects	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 1 [L.K.4, L.K.5, L.K.6]	Identify new meanings for familiar words and apply them accurately.	Primary Phonics workbooks EBLI	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 2 [L.K.4, L.K.5, L.K.6]	Use the most frequently occurring inflections and affixes.	Words Their Way Root Words plus suffixes	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 3 [L.K.4, L.K.5, L.K.6]	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Montessori sorting in Practical Life and Language	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 4 [L.K.4, L.K.5, L.K.6]	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Word Study puzzles	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 5 [L.K.4, L.K.5, L.K.6]	Identify real-life connections between words and their use.	Awareness of traffic signs, street signs, signs in the school, following written directions.	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 6 [L.K.4, L.K.5, L.K.6]	Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.	The Montessori Verb Game	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 7 [L.K.4, L.K.5, L.K.6]	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Interactive read-Aloud: Variety of literature with oral discussions	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	X Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
KINDERGARTEN ELA COMMON CORE STANDARDS			SPEAKING AND LISTENING	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Comprehension & Collaboration 1 [SL.K.1, SL.K.2, SL.K.3]	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Morning Meeting; Role modeling for the children; Small group lessons	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 2 [SL.K.1, SL.K.2, SL.K.3]	Follow agreed-upon rules for discussions.	Beginning of the year modeling and reminders of ground rules	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 3 [SL.K.1, SL.K.2, SL.K.3]	Continue a conversation through multiple exchanges.	Morning Meeting.	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 4 [SL.K.1, SL.K.2, SL.K.3]	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.	Variety of literature during interactive read-aloud.	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 5 [SL.K.1, SL.K.2, SL.K.3]	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Variety of literature during interactive read-aloud.	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 1 [SL.K.4, SL.K.5, SL.K.6]	Describe familiar people, places, things, and events.	Interactive read aloud: group discussion	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 2 [SL.K.4, SL.K.5, SL.K.6]	With prompting and support, provide additional detail about familiar people, places, things, and events.	Interactive read-aloud: group discussion	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 3 [SL.K.4, SL.K.5, SL.K.6]	Add drawings or other visual displays to descriptions as desired to provide additional detail.	EBLI Interactive Read Aloud Journaling.	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 4 [SL.K.4, SL.K.5, SL.K.6]	Speak audibly and express thoughts, feelings, and ideas clearly.	Interactive Read-Aloud summarizing the story. Partner reading Reading to the class. Show and Tell	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
1ST GRADE ELA COMMON CORE STANDARDS			READING: LITERATURE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RL.1.1, RL.1.2, RL.1.3]	Ask and answer questions about key details in a text.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Key Ideas & Details 2 [RL.1.1, RL.1.2, RL.1.3]	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Key Ideas & Details 3 [RL.1.1, RL.1.2, RL.1.3]	Describe characters in a story using key details.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Key Ideas & Details 4 [RL.1.1, RL.1.2, RL.1.3]	Describe settings in a story using key details.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Key Ideas & Details 5 [RL.1.1, RL.1.2, RL.1.3]	Describe major events in a story using key details.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Craft & Structure 1 [RL.1.4, RL.1.5, RL.1.6]	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Craft & Structure 2 [RL.1.4, RL.1.5, RL.1.6]	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Craft & Structure 3 [RL.1.4, RL.1.5, RL.1.6]	Identify who is telling the story at various points in a text.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 1 [RL.1.7, RL.1.9]	Use illustrations and details in a story to describe its characters.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 2 [RL.1.7, RL.1.9]	Use illustrations and details in a story to describe its settings.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 3 [RL.1.7, RL.1.9]	Use illustrations and details in a story to describe its events.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Integration of Knowledge & Ideas 4 [RL.1.7, RL.1.9]	Compare and contrast the adventures and experiences of characters in stories.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Reading Range + Text Complexity 1 [RL.1.10]	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
1ST GRADE ELA COMMON CORE STANDARDS			READING: INFORMATIONAL TEXT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RI.1.1, RI.1.2, RI.1.3]	Ask and answer questions about key details in a text.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 2 [RI.1.1, RI.1.2, RI.1.3]	Identify the main topic and retell key details of a text.	Interactive Read Aloud, Making Meaning .	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 3 [RI.1.1, RI.1.2, RI.1.3]	Describe the connection between two individuals in a text.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 4 [RI.1.1, RI.1.2, RI.1.3]	Describe the connection between two events in a text.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 5 [RI.1.1, RI.1.2, RI.1.3]	Describe the connection between two ideas in a text.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 6 [RI.1.1, RI.1.2, RI.1.3]	Describe the connection between two pieces of information in a text.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 1 [RI.1.4, RI.1.5, RI.1.6]	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Interactive Read Aloud, Making Meaning, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 2 [RI.1.4, RI.1.5, RI.1.6]	Know and use various text features to locate key facts or information in a text.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 3 [RI.1.4, RI.1.5, RI.1.6]	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 1 [RI.1.7, RI.1.8, RI.1.9]	Use the illustrations and details in a text to describe its key ideas.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 2 [RI.1.7, RI.1.8, RI.1.9]	Identify the reasons an author gives to support points in a text.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 3 [RI.1.7, RI.1.8, RI.1.9]	Identify basic similarities in and differences between two texts on the same topic.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Reading Range + Text Complexity 1 [RI.1.10]	With prompting and support, read informational texts appropriately complex for grade 1.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
1ST GRADE ELA COMMON CORE STANDARDS			READING: FOUNDATIONAL SKILLS	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Print Concepts 1 [RF.1.1]	Recognize the distinguishing features of a sentence.	4-Square Writing, Primary Phonics Workbooks	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonological Awareness 1 [RF.1.2]	Distinguish long from short vowel sounds in spoken single- syllable words.	Words Their Way, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonological Awareness 2 [RF.1.2]	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Words Their Way, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonological Awareness 3 [RF.1.2]	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Words Their Way, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonological Awareness 4 [RF.1.2]	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 1 [RF.1.3]	Know the spelling-sound correspondences for common consonant digraphs.	Words Their Way, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 2 [RF.1.3]	Decode regularly spelled one-syllable words.	Words Their Way, Waseca Red Tower, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 3 [RF.1.3]	Know final -e and common vowel team conventions for representing long vowel sounds.	Words Their Way, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 4 [RF.1.3]	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 5 [RF.1.3]	Decode two-syllable words following basic patterns by breaking the words into syllables.	Words Their Way, Waseca Boxes, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 6 [RF.1.3]	Read words with inflectional endings.	Words their way, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 7 [RF.1.3]	Recognize and read grade-appropriate irregularly spelled words.	Sight Words sentence practice, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Fluency 1 [RF.1.4]	Read grade-level text with purpose and understanding.	Guided Reading Groups, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Fluency 2 [RF.1.4]	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Guided Reading Groups, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Fluency 3 [RF.1.4]	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Guided Reading Groups, Primary Phonics	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
1ST GRADE ELA COMMON CORE STANDARDS			WRITING	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Text Types and Purposes 1 [W.1.1, W.1.2, W.1.3]	Write opinion pieces in which you introduce the topic or name the book you are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	4-Square writing	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 2 [W.1.1, W.1.2, W.1.3]	Write informative/explanatory texts in which you name a topic, supply some facts about the topic, and provide some sense of closure.	4-Square writing	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 3 [W.1.1, W.1.2, W.1.3]	Write narratives in which you recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	4-Square writing	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Production + Distribution 1 [W.1.5, W.1.6]	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	4-Square writing	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Production + Distribution 2 [W.1.5, W.1.6]	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	4-Square writing	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Research to Build + Present 1 [W.1.7, W.1.8]	Participate in shared research and writing projects.	4-Square Writing	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Research to Build + Present 2 [W.1.7, W.1.8]	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	4-Square Writing, Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
1ST GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 1)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Conventions of Standard English 1 [L.1.1, L.1.2]	Print all upper- and lowercase letters.	Handwriting practice, Handwriting Without Tears	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 2 [L.1.1, L.1.2]	Use common, proper, and possessive nouns.	Montessori Grammar Lessons	O Fall O Winter X Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 3 [L.1.1, L.1.2]	Use singular and plural nouns with matching verbs in basic sentences.	Sentence Study	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 4 [L.1.1, L.1.2]	Use personal, possessive, and indefinite pronouns.	Montessori Grammar: Pronoun study	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 5 [L.1.1, L.1.2]	Use verbs to convey a sense of past, present, and future.	Freckle	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 6 [L.1.1, L.1.2]	Use frequently occurring adjectives.	Montessori Grammar Lessons	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 7 [L.1.1, L.1.2]	Use frequently occurring conjunctions.	Montessori Grammar Lessons	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 8 [L.1.1, L.1.2]	Use determiners (articles: a, an, the).	Montessori Grammar Lessons	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 9 [L.1.1, L.1.2]	Use frequently occurring prepositions.	Montessori Grammar Lessons	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 10 [L.1.1, L.1.2]	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	4-Square Writing, Montessori Grammar Lessons	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 11 [L.1.1, L.1.2]	Capitalize dates and names of people.	Sentence Study Lessons,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 12 [L.1.1, L.1.2]	Use end punctuation for sentences.	Sentence Study Lessons, 4-Square Writing	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 13 [L.1.1, L.1.2]	Use commas in dates and to separate single words in a series.	Montessori Grammar Lessons	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 14 [L.1.1, L.1.2]	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Words their Way	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 15 [L.1.1, L.1.2]	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	4-Square Writing, Words Their Way, Sentence Study Lessons	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
1ST GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 2)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Vocabulary Acquisition and Use 1 [L.1.4, L.1.5, L.1.6]	Use sentence-level context as a clue to the meaning of a word or phrase.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 2 [L.1.4, L.1.5, L.1.6]	Use frequently occurring affixes as a clue to the meaning of a word.	Words Study Puzzles	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 3 [L.1.4, L.1.5, L.1.6]	Identify frequently occurring root words and their inflectional forms.	Words Their Way	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 4 [L.1.4, L.1.5, L.1.6]	Sort words into categories to gain a sense of the concepts the categories represent.	Words Their Way	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 5 [L.1.4, L.1.5, L.1.6]	Define words by category and by one or more key attributes.	Words Their Way, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 6 [L.1.4, L.1.5, L.1.6]	Identify real-life connections between words and their use.	Class Meetings, Making Meaning, Words Their Way	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 7 [L.1.4, L.1.5, L.1.6]	Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	Montessori Grammar	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 8 [L.1.4, L.1.5, L.1.6]	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	Interactive Read Aloud, Making Meaning	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
1ST GRADE ELA COMMON CORE STANDARDS			SPEAKING AND LISTENING	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Comprehension & Collaboration 1 [SL.1.1, SL.1.2, SL.1.3]	Follow agreed-upon rules for discussions.	Beginning of the year: Peace Agreement, Grace and Courtesy Lessons, Role Play, Peace Education	X Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 2 [SL.1.1, SL.1.2, SL.1.3]	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Morning Meeting, Kagan Structure: Inside/Outside Circle, The Mindful Student	X Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 3 [SL.1.1, SL.1.2, SL.1.3]	Ask questions to clear up any confusion about the topics and texts under discussion.	Interactive Read Aloud, Class Meetings	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 4 [SL.1.1, SL.1.2, SL.1.3]	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Kagan Structure: Inside/Outside Circle, Morning meeting, The Mindful Student	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 1 [SL.1.4, SL.1.5, SL.1.6]	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4-Square Writing, The Mindful Student, Class Meetings	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 2 [SL.1.4, SL.1.5, SL.1.6]	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	4-Square Writing, Primary Phonics Workbook	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 3 [SL.1.4, SL.1.5, SL.1.6]	Produce complete sentences when appropriate to task and situation.	4-Square Writing, Primary Phonics Workbook	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	O Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
2ND GRADE ELA COMMON CORE STANDARDS			READING: LITERATURE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RL.2.1, RL.2.2, RL.2.3]	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 2 [RL.2.1, RL.2.2, RL.2.3]	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 3 [RL.2.1, RL.2.2, RL.2.3]	Describe how characters in a story respond to major events and challenges.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 1 [RL.2.4, RL.2.5, RL.2.6]	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 2 [RL.2.4, RL.2.5, RL.2.6]	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 3 [RL.2.4, RL.2.5, RL.2.6]	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 1 [RL.2.7, RL.2.9]	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 2 [RL.2.7, RL.2.9]	Compare and contrast two or more versions of the same story by different authors or from different cultures.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Reading Range + Text Complexity 1 [RL.2.10]	By June, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
2ND GRADE ELA COMMON CORE STANDARDS			READING: INFORMATIONAL TEXT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RI.2.1, RI.2.2, RI.2.3]	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 2 [RI.2.1, RI.2.2, RI.2.3]	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 3 [RI.2.1, RI.2.2, RI.2.3]	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 1 [RI.2.4, RI.2.5, RI.2.6]	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 2 [RI.2.4, RI.2.5, RI.2.6]	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 3 [RI.2.4, RI.2.5, RI.2.6]	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 1 [RI.2.7, RI.2.8, RI.2.9]	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 1 [RI.2.7, RI.2.8, RI.2.9]	Describe how reasons support specific points the author makes in a text.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 1 [RI.2.7, RI.2.8, RI.2.9]	Compare and contrast the most important points presented by two texts on the same topic.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Reading Range + Text Complexity 1 [RI.2.10]	Read and comprehend informational texts, including social studies, and science in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading Groups, Text-time, Making Meaning Read Aloud, Freckle	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
2ND GRADE ELA COMMON CORE STANDARDS			READING: FOUNDATIONAL SKILLS	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Phonics and Word Recognition 1 [RF.2.3]	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Spelling Lists/Words Their Way, Reading Groups, F.A.S.T. Heggerty (as needed)	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Phonics and Word Recognition 2 [RF.2.3]	Know spelling-sound correspondences for additional common vowel teams.	Spelling Lists/Words Their Way, Reading Groups, F.A.S.T. Heggerty (as needed)	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Phonics and Word Recognition 3 [RF.2.3]	Decode regularly spelled two-syllable words with long vowels.	Spelling Lists/Words Their Way, Reading Groups, F.A.S.T. Heggerty (as needed)	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Phonics and Word Recognition 4 [RF.2.3]	Decode words with common prefixes and suffixes.	Spelling Lists/Words Their Way, Reading Groups, F.A.S.T. Heggerty (as needed)	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Phonics and Word Recognition 5 [RF.2.3]	Identify words with inconsistent but common spelling-sound correspondences.	Spelling Lists/Words Their Way, Reading Groups, F.A.S.T. Heggerty (as needed)	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Phonics and Word Recognition 6 [RF.2.3]	Recognize and read grade-appropriate irregularly spelled words.	Spelling Lists/Words Their Way, Reading Groups, F.A.S.T. Heggerty (as needed)	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Fluency 1 [RF.2.4]	Read grade-level text with purpose and understanding.	Spelling Lists/Words Their Way, Reading Groups, F.A.S.T. Heggerty (as needed)	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Fluency 2 [RF.2.4]	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Spelling Lists/Words Their Way, Reading Groups, F.A.S.T. Heggerty (as needed)	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Fluency 3 [RF.2.4]	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Spelling Lists/Words Their Way, Reading Groups, F.A.S.T. Heggerty (as needed)	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
2ND GRADE ELA COMMON CORE STANDARDS			WRITING	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Text Types and Purposes 1 [W.2.1, W.2.2, W.2.3]	Write opinion pieces in which you introduce the topic or book you are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	4 Square Writing, Writer's Workshop, Opinion Graphic Organizer, Journal Writing	X Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 1 [W.2.1, W.2.2, W.2.3]	Write informative/explanatory texts in which you introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Animal and Country Informative Research, 4 Square Writing, Writer's Workshop, Informative/Explanatory Graphic Organizer	O Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 1 [W.2.1, W.2.2, W.2.3]	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	4 Square Writing, Writer's Workshop, Narrative Graphic Organizer, Journal Writing	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Production + Distribution 1 [W.2.5, W.2.6]	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	4 Square Writing, Writer's Workshop, CUPS	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Production + Distribution 2 [W.2.5, W.2.6]	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	4 Square Writing, Writer's Workshop, CUPS	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Research to Build + Present 1 [W.2.7, W.2.8]	Participate in shared research and writing projects.	Animal and Country Informative research, 4 Square Writing, Writer's Workshop, Informative/Explanatory Graphic Organizer	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Research to Build + Present 2 [W.2.7, W.2.8]	Recall information from experiences or gather information from provided sources to answer a question.	Animal and Country Informative Research, 4 Square Writing, Writer's Workshop, Informative/Explanatory Graphic Organizer, Making Meaning Read Aloud	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
2ND GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 1)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Conventions of Standard English 1 [L.2.1, L.2.2]	Use collective nouns.	Spiral Language 1.2-1.5, Montessori Language Page - Symbolize a sentence and sentence analysis, Montessori Grammar Boxes	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Conventions of Standard English 2 [L.2.1, L.2.2]	Form and use frequently occurring irregular plural nouns.	Spiral Language 2.1, Montessori Language Page - Symbolize a sentence and sentence analysis, Montessori Grammar Boxes	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Conventions of Standard English 3 [L.2.1, L.2.2]	Use reflexive pronouns.	Spiral Language 1.4, Montessori Language Page - Symbolize a sentence and sentence analysis, Montessori Grammar Boxes	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Conventions of Standard English 4 [L.2.1, L.2.2]	Form and use the past tense of frequently occurring irregular verbs.	Spiral Language 1.5, Montessori Language Page - Symbolize a sentence and sentence analysis, Montessori Grammar boxes	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Conventions of Standard English 5 [L.2.1, L.2.2]	Use adjectives and adverbs, and choose between them depending on what is to be modified.	Spiral Language 1.5, Montessori Language Page - Symbolize a sentence and sentence analysis, Montessori Grammar boxes	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Conventions of Standard English 6 [L.2.1, L.2.2]	Produce, expand, and rearrange complete simple and compound sentences.	Spiral Language 2.2, Montessori Language Page - Symbolize a sentence and sentence analysis	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Conventions of Standard English 7 [L.2.1, L.2.2]	Capitalize holidays, product names, and geographic names.	Spiral Language 2.3, Montessori Skyscraper capitalization card word and Montessori Grammar Boxes - Proper Nouns	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Conventions of Standard English 8 [L.2.1, L.2.2]	Use commas in greetings and closings of letters.	Spiral Language 3.9, 4.1, Montessori Grammar Boxes	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Conventions of Standard English 9 [L.2.1, L.2.2]	Use an apostrophe to form contractions and frequently occurring possessives.	Spiral Language 3.5, Montessori Grammar boxes, Montessori Language Page - Symbolize a sentence and sentence analysis	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Conventions of Standard English 10 [L.2.1, L.2.2]	Generalize learned spelling patterns when writing words.	Spiral Language: word study, F.A.S.T., Words Their Way, Montessori Grammar Boxes	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Conventions of Standard English 11 [L.2.1, L.2.2]	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Spiral Language: word study, 2.7, 2.8, Writer's Workshop, Journal Writing, Weekly Spelling Lists/Work	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
2ND GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 2)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Knowledge of Language 1 [L.2.3]	Compare formal and informal uses of English.	Spiral Language 1.1 - 1.5, Montessori Word Study Cards, Writer's Workshop	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 1 [L.2.4, L.2.5, L.2.6]	Use sentence-level context as a clue to the meaning of a word or phrase.	Spiral Language: word study, Montessori Grammar Boxes, Montessori Word Study Cards, Reading Groups, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 2 [L.2.4, L.2.5, L.2.6]	Determine the meaning of the new word formed when a known prefix is added to a known word.	Spiral Language 1.7, 1.8, Montessori Grammar Boxes	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 3 [L.2.4, L.2.5, L.2.6]	Use a known root word as a clue to the meaning of an unknown word with the same root.	Spiral Language 1.7, 1.8, Montessori Grammar Boxes	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 4 [L.2.4, L.2.5, L.2.6]	Use knowledge of the meaning of individual words to predict the meaning of compound words.	Spiral Language: Word Study, Montessori Grammar Boxes, Montessori Word Study: suffix/prefix	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 5 [L.2.4, L.2.5, L.2.6]	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Spiral Language 2.7, 2.8	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 6 [L.2.4, L.2.5, L.2.6]	Identify real-life connections between words and their use.	Spiral Language 4.5, F.A.S.T., Words Their Way, Montessori Word Study, Montessori Grammar Boxes, Freckle Reading	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 7 [L.2.4, L.2.5, L.2.6]	Distinguish shades of meaning among closely related verbs and closely related adjectives.	Spiral Language 1.6, Montessori Word Study, Montessori Grammar Boxes, Freckle Reading	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 8 [L.2.4, L.2.5, L.2.6]	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Spiral Language 1.6, Montessori Word Study, Montessori Grammar Boxes, Freckle Reading	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
2ND GRADE ELA COMMON CORE STANDARDS			SPEAKING AND LISTENING	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Comprehension & Collaboration 1 [SL.2.1, SL.2.2, SL.2.3]	Follow agreed-upon rules for discussions.	Reading Groups, Making Meaning Read Aloud, Classroom Morning Gathering/Circle Time	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 2 [SL.2.1, SL.2.2, SL.2.3]	Build on others' talk in conversations by linking their comments to the remarks of others.	Reading Groups, Making Meaning Read Aloud, Classroom Morning Gathering/Circle Time	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 3 [SL.2.1, SL.2.2, SL.2.3]	Ask for clarification and further explanation as needed about the topics and texts under discussion.	Reading Groups, Making Meaning Read Aloud	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 4 [SL.2.1, SL.2.2, SL.2.3]	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Reading Groups, Making Meaning Read Aloud, Freckle Reading	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 5 [SL.2.1, SL.2.2, SL.2.3]	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Reading Groups, Text-time, Read aloud, Freckle, Reading notebook, Explorations, ELA Spiral, Group discussions	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 1 [SL.2.4, SL.2.5, SL.2.6]	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Author's Chair, Reading Groups, Making Meaning Read Aloud, Classroom Morning Gathering/Circle Time	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 2 [SL.2.4, SL.2.5, SL.2.6]	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Reading Groups, use of phone to record and listen to recordings, Reader's Theater, Author's Chair	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 3 [SL.2.4, SL.2.5, SL.2.6]	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Classroom Morning Gathering/Circle Time, Reading Groups, Making Meaning Read Aloud, Author's Chair	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
3RD GRADE ELA COMMON CORE STANDARDS			READING: LITERATURE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RL.3.1, RL.3.2, RL.3.3]	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle Reading, Literature Circle Roles	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 2 [RL.3.1, RL.3.2, RL.3.3]	Recount stories, including fables, folktales, and myths from diverse cultures.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle Reading, Literature Circle Roles	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 3 [RL.3.1, RL.3.2, RL.3.3]	Determine the central message, lesson, or moral of a story and explain how it is conveyed through key details in the text.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle Reading, Literature Circle Roles	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 4 [RL.3.1, RL.3.2, RL.3.3]	Describe characters in a story and explain how their actions contribute to the sequence of events.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle Reading, Literature Circle Roles	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 1 [RL.3.4, RL.3.5, RL.3.6]	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle Reading, Literature Circle Roles, Spiral Language 2.5	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 2 [RL.3.4, RL.3.5, RL.3.6]	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle Reading, Poetry Unit ~ Poetry Playlist Booklet	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 3 [RL.3.4, RL.3.5, RL.3.6]	Distinguish their own point of view from that of the narrator or those of the characters.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle Reading, Literature Circle Roles	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 1 [RL.3.7, RL.3.9]	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle Reading, Literature Circle Roles	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 2 [RL.3.7, RL.3.9]	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle Reading, Literature Circle Roles	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Reading Range + Text Complexity 1 [RL.3.10]	By June, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle Reading, Literature Circle Roles	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
3RD GRADE ELA COMMON CORE STANDARDS			READING: INFORMATIONAL TEXT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RI.3.1, RI.3.2, RI.3.3]	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle ELA	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 2 [RI.3.1, RI.3.2, RI.3.3]	Determine the main idea of a text.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle ELA	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 3 [RI.3.1, RI.3.2, RI.3.3]	Recount the key details of a text and explain how they support the main idea.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle ELA	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Key Ideas & Details 4 [RI.3.1, RI.3.2, RI.3.3]	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle ELA	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 1 [RI.3.4, RI.3.5, RI.3.6]	Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle ELA	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 2 [RI.3.4, RI.3.5, RI.3.6]	Use text features and search tools to locate information relevant to a given topic efficiently.	Reading Groups, Making Meaning Read Aloud, Text Time, Freckle ELA	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Craft & Structure 3 [RI.3.4, RI.3.5, RI.3.6]	Distinguish your own point of view from that of the author of a text.	Reading Groups, Making Meaning Read Aloud, Literature Circle Roles	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 1 [RI.3.7, RI.3.8, RI.3.9]	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	Reading Groups, Making Meaning Read Aloud, Text Time, Literature Circle Roles, Freckle Reading	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 2 [RI.3.7, RI.3.8, RI.3.9]	Describe the logical connection between particular sentences and paragraphs in a text.	Reading Groups, Making Meaning Read Aloud, Text Time, Literature Circle Roles, Freckle Reading	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 3 [RI.3.7, RI.3.8, RI.3.9]	Compare and contrast the most important points and key details presented in two texts on the same topic.	Reading Groups, Making Meaning Read Aloud, Text Time, Literature Circle Roles, Freckle Reading	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment
Reading Range + Text Complexity 1 [RI.3.10]	Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	Reading Groups, Making Meaning Read Aloud, Text Time, Literature Circle Roles, Freckle Reading	X Fall X Winter x Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
3RD GRADE ELA COMMON CORE STANDARDS			READING: FOUNDATIONAL SKILLS	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Phonics and Word Recognition 1 [RF.3.3]	Identify and know the meaning of the most common prefixes and derivational suffixes.	Spiral Language: Word Study, Montessori Word Study: Prefixes and Suffixes, F.A.S.T., Words Their Way/Spelling Lists	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 2 [RF.3.3]	Decode words with common Latin suffixes.	Spiral Language: Word Study, Montessori Word Study: Prefixes and Suffixes, F.A.S.T., Words Their Way/Spelling Lists	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Phonics and Word Recognition 3 [RF.3.3]	Decode multisyllable words.	Spiral Language: Word Study, Montessori Word Study, F.A.S.T., Words Their Way/Spelling Lists	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Phonics and Word Recognition 4 [RF.3.3]	Read grade-appropriate irregularly spelled words.	Spiral Language: Word Study, Montessori Word Study, F.A.S.T., Words Their Way/Spelling Lists	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Fluency 1 [RF.3.4]	Read grade-level text with purpose and understanding.	Reading Groups, Text Time, Freckle ELA	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Fluency 2 [RF.3.4]	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Reading Groups, Text Time, Freckle ELA	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Fluency 3 [RF.3.4]	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Reading Groups, Text Time, Freckle ELA	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
3RD GRADE ELA COMMON CORE STANDARDS			WRITING (PART 1)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Text Types and Purposes 1 (opinion pieces) [W.3.1, W.3.2, W.3.3]	Introduce the topic or text you are writing about, state an opinion, and create an organizational structure that lists reasons.	4 Square Writing, Writer's Workshop, Opinion Graphic Organizer, Journal Writing, Fact/Opinion Sort	X Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 2 (opinion pieces) [W.3.1, W.3.2, W.3.3]	Provide reasons that support the opinion.	4 Square Writing, Writer's Workshop, Opinion Graphic Organizer, Journal Writing, Fact/Opinion Sort	X Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 3 (opinion pieces) [W.3.1, W.3.2, W.3.3]	Use linking words / phrases to connect opinion / reasons.	4 Square Writing, Writer's Workshop, Opinion Graphic Organizer, Journal Writing, Fact/Opinion Sort	X Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 4 (opinion pieces) [W.3.1, W.3.2, W.3.3]	Provide a concluding statement or section.	4 Square Writing, Writer's Workshop	X Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 5 (informative/explanatory) [W.3.1, W.3.2, W.3.3]	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	4 Square Writing, Writer's Workshop, Informative Writing Unit	X Fall X Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 6 (informative/explanatory) [W.3.1, W.3.2, W.3.3]	Develop the topic with facts, definitions, and details.	4 Square Writing, Writer's Workshop, Informative Writing Unit	X Fall X Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 7 (informative/explanatory) [W.3.1, W.3.2, W.3.3]	Use linking words and phrases to connect ideas within categories of information.	4 Square Writing, Writer's Workshop, Informative Writing Unit	X Fall X Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 8 (informative/explanatory) [W.3.1, W.3.2, W.3.3]	Provide a concluding statement or section.	4 Square Writing, Writer's Workshop, Journal Writing	X Fall X Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 9 (narratives) [W.3.1, W.3.2, W.3.3]	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	4 Square Writing, Writer's Workshop, Narrative Writing Unit, Journal Writing	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 10 (narratives) [W.3.1, W.3.2, W.3.3]	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	4 Square Writing, Writer's Workshop, Narrative Writing Unit, Journal Writing	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 11 (narratives) [W.3.1, W.3.2, W.3.3]	Use temporal words and phrases to signal event order.	4 Square Writing, Writer's Workshop, Narrative Writing Unit, Journal Writing	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Text Types and Purposes 12 (narratives) [W.3.1, W.3.2, W.3.3]	Provide a sense of closure.	4 Square Writing, Writer's Workshop, Journal Writing	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
3RD GRADE ELA COMMON CORE STANDARDS			WRITING (PART 2)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Production + Distribution 1 [W.3.4, W.3.5, W.3.6]	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	4 Square Writing, Writer's Workshop, Writing Units, Journal Writing	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Production + Distribution 2 [W.3.4, W.3.5, W.3.6]	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4 Square Writing, Writer's Workshop, Writing Units, Journal Writing	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Production + Distribution 3 [W.3.4, W.3.5, W.3.6]	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	Social Studies and Science unit studies small group and/or independent research and presentations	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Research to Build + Present 1 [W.3.7, W.3.8]	Conduct short research projects that build knowledge about a topic.	Social Studies and Science unit studies small group and/or independent research and presentations	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Research to Build + Present 2 [W.3.7, W.3.8]	Recall information from experiences or gather information from print and digital sources.	Writing Units, Weekly Journal Writing, Animal Report, Science and Social Studies Projects	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Research to Build + Present 3 [W.3.7, W.3.8]	Take brief notes on sources and sort evidence into provided categories.	Social Studies and Science unit studies small group and/or independent research and presentations	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Range of Writing 1 [W.3.10]	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 discipline-specific tasks, purposes, and audiences.	Writing Units, Weekly Journal Writing, Animal Report, Science and Social Studies Projects/Presentations	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
3RD GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 1)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Conventions of Standard English 1 [L.3.1, L.3.2]	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Spiral Language 1.2-1.5, Montessori Language Page - Symbolize a sentence and sentence analysis, Montessori Grammar boxes	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 2 [L.3.1, L.3.2]	Form and use regular and irregular plural nouns.	Spiral Language 2.1, Montessori Language Page - Symbolize a sentence and sentence analysis, Montessori Grammar boxes	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 3 [L.3.1, L.3.2]	Use abstract nouns.	Spiral Language 1.4, Montessori Language Page - Symbolize a sentence and sentence analysis, Montessori Grammar boxes	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 4 [L.3.1, L.3.2]	Form and use regular and irregular verbs.	Spiral Language 1.5, Montessori Language Page - Symbolize a sentence and sentence analysis, Montessori Grammar boxes	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 5 [L.3.1, L.3.2]	Form and use the simple verb tenses.	Spiral Language 1.5, Montessori Language Page - Symbolize a sentence and sentence analysis, Montessori Grammar boxes	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 6 [L.3.1, L.3.2]	Ensure subject-verb and pronoun-antecedent agreement.	Spiral Language 2.2, Montessori Language Page - Symbolize a sentence and sentence analysis	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 7 [L.3.1, L.3.2]	Capitalize holidays, product names, and geographic names.	Spiral Language 2.3, Montessori Skyscraper capitalization card word and Montessori Grammar boxes - Proper Nouns	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 8 [L.3.1, L.3.2]	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Spiral Language 3.9, 4.1, Montessori Grammar boxes	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 9 [L.3.1, L.3.2]	Use coordinating and subordinating conjunctions.	Spiral Language 3.5, Montessori Grammar boxes, Montessori Language Page - Symbolize a sentence and sentence analysis	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 10 [L.3.1, L.3.2]	Produce simple, compound, and complex sentences.	Spiral Language 3.6, Montessori Language Page - Create a Sentence	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 11 [L.3.1, L.3.2]	Capitalize appropriate words in titles.	Spiral Language 2.3, Montessori Language Page, Montessori Boxes - Capitalization	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 12 [L.3.1, L.3.2]	Use commas in addresses.	Spiral Language 3.8, Montessori Boxes - Commas	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 13 [L.3.1, L.3.2]	Use commas and quotation marks in dialogue.	Spiral Language 3.2, Montessori Boxes - Quotation Marks, Montessori Language Page - Grammar Train Sentences	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 14 [L.3.1, L.3.2]	Form and use possessives.	Spiral Language 3.4, Montessori Grammar Boxes - Possessive Nouns and Plural Possessive	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 15 [L.3.1, L.3.2]	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	Spiral Language: word study, F.A.S.T., Words Their Way, Montessori Grammar Boxes, Word Study Boxes	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 16 [L.3.1, L.3.2]	Use spelling patterns and generalizations in writing words.	Spiral Language: word study, F.A.S.T., Words Their Way, Montessori Grammar Boxes, Word Study Boxes	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Conventions of Standard English 17 [L.3.1, L.3.2]	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Spiral Language: word study, 2.7, 2.8, Writing Units and Journal Writing	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
3RD GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 2)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Knowledge of Language 1 [L.3.3]	Choose words and phrases for effect.	Spiral Language 1.1 - 1.5, Montessori Word Study Boxes, Writer's Workshop and Writing Units	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Knowledge of Language 2 [L.3.3]	Recognize and observe difference between conventions of spoken and written standard English.	Spiral Language: 4.2	O Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 1 [L.3.4, L.3.5, L.3.6]	Use sentence-level context as a clue to the meaning of a word or phrase.	Spiral Language: word study, Montessori Grammar Boxes, Word Study Boxes, Reading Groups, Text time	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 2 [L.3.4, L.3.5, L.3.6]	Determine the meaning of the new word formed when a known affix is added to a known word.	Spiral Language 1.7, 1.8, Montessori Grammar/Word Study Boxes	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 3 [L.3.4, L.3.5, L.3.6]	Use a known root word as a clue to the meaning of an unknown word with the same root.	Spiral Language: Word Study, Montessori Grammar and Word Study Boxes	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 4 [L.3.4, L.3.5, L.3.6]	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Spiral Language 2.7, 2.8	O Fall O Winter O Spring O Ongoing Practice and Review O Other:	O Classroom Observation O Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 5 [L.3.4, L.3.5, L.3.6]	Distinguish the literal and nonliteral meanings of words and phrases in context.	Spiral Language 2.5, Montessori Wordy Study	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 6 [L.3.4, L.3.5, L.3.6]	Identify real-life connections between words and their use.	Spiral Language 4.5, Making Meaning Read Aloud, Reading Groups	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 7 [L.3.4, L.3.5, L.3.6]	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	Spiral Language 1.6, Making Meaning Read Aloud, Reading Groups	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Vocabulary Acquisition and Use 8 [L.3.4, L.3.5, L.3.6]	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Spiral Language, Making Meaning Read Aloud, Reading Groups, Freckle ELA	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
3RD GRADE ELA COMMON CORE STANDARDS			SPEAKING AND LISTENING	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Comprehension & Collaboration 1 [SL.3.1, SL.3.2, SL.3.3]	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Reading Groups, Text Time, Making Meaning Read Aloud	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 2 [SL.3.1, SL.3.2, SL.3.3]	Follow agreed-upon rules for discussions.	Classroom Values/Limits, P.E.A.C.E. Education goals/compact, Morning Classroom Gatherings	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 3 [SL.3.1, SL.3.2, SL.3.3]	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Reading Groups, Making Meaning Read Aloud, Research Presentations, Author's Chair	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 4 [SL.3.1, SL.3.2, SL.3.3]	Explain their own ideas and understanding in light of the discussion.	Reading Groups, Making Meaning Read Aloud, Research Presentations, Author's Chair	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 5 [SL.3.1, SL.3.2, SL.3.3]	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Reading Groups, Making Meaning Read Aloud, Research Presentations, Author's Chair	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 6 [SL.3.1, SL.3.2, SL.3.3]	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Reading Groups, Making Meaning Read Aloud, Research Presentations, Author's Chair	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 1 [SL.3.4, SL.3.5, SL.3.6]	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Reading Groups, Making Meaning Read Aloud, Narrative Writing, Author's Chair	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 2 [SL.3.4, SL.3.5, SL.3.6]	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Reading Groups, use of phone to record and listen to recordings, Reader's Theater, Author's Chair	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 3 [SL.3.4, SL.3.5, SL.3.6]	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Classroom Morning Gathering/Circle Time, Reading Groups, Making Meaning Read Aloud, Author's Chair	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
4TH GRADE ELA COMMON CORE STANDARDS			READING: LITERATURE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RL.4.1, RL.4.2, RL.4.3]	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Read Aloud, Literature Novel Study Guides, Newsela Current Events or Freckle Reading,	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	x Classroom Observation x Formative Assessment O Other:
Key Ideas & Details 2 [RL.4.1, RL.4.2, RL.4.3]	Determine a theme of a story, drama, or poem from details in the text.	Literature Novel Study Guides, Text Time, 5 Box Writing, Poetry, Writing across content areas, Author's Chair	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	x Classroom Observation x Formative Assessment O Other:
Key Ideas & Details 3 [RL.4.1, RL.4.2, RL.4.3]	Summarize a text.	Read Aloud, Literature Novel Study Guides, Text Time, Writing Across the Content Areas, Freckle Education	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	x Classroom Observation x Formative Assessment O Other:
Key Ideas & Details 4 [RL.4.1, RL.4.2, RL.4.3]	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Literature Novel Study Guides	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	x Classroom Observation x Formative Assessment O Other:
Craft & Structure 1 [RL.4.4, RL.4.5, RL.4.6]	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	Read Alouds, Literature Novel Study Guides	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	x Classroom Observation x Formative Assessment O Other:
Craft & Structure 2 [RL.4.4, RL.4.5, RL.4.6]	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	Poetry Packet	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	x Classroom Observation x Formative Assessment O Other:
Craft & Structure 3 [RL.4.4, RL.4.5, RL.4.6]	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Read Aloud, Literature Novel Study Guides	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	x Classroom Observation x Formative Assessment O Other:
Integration of Knowledge & Ideas 1 [RL.4.7, RL.4.9]	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Read Aloud, Literature Novel Study Guides	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	x Classroom Observation x Formative Assessment O Other:
Integration of Knowledge & Ideas 2 [RL.4.7, RL.4.9]	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Read Aloud, Literature Novel Study Guides, Writing Across the Content Areas	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	x Classroom Observation x Formative Assessment O Other:
Reading Range + Text Complexity 1 [RL.4.10]	By June, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read Aloud, Literature Novel Study Guides, Poetry Packet	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	x Classroom Observation x Formative Assessment O Other:

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
4TH GRADE ELA COMMON CORE STANDARDS			READING: INFORMATIONAL TEXT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RI.4.1, RI.4.2, RI.4.3]	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Read Alouds, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 2 [RI.4.1, RI.4.2, RI.4.3]	Determine the main idea of a text and explain how it is supported by key details.	Read Alouds, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 3 [RI.4.1, RI.4.2, RI.4.3]	Summarize a text.	Read Alouds, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 4 [RI.4.1, RI.4.2, RI.4.3]	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Read Alouds, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 1 [RI.4.4, RI.4.5, RI.4.6]	Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	Read Alouds, Literature Novel Study Guides, Newsela Current Events, Freckle Reading, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 2 [RI.4.4, RI.4.5, RI.4.6]	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Project Presentations, Read Alouds, Writing Across the Content Areas, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 3 [RI.4.4, RI.4.5, RI.4.6]	Compare and contrast a firsthand and secondhand account of the same event or topic.	Newsela Current Events, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 4 [RI.4.4, RI.4.5, RI.4.6]	Describe the differences in focus and the information provided.	Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 1 [RI.4.7, RI.4.8, RI.4.9]	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	Project Presentations, Read Alouds, Writing Across the Content Areas, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 2 [RI.4.7, RI.4.8, RI.4.9]	Explain how an author uses reasons and evidence to support particular points in a text.	Project Presentations, Read Alouds, Writing Across the Content Areas, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 3 [RI.4.7, RI.4.8, RI.4.9]	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Writing Across the Content Areas, Project Presentations	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Reading Range + Text Complexity 1 [RI.4.10]	By June, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Project Presentations, Read Alouds, Writing Across the Content Areas, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
4TH GRADE ELA COMMON CORE STANDARDS			READING: FOUNDATIONAL SKILLS	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Phonics and Word Recognition 1 [RF.4.3]	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Text Time, Read Aloud, Literature Novel Study Guides, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Fluency 1 [RF.4.4]	Read grade-level text with purpose and understanding.	Project Presentations, Read Alouds, Writing Across the Content Areas, Literature Novel Study Guides, Newsela Current Events, Text Time, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Fluency 2 [RF.4.4]	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Project Presentations, Literature Novel Study Guides, Text Time, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment O Standardized Assessment
Fluency 3 [RF.4.4]	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read Alouds, Literature Novel Study Guides, Text Time, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
4TH GRADE ELA COMMON CORE STANDARDS			WRITING (PART 1)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Text Types and Purposes 1 (opinion pieces) [W.4.1, W.4.2, W.4.3]	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	5 Box Writing, Argumentative and Persuasive Writing Unit, Writing Across the Content Areas	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 2 (opinion pieces) [W.4.1, W.4.2, W.4.3]	Provide reasons that are supported by facts and details.	5 Box Writing, Argumentative and Persuasive Writing Unit, Writing Across the Content Areas	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 3 (opinion pieces) [W.4.1, W.4.2, W.4.3]	Link opinion and reasons using words and phrases.	5 Box Writing, Argumentative and Persuasive Writing Unit, Writing Across the Content Areas	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 4 (opinion pieces) [W.4.1, W.4.2, W.4.3]	Provide a concluding statement or section related to the opinion presented.	5 Box Writing, Argumentative and Persuasive Writing Unit, Writing Across the Content Areas	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 5 (informative/explanatory) [W.4.1, W.4.2, W.4.3]	Introduce a topic clearly and group related information in paragraphs and sections.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 6 (informative/explanatory) [W.4.1, W.4.2, W.4.3]	Include formatting, illustrations, and multimedia when useful to aiding comprehension.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 7 (informative/explanatory) [W.4.1, W.4.2, W.4.3]	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 8 (informative/explanatory) [W.4.1, W.4.2, W.4.3]	Link ideas within categories of information using words and phrases.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 9 (informative/explanatory) [W.4.1, W.4.2, W.4.3]	Use precise language and domain-specific vocabulary to inform about or explain the topic.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 10 (informative/explanatory) [W.4.1, W.4.2, W.4.3]	Provide a concluding statement or section related to the information or explanation presented.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 11 (narratives) [W.4.1, W.4.2, W.4.3]	Orient the reader by establishing a situation and introducing a narrator and/or characters.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 12 (narratives) [W.4.1, W.4.2, W.4.3]	Organize an event sequence that unfolds naturally.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 13 (narratives) [W.4.1, W.4.2, W.4.3]	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 14 (narratives) [W.4.1, W.4.2, W.4.3]	Use a variety of transitional words and phrases to manage the sequence of events.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 15 (narratives) [W.4.1, W.4.2, W.4.3]	Use concrete words and phrases and sensory details to convey experiences and events precisely.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 16 (narratives) [W.4.1, W.4.2, W.4.3]	Provide a conclusion that follows from the narrated experiences or events.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
4TH GRADE ELA COMMON CORE STANDARDS			WRITING (PART 2)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Production + Distribution 1 [W.4.4, W.4.5, W.4.6]	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Production + Distribution 2 [W.4.4, W.4.5, W.4.6]	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Production + Distribution 3 [W.4.4, W.4.5, W.4.6]	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Production + Distribution 4 [W.4.4, W.4.5, W.4.6]	Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	5 Box Writing, Writing Units, Writing Across the Content Areas, typing.com	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Research to Build + Present 1 [W.4.7, W.4.8, W.4.9]	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Research to Build + Present 2 [W.4.7, W.4.8, W.4.9]	Recall relevant information from experiences or gather relevant information from print and digital sources.	5 Box Writing, Writing Units, Writing Across the Content Areas, Journal	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Research to Build + Present 3 [W.4.7, W.4.8, W.9]	Take notes, categorize information, and provide a list of sources.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Research to Build + Present 4 [W.4.7, W.4.8, W.9]	Draw evidence from literary or informational texts to support analysis, reflection, and research.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Range of Writing 1 [W.4.10]	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	5 Box Writing, Writing Units, Writing Across the Content Areas, Journal	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
4TH GRADE ELA COMMON CORE STANDARDS			SPEAKING AND LISTENING	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Comprehension & Collaboration 1 [SL.4.1, SL.4.2, SL.4.3]	Come to discussions prepared, having read or studied required material.	Literature Novel Study Guides, Writing Across the Content Areas, Project Presentations, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 2 [SL.4.1, SL.4.2, SL.4.3]	Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Literature Novel Study Guides, Writing Across the Content Areas, Project Presentations	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 3 [SL.4.1, SL.4.2, SL.4.3]	Follow agreed-upon rules for discussions and carry out assigned roles.	Literature Novel Study Guides, Writing Across the Content Areas, Collaborative Learning Groups, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 4 [SL.4.1, SL.4.2, SL.4.3]	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Literature Novel Study Guides, Writing Across the Content Areas, Montessori Grace and Courtesy Lessons, Montessori Peace Education Initiatives,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 5 [SL.4.1, SL.4.2, SL.4.3]	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Literature Novel Study Guides, Writing Across the Content Areas, Montessori Grace and Courtesy Lessons, Montessori Peace Education Initiatives,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 6 [SL.4.1, SL.4.2, SL.4.3]	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Literature Novel Study Guides, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 7 [SL.4.1, SL.4.2, SL.4.3]	Identify the reasons and evidence a speaker provides to support particular points.	Literature Novel Study Guides, Writing Across the Content Areas, SEL Lessons	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 1 [SL.4.4, SL.4.5, SL.4.6]	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.	Literature Novel Study Guides, Writing Across the Content Areas,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 2 [SL.4.4, SL.4.5, SL.4.6]	Speak clearly at an understandable pace.	Literature Novel Study Guides, Project Presentation, Montessori Grace and Courtesy Lessons, Montessori Peace Education Initiatives, Democratic Classroom, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 3 [SL.4.4, SL.4.5, SL.4.6]	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Project Presentations, Writing Across the Content Areas, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 4 [SL.4.4, SL.4.5, SL.4.6]	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Montessori Grace and Courtesy Lessons, Montessori Peace Education Initiatives, Project Presentations, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 5 [SL.4.4, SL.4.5, SL.4.6]	Use formal English when appropriate to task and situation.	Montessori Grace and Courtesy Lessons, Montessori Peace Education Initiatives, Project Presentations, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
4TH GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 1)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Conventions of Standard English 1 [L.4.1, L.4.2]	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 2 [L.4.1, L.4.2]	Form and use the progressive verb tenses.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 3 [L.4.1, L.4.2]	Use modal auxiliaries to convey various conditions.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 4 [L.4.1, L.4.2]	Order adjectives within sentences according to conventional patterns.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 5 [L.4.1, L.4.2]	Form and use prepositional phrases.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 6 [L.4.1, L.4.2]	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 7 [L.4.1, L.4.2]	Correctly use frequently confused words.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 8 [L.4.1, L.4.2]	Use correct capitalization.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education, Writing Across the Content Areas, Writing Units, Poetry Unit	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 9 [L.4.1, L.4.2]	Use comma before a coordinating conjunction in a compound sentence.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education, Writing Across the Content Areas, Writing Units, Poetry Unit	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 10 [L.4.1, L.4.2]	Use a comma before a coordinating conjunction in a compound sentence.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education, Writing Across the Content Areas, Writing Units, Poetry Unit	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 11 [L.4.1, L.4.2]	Spell grade-appropriate words correctly, consulting references as needed.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education, Writing Across the Content Areas, Writing Units, Poetry Unit	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
4TH GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 2)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Knowledge of Language 1 [L.4.3]	Choose words and phrases to convey ideas precisely.	Montessori Sentence Analysis, Literature Novel Unit Study Guide, Project Presentations, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Knowledge of Language 2 [L.4.3]	Choose punctuation for effect.	Montessori Sentence Analysis, Literature Novel Unit Study Guide, Project Presentations, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Knowledge of Language 3 [L.4.3]	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Project Presentations,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 1 [L.4.4, L.4.5, L.4.6]	Use context as a clue to the meaning of a word or phrase.	Literature Novel Unit Study Guide, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 2 [L.4.4, L.4.5, L.4.6]	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Literature Novel Unit Study Guide, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 3 [L.4.4, L.4.5, L.4.6]	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Literature Novel Unit Study Guide, Text Time, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 4 [L.4.4, L.4.5, L.4.6]	Explain the meaning of simple similes and metaphors in context.	Literature Novel Unit Study Guide, The Language Game	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 5 [L.4.4, L.4.5, L.4.6]	Recognize and explain the meaning of common idioms, adages, and proverbs.	Literature Novel Unit Study Guide, The Language Game	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 6 [L.4.4, L.4.5, L.4.6]	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Literature Novel Unit Study Guide, The Language Game, Poetry Unit	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 7 [L.4.4, L.4.5, L.4.6]	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Literature Novel Unit Study Guide, The Language Game, Project Presentations	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
5TH GRADE ELA COMMON CORE STANDARDS			READING: LITERATURE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RL.5.1, RL.5.2, RL.5.3]	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Read Aloud, Literature Novel Study Guides, Newsela Current Events or Freckle Reading,	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 2 [RL.5.1, RL.5.2, RL.5.3]	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	Literature Novel Study Guides, Text Time, Poetry, Writing across content areas, Author's Chair	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 3 [RL.5.1, RL.5.2, RL.5.3]	Summarize a text.	Read Aloud, Literature Novel Study Guides, Text Time, Writing Across the Content Areas, Freckle Education	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 4 [RL.5.1, RL.5.2, RL.5.3]	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Literature Novel Study Guides	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 1 [RL.5.4, RL.5.5, RL.5.6]	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Read Alouds, Literature Novel Study Guides	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 2 [RL.5.4, RL.5.5, RL.5.6]	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Poetry Packet	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 3 [RL.5.4, RL.5.5, RL.5.6]	Describe how a narrator's or speaker's point of view influences how events are described.	Read Aloud, Literature Novel Study Guides	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 1 [RL.5.7, RL.5.9]	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	Read Aloud, Literature Novel Study Guides	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 2 [RL.5.7, RL.5.9]	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Read Aloud, Literature Novel Study Guides, Writing Across the Content Areas	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Reading Range + Text Complexity 1 [RL.5.10]	By June, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Read Aloud, Readers' Theater, Literature Novel Study Guides, Poetry Packet	O Fall O Winter O Spring x Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
5TH GRADE ELA COMMON CORE STANDARDS			READING: INFORMATIONAL TEXT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RI.5.1, RI.5.2, RI.5.3]	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Read Alouds, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 2 [RI.5.1, RI.5.2, RI.5.3]	Determine two or more main ideas of a text and explain how they are supported by key details.	Read Alouds, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 3 [RI.5.1, RI.5.2, RI.5.3]	Summarize a text.	Read Alouds, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Key Ideas & Details 4 [RI.5.1, RI.5.2, RI.5.3]	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Read Alouds, Literature Novel Study Guides, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 1 [RI.5.4, RI.5.5, RI.5.6]	Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	Read Alouds, Literature Novel Study Guides, Newsela Current Events, Freckle Reading, Project rPresentations, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 2 [RI.5.4, RI.5.5, RI.5.6]	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Project Presentations, Read Alouds, Writing Across the Content Areas, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Craft & Structure 3 [RI.5.4, RI.5.5, RI.5.6]	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Project Presentations, Read Alouds, Writing Across the Content Areas, Newsela Current Events,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 1 [RI.5.7, RI.5.8, RI.5.9]	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Writing Across the Content Areas, Project Presentations	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 2 [RI.5.7, RI.5.8, RI.5.9]	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Read Alouds, Literature Novel Study Guides	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Integration of Knowledge & Ideas 3 [RI.5.7, RI.5.8, RI.5.9]	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Project Presentations, Read Alouds, Writing Across the Content Areas,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Reading Range + Text Complexity 1 [RI.5.10]	By June, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Project Presentations, Read Alouds, Writing Across the Content Areas, Newsela Current Events, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
5TH GRADE ELA COMMON CORE STANDARDS			READING: FOUNDATIONAL SKILLS	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Phonics and Word Recognition 1 [RF.5.3]	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Text Time, Read Aloud, Literature Novel Study Guides, Readers' Theater,	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="checkbox"/> Classroom Observation <input checked="" type="checkbox"/> Formative Assessment <input checked="" type="checkbox"/> Standardized Assessment
Fluency 1 [RF.5.4]	Read grade-level text with purpose and understanding.	Project Presentations, Read Alouds, Writing Across the Content Areas, Literature Novel Study Guides, Newsela Current Events, Text Time, Readers' Theater,	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="checkbox"/> Classroom Observation <input checked="" type="checkbox"/> Formative Assessment <input checked="" type="checkbox"/> Standardized Assessment
Fluency 2 [RF.5.4]	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Project Presentations, Literature Novel Study Guides, Text Time, Readers' Theater,	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="checkbox"/> Classroom Observation <input checked="" type="checkbox"/> Formative Assessment <input type="checkbox"/> Standardized Assessment
Fluency 3 [RF.5.4]	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read Alouds, Literature Novel Study Guides, Text Time, Readers' Theater,	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="checkbox"/> Classroom Observation <input checked="" type="checkbox"/> Formative Assessment <input checked="" type="checkbox"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
5TH GRADE ELA COMMON CORE STANDARDS			WRITING (PART 1)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Text Types and Purposes 1 (opinion pieces) [W.5.1, W.5.2, W.5.3]	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	5 Box Writing, Argumentative and Persuasive Writing Unit, Writing Across the Content Areas	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 2 (opinion pieces) [W.5.1, W.5.2, W.5.3]	Provide logically ordered reasons that are supported by facts and details.	5 Box Writing, Argumentative and Persuasive Writing Unit, Writing Across the Content Areas	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 3 (opinion pieces) [W.5.1, W.5.2, W.5.3]	Link opinion and reasons using words, phrases, and clauses.	5 Box Writing, Argumentative and Persuasive Writing Unit, Writing Across the Content Areas	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 4 (opinion pieces) [W.5.1, W.5.2, W.5.3]	Provide a concluding statement or section related to the opinion presented.	5 Box Writing, Argumentative and Persuasive Writing Unit, Writing Across the Content Areas	O Fall X Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 5 (informative/explanatory) [W.5.1, W.5.2, W.5.3]	Introduce a topic clearly, provide a general observation and focus, and group related information logically.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 6 (informative/explanatory) [W.5.1, W.5.2, W.5.3]	Include formatting, illustrations, and multimedia when useful to aiding comprehension.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 7 (informative/explanatory) [W.5.1, W.5.2, W.5.3]	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 8 (informative/explanatory) [W.5.1, W.5.2, W.5.3]	Link ideas within and across categories of information using words, phrases, and clauses.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 9 (informative/explanatory) [W.5.1, W.5.2, W.5.3]	Use precise language and domain-specific vocabulary to inform about or explain the topic.	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 10 (informative/explanatory) [W.5.1, W.5.2, W.5.3]	Provide a concluding statement or section related to the information or explanation presented,	5 Box Writing, Informative and Explanatory Writing Unit, Project Presentations, Writing Across the Content Areas	X Fall O Winter X Spring O Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 11 (narratives) [W.5.1, W.5.2, W.5.3]	Orient the reader by establishing a situation and introducing a narrator and/or characters.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 12 (narratives) [W.5.1, W.5.2, W.5.3]	Organize an event sequence that unfolds naturally.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 13 (narratives) [W.5.1, W.5.2, W.5.3]	Use dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 14 (narratives) [W.5.1, W.5.2, W.5.3]	Use a variety of transitional words, phrases, and clauses to sequence of events.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 15 (narratives) [W.5.1, W.5.2, W.5.3]	Use concrete words and phrases and sensory details to experiences and events precisely.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Text Types and Purposes 16 (narratives) [W.5.1, W.5.2, W.5.3]	Provide a conclusion that follows from the narrated experiences or events.	5 Box Writing, Narrative Writing Unit	X Fall X Winter X Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
5TH GRADE ELA COMMON CORE STANDARDS			WRITING (PART 2)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Production + Distribution 1 [W.5.4, W.5.5, W.5.6]	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Production + Distribution 2 [W.5.4, W.5.5, W.5.6]	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Production + Distribution 3 [W.5.4, W.5.5, W.5.6]	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Production + Distribution 4 [W.5.4, W.5.5, W.5.6]	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	5 Box Writing, Writing Units, Writing Across the Content Areas, typing.com	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Research to Build + Present 1 [W.5.7, W.5.8, W.5.9]	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Research to Build + Present 2 [W.5.7, W.5.8, W.5.9]	Recall relevant information from experiences or gather relevant information from print and digital sources.	5 Box Writing, Writing Units, Writing Across the Content Areas, Journal	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Research to Build + Present 3 [W.5.7, W.5.8, W.5.9]	Summarize or paraphrase information in notes and finished work, and provide a list of sources.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Research to Build + Present 4 [W.5.7, W.5.8, W.5.9]	Draw evidence from literary or informational texts to support analysis, reflection, and research.	5 Box Writing, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Range of Writing 1 [W.5.10]	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	5 Box Writing, Writing Units, Writing Across the Content Areas, Journal	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
5TH GRADE ELA COMMON CORE STANDARDS			SPEAKING AND LISTENING	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Comprehension & Collaboration 1 [SL.5.1, SL.5.2, SL.5.3]	Come to discussions prepared, having read or studied required material.	Literature Novel Study Guides, Writing Across the Content Areas, Project Presentations, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 2 [SL.5.1, SL.5.2, SL.5.3]	Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Literature Novel Study Guides, Writing Across the Content Areas, Project Presentations	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 3 [SL.5.1, SL.5.2, SL.5.3]	Follow agreed-upon rules for discussions and carry out assigned roles.	Literature Novel Study Guides, Writing Across the Content Areas, Collaborative Learning Groups, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 4 [SL.5.1, SL.5.2, SL.5.3]	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Literature Novel Study Guides, Writing Across the Content Areas, Montessori Grace and Courtesy Lessons, Montessori Peace Education Initiatives,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 5 [SL.5.1, SL.5.2, SL.5.3]	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Literature Novel Study Guides, Writing Across the Content Areas, Montessori Grace and Courtesy Lessons, Montessori Peace Education Initiatives,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 6 [SL.5.1, SL.5.2, SL.5.3]	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Literature Novel Study Guides, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Comprehension & Collaboration 7 [SL.5.1, SL.5.2, SL.5.3]	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Literature Novel Study Guides, Writing Across the Content Areas, SEL Lessons	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 1 [SL.5.4, SL.5.5, SL.5.6]	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.	Literature Novel Study Guides, Writing Across the Content Areas,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 2 [SL.5.4, SL.5.5, SL.5.6]	Speak clearly at an understandable pace.	Literature Novel Study Guides, Project Presentation, Montessori Grace and Courtesy Lessons, Montessori Peace Education Initiatives, Democratic Classroom, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 3 [SL.5.4, SL.5.5, SL.5.6]	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Project Presentations, Writing Across the Content Areas, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment
Presentation of Knowledge/Ideas 4 [SL.5.4, SL.5.5, SL.5.6]	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Montessori Grace and Courtesy Lessons, Montessori Peace Education Initiatives, Project Presentations, Readers' Theater,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation O Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
5TH GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 1)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Conventions of Standard English 1 [L.5.1, L.5.2]	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 2 [L.5.1, L.5.2]	Form and use the perfect verb tenses.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 3 [L.5.1, L.5.2]	Use verb tense to convey various times, sequences, states, and conditions.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 4 [L.5.1, L.5.2]	Recognize and correct inappropriate shifts in verb tense.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 5 [L.5.1, L.5.2]	Use correlative conjunctions.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 6 [L.5.1, L.5.2]	Use punctuation to separate items in a series.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 7 [L.5.1, L.5.2]	Use a comma to separate an introductory element from the rest of the sentence.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 8 [L.5.1, L.5.2]	Use a comma to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education, Writing Across the Content Areas, Writing Units, Poetry Unit	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 9 [L.5.1, L.5.2]	Use underlining, quotation marks, or italics to indicate titles of works.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education, Writing Across the Content Areas, Writing Units, Poetry Unit	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Conventions of Standard English 10 [L.5.1, L.5.2]	Spell grade-appropriate words correctly, consulting references as needed.	Montessori Parts of Speech, Montessori Sentence Analysis, Freckle Education, Writing Across the Content Areas, Writing Units, Poetry Unit	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
5TH GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 2)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Knowledge of Language 1 [L.5.3]	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Montessori Sentence Analysis, Literature Novel Unit Study Guide, Project Presentations, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Knowledge of Language 2 [L.5.3]	Compare and contrast the varieties of English used in stories, dramas, or poems.	Montessori Sentence Analysis, Literature Novel Unit Study Guide, Project Presentations, Writing Units, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 1 [L.5.4, L.5.5, L.5.6]	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Project Presentations,	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 2 [L.5.4, L.5.5, L.5.6]	Interpret figurative language, including similes and metaphors, in context.	Literature Novel Unit Study Guide, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 3 [L.5.4, L.5.5, L.5.6]	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Literature Novel Unit Study Guide, Text Time	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 4 [L.5.4, L.5.5, L.5.6]	Interpret figurative language, including similes and metaphors, in context.	Literature Novel Unit Study Guide, Text Time, Writing Across the Content Areas	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 5 [L.5.4, L.5.5, L.5.6]	Recognize and explain the meaning of common idioms, adages, and proverbs.	Literature Novel Unit Study Guide, The Language Game	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 6 [L.5.4, L.5.5, L.5.6]	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Literature Novel Unit Study Guide, The Language Game	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment
Vocabulary Acquisition and Use 7 [L.5.4, L.5.5, L.5.6]	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Literature Novel Unit Study Guide, The Language Game, Poetry Unit	O Fall O Winter O Spring X Ongoing Practice and Review O Other:	X Classroom Observation X Formative Assessment X Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
6TH GRADE ELA COMMON CORE STANDARDS			READING: LITERATURE	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RL.6.1, RL.6.2, RL.6.3]	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	*Expository Writings-Water Crisis, Climate Change, World Hunger *Novel Guide/ Literature Studies *Weekly text readings	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input checked="" type="radio"/> Standardized Assessment
Key Ideas & Details 2 [RL.6.1, RL.6.2, RL.6.3]	Determine a theme or central idea of a text and how it is conveyed through particular details.	*Short Stories/ Narratives *Novel Guide/ Literature Studies *Poetry Unit	<input checked="" type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Key Ideas & Details 3 [RL.6.1, RL.6.2, RL.6.3]	Provide a summary of the text distinct from personal opinions or judgments.	*Novel Guide- Character Analysis *Readworks Summaries	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Key Ideas & Details 4 [RL.6.1, RL.6.2, RL.6.3]	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	*Short Stories/ Narratives *Novel Guide/ Literature Studies	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Craft & Structure 1 [RL.6.4, RL.6.5, RL.6.6]	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.	*Readworks Comprehension Questions *FRECKLE *Novel Guides	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Craft & Structure 2 [RL.6.4, RL.6.5, RL.6.6]	Analyze the impact of a specific word choice on meaning and tone.	Narratives Poetry Unit	<input checked="" type="radio"/> Fall <input type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Craft & Structure 3 [RL.6.4, RL.6.5, RL.6.6]	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Narratives Poetry Unit	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Craft & Structure 4 [RL.6.4, RL.6.5, RL.6.6]	Explain how an author develops the point of view of the narrator or speaker in a text.	Poetry Packets Novel Guides	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Integration of Knowledge & Ideas 1 [RL.6.7, RL.6.9]	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what you "see" and "hear" when reading the text to what they perceive when they listen or watch.	The Hobbit Novel/ Movie Clips from The Hobbit movie Stargirl- Book vs Movie	<input checked="" type="radio"/> Fall <input type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Integration of Knowledge & Ideas 2 [RL.6.7, RL.6.9]	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Readworks articles on similar topics Informational Writing Research	<input checked="" type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Reading Range + Text Complexity 1 [RL.6.10]	By June, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Novels- Stargirl, Esperanza Rising, The Hobbit, Poetry Unit, Reader's Theater	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
6TH GRADE ELA COMMON CORE STANDARDS			READING: INFORMATIONAL TEXT	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Key Ideas & Details 1 [RI.6.1, RI.6.2, RI.5.3]	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Readworks, Persuasive / Argumentative Essays, Weekly Text Reading	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Key Ideas & Details 2 [RI.6.1, RI.6.2, RI.5.3]	Determine a central idea of a text and how it is conveyed through particular details.	Readworks, Essay Research	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Key Ideas & Details 3 [RI.6.1, RI.6.2, RI.5.3]	Provide a summary of the text distinct from personal opinions or judgments.	Readworks, Persuasive / Argumentative Essays (pros and cons)	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Key Ideas & Details 4 [RI.6.1, RI.6.2, RI.5.3]	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Weekly text reading, Readworks, Novel Guides	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Craft & Structure 1 [RI.6.4, RI.6.5, RI.6.6]	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Science Notebook, Poetry, Spiral ELA	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Craft & Structure 2 [RI.6.4, RI.6.5, RI.6.6]	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	* Readworks Weekly texts * Freckle	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Craft & Structure 3 [RI.6.4, RI.6.5, RI.6.6]	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Research for Persuasive / Argumentative Essays	<input type="radio"/> Fall <input type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Integration of Knowledge & Ideas 1 [RI.6.7, RI.6.8, RI.6.9]	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	Research for Persuasive / Argumentative Essays, Island Project	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Integration of Knowledge & Ideas 2 [RI.6.7, RI.6.8, RI.6.9]	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Readworks	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Integration of Knowledge & Ideas 3 [RI.6.7, RI.6.8, RI.6.9]	Compare and contrast one author's presentation of events with that of another.	Planetary Exploration Science Notebook	<input type="radio"/> Fall <input type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Reading Range + Text Complexity 1 [RI.6.10]	By June, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Readworks, Pros Cons articles, Island Research	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
6TH GRADE ELA COMMON CORE STANDARDS			SPEAKING AND LISTENING	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Comprehension & Collaboration 1 [SL.6.1, SL.6.2, SL.6.3]	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Novel Guide Discussions	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Comprehension & Collaboration 2 [SL.6.1, SL.6.2, SL.6.3]	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Social Studies and Science Presentations	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Comprehension & Collaboration 3 [SL.6.1, SL.6.2, SL.6.3]	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Discussions on Essay Research Topics and Social Studies topics	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Comprehension & Collaboration 4 [SL.6.1, SL.6.2, SL.6.3]	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Discussions on Essay Research Topics	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Comprehension & Collaboration 5 [SL.6.1, SL.6.2, SL.6.3]	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	Morning gathering topics, Human Body Systems Group Presentations	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Comprehension & Collaboration 6 [SL.6.1, SL.6.2, SL.6.3]	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Group Presentation Rubric	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Presentation of Knowledge/Ideas 1 [SL.6.4, SL.6.5, SL.6.6]	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.	Human Body Systems Group Presentations, Region Project	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Presentation of Knowledge/Ideas 2 [SL.6.4, SL.6.5, SL.6.6]	Use appropriate eye contact, adequate volume, and clear pronunciation.	Human Body Systems Group Presentations, Region Project	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Presentation of Knowledge/Ideas 3 [SL.6.4, SL.6.5, SL.6.6]	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Human Body Systems Group Presentations, Region Project	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Presentation of Knowledge/Ideas 4 [SL.6.4, SL.6.5, SL.6.6]	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Human Body Systems Group Presentations, Region Project	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
6TH GRADE ELA COMMON CORE STANDARDS			WRITING (PART 1)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Text Types and Purposes 1 (argumentative) [W.6.1, W.6.2, W.6.3]	Introduce claim(s) and organize the reasons and evidence clearly.	Persuasive / Argumentative Essays	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 2 (argumentative) [W.6.1, W.6.2, W.6.3]	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Persuasive / Argumentative Essays	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 3 (argumentative) [W.6.1, W.6.2, W.6.3]	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Persuasive / Argumentative Essays	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 4 (argumentative) [W.6.1, W.6.2, W.6.3]	Establish and maintain a formal style.	Free Writes, Narratives / Short Stories	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 5 (argumentative) [W.6.1, W.6.2, W.6.3]	Provide a concluding statement or section that follows from the argument presented.	Persuasive / Argumentative Essays	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 6 (informative/explanatory) [W.6.1, W.6.2, W.6.3]	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.	Persuasive / Argumentative Essays	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 7 (informative/explanatory) [W.6.1, W.6.2, W.6.3]	Include formatting, graphics, and multimedia when useful to aiding comprehension.	Science Presentations, Independent Study Slideshows	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 8 (informative/explanatory) [W.6.1, W.6.2, W.6.3]	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Persuasive / Argumentative Essays	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 9 (informative/explanatory) [W.6.1, W.6.2, W.6.3]	Use appropriate transitions to clarify the relationships among ideas and concepts.	Persuasive / Argumentative Essays	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 10 (informative/explanatory) [W.6.1, W.6.2, W.6.3]	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Science Presentations	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 11 (informative/explanatory) [W.6.1, W.6.2, W.6.3]	Establish and maintain a formal style.	Free Writes, Narratives / Short Stories	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 12 (informative/explanatory) [W.6.1, W.6.2, W.6.3]	Provide a concluding statement or section that follows from the information or explanation presented.	Persuasive / Argumentative Essays	<input type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 13 (narrative) [W.6.1, W.6.2, W.6.3]	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	Short Stories	<input checked="" type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 14 (narrative) [W.6.1, W.6.2, W.6.3]	Organize an event sequence that unfolds naturally and logically.	Short Stories	<input checked="" type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 15 (narrative) [W.6.1, W.6.2, W.6.3]	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Short Stories	<input checked="" type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 16 (narrative) [W.6.1, W.6.2, W.6.3]	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Short Stories	<input checked="" type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 17 (narrative) [W.6.1, W.6.2, W.6.3]	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Short Stories	<input checked="" type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Text Types and Purposes 18 (narrative) [W.6.1, W.6.2, W.6.3]	Provide a conclusion that follows from the narrated experiences or events.	Short Stories	<input checked="" type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
6TH GRADE ELA COMMON CORE STANDARDS			WRITING (PART 2)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Production + Distribution 1 [W.6.4, W.6.5, W.6.6]	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Science Presentations, Essays, Short Stories	O Fall O Winter O Spring ● Ongoing Practice and Review O Other:	O Classroom Observation ● Formative Assessment O Standardized Assessment
Production + Distribution 2 [W.6.4, W.6.5, W.6.6]	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writer's Workshop / Peer Editing	O Fall O Winter O Spring ● Ongoing Practice and Review O Other:	● Classroom Observation O Formative Assessment O Standardized Assessment
Production + Distribution 3 [W.6.4, W.6.5, W.6.6]	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	Leadership Committee (The Walden Watch)	O Fall O Winter O Spring ● Ongoing Practice and Review O Other:	● Classroom Observation O Formative Assessment O Standardized Assessment
Production + Distribution 4 [W.6.4, W.6.5, W.6.6]	Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Narratives / Short Stories	O Fall O Winter O Spring ● Ongoing Practice and Review O Other:	O Classroom Observation ● Formative Assessment O Standardized Assessment
Research to Build + Present 1 [W.6.7, W.6.8, W.6.9]	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Science Presentations, Independent Studies, Choice Projects	O Fall O Winter O Spring ● Ongoing Practice and Review O Other:	● Classroom Observation O Formative Assessment O Standardized Assessment
Research to Build + Present 2 [W.6.7, W.6.8, W.6.9]	Gather relevant information from multiple print and digital sources.	Science Presentations, Independent Studies, Choice Projects	O Fall O Winter O Spring ● Ongoing Practice and Review O Other:	● Classroom Observation O Formative Assessment O Standardized Assessment
Research to Build + Present 3 [W.6.7, W.6.8, W.6.9]	Assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Science Presentations	O Fall O Winter O Spring ● Ongoing Practice and Review O Other:	O Classroom Observation ● Formative Assessment O Standardized Assessment
Research to Build + Present 4 [W.6.7, W.6.8, W.6.9]	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Science Presentations, Independent Studies, Choice Projects	O Fall O Winter O Spring ● Ongoing Practice and Review O Other:	● Classroom Observation O Formative Assessment O Standardized Assessment
Range of Writing 1 [W.6.10]	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 discipline-specific tasks, purposes, and audiences.	Argumentative / Persuasive Essays	O Fall ● Winter ● Spring O Ongoing Practice and Review O Other:	O Classroom Observation ● Formative Assessment O Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
6TH GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 1)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Conventions of Standard English 1 [L.6.1, L.6.2]	Ensure that pronouns are in the proper case (subjective, objective, possessive).	Spiral Language, Freckle	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 2 [L.6.1, L.6.2]	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	Spiral Language, Freckle	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 3 [L.6.1, L.6.2]	Recognize and correct inappropriate shifts in pronoun number and person.	Spiral Language, Freckle	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 4 [L.6.1, L.6.2]	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Spiral Language, Freckle	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 5 [L.6.1, L.6.2]	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Spiral Language, Freckle	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 6 [L.6.1, L.6.2]	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Spiral Language, Freckle, Essays / Short Stories	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Conventions of Standard English 7 [L.6.1, L.6.2]	Spell correctly.	Spiral Language, Freckle, Vocabulary / Novel Guide, Science Vocabulary, Notebooks	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Knowledge of Language 1 [L.6.3]	Vary sentence patterns for meaning, reader/listener interest, and style.	Spiral Language, Freckle, Short Stories / Essays	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Knowledge of Language 2 [L.6.3]	Maintain consistency in style and tone.	Spiral Language, Freckle, Narratives	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment

WALDEN GREEN MONTESSORI			CURRICULUM ROAD MAP	
6TH GRADE ELA COMMON CORE STANDARDS			LANGUAGE (PART 2)	
CCSS DOMAIN	CONTENT STANDARD	LEARNING ACTIVITY AND/OR MONTESSORI MATERIAL(S)	WHEN? HOW OFTEN?	EVALUATION/ASSESSMENT
Vocabulary Acquisition and Use 1 [L.6.4, L.6.5, L.6.6]	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Novel Guide Vocabulary	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 2 [L.6.4, L.6.5, L.6.6]	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	Spiral Language, Freckle	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 3 [L.6.4, L.6.5, L.6.6]	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Science Presentations, Classroom Reference Materials	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 4 [L.6.4, L.6.5, L.6.6]	Verify the preliminary determination of the meaning of a word or phrase.	Novel Guide Vocabulary Discussions	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 5 [L.6.4, L.6.5, L.6.6]	Interpret figures of speech (e.g., personification) in context.	Poetry Writing Packets	<input checked="" type="radio"/> Fall <input checked="" type="radio"/> Winter <input checked="" type="radio"/> Spring <input type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 6 [L.6.4, L.6.5, L.6.6]	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Language Game	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input checked="" type="radio"/> Classroom Observation <input type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 7 [L.6.4, L.6.5, L.6.6]	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	Science Vocabulary Notebooks	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 8 [L.6.4, L.6.5, L.6.6]	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	Science Vocabulary, Persuasive / Argumentative Essay Research	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment
Vocabulary Acquisition and Use 9 [L.6.4, L.6.5, L.6.6]	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Science Presentations, Social Studies Island Projects	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input checked="" type="radio"/> Ongoing Practice and Review <input type="radio"/> Other:	<input type="radio"/> Classroom Observation <input checked="" type="radio"/> Formative Assessment <input type="radio"/> Standardized Assessment

Grade 7/8 Year A	Cycle 1 Close Reading and Writing to Learn Journeys and Survival	Cycle 2 Working with Evidence: Taking a Stand	Cycle 3 Understanding Perspectives A Comedy of Control	Cycle 4 Research, Decision Making, and Forming Positions Screen Time and the Developing Brain
Central Texts	RL <i>A Long Walk to Water</i> , Linda Sue Park (RL.7.1-7.2, 7.4, 7.6, 7.9-7.11) RI “Sudanese Tribes Confront Modern War,” Karl Visk (RI, 7.1,7.2, 7.4, 7.6, 7.10) (SL7.1,2,4)	RL <i>To Kill A Mockingbird</i> , Harper Lee (8.1- 8.11) RI “Equal Rights for Women,” Chisholm (8.1,8.3, .8.4, ..8.5, 8.6, 8.7) RI - “Ain’t I a Woman?” Sojourner Truth (SL. 8.1 a-d, L. 8.2), 8.4, 8.5)	RL- <i>A Midsummer Night’s Dream</i> , William Shakespeare (RL 8.1-8.11a-b) RI Various informational articles about Shakespeare and the universal appeal of his works. (8.1-	Students will read articles only about the adolescent brain and the effects of technology use provided in lesson supporting materials.
Writing Tasks	Literary Analysis: Writing about the Theme of Survival (RL 7.1, W. 7.2, 7.3- 7.5, 7.8-7.10) Research-based Two Voice Poem (RL. 7.6, RL 7.11, W.7.3a,d-7.9, L7.1, 7.2, 7.3-6)	Argument: Taking a Stand (RL 8.1 a-e, 8.2, 8.3,.W 8.1) Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL 8.2, W. 8.1 a-e 8.3a-e, 8.4, 8.5, 8.9 8.11, W 8.3, 8.4 8.9 8.11)	Informational Essay: The role of controlling others in A Midsummer Night’s Dream (8.2.) Character Confessional Narrative (RL 8.2, 8.3, W. 8.e, 8.4, 8.9a and 8. 11b)	Research Simulation (W.7.7, 7.8, 7.9) Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours (RI 7.1, W.7.1, 7.4, and 7.5)

Grade 7/8 Year B	Cycle 1 Research, Decision Making, and Forming Positions	Cycle 2 Working with Evidence Working Conditions	Cycle 3 Understanding Perspectives Japanese American Relations in WWII	Cycle 4 Close Reading and Writing to Learn Finding Home:Refugees
Central Text	RI - The Omnivore’s Dilemma: Secrets Behind What you Eat, Michael Pollan (Young Reader’s Edition	RL Lyddie, Katherine Patterson RI “Commonwealth Club Address,” Cesar Chavez	RL Unbroken: A World War II Story of Survival, Resilience, and Redemption, Laura Hilienbrand	RL Inside Out & Back Again Thanhha Lai RI “The Vietnam Wars,” Tod Olson
Writing Tasks	Research Simulation (W. 8.7, 8.8, 8.9) Position Paper: Which of the Michael Pollan’s Four Food Chains Would Best Feed the United States?(W8.1, 8.9)	Argument: Should Lyddie Sign the Petition? (RI 7.3, W7.1) Consumer’s Guide to Working Conditions in the Garment Industry (W. 7.2, 7.6, 7.7)	Informational Essay: Invisibility of Captives during WWII (RL 8.1, W 8.3) Research-based Narrative:Becoming Visible after Internment (RL 8,1 W 8.3)	Literary Analysis: Explain the Significance of the Novel’s Title (RL 8.1, 8.3, RI 8.1, 8.2, 8.9) Research-based Free Verse Narrative Poems: “Inside Out” and “Back Again” (RI 8,1 8,2, W 8.3, 8.9)

WALDEN GREEN MONTESSORI + CURRICULUM PACING GUIDE (≥30 WEEKS OF INSTRUCTION)

GRADE LEVEL: 7TH 8TH. YEAR B
CONTENT AREA: READING WRITING

CURRICULUM NAME/TITLE: EXPEDITIONARY LEARNING GRADE 7 AND 8

LESSON/LEVEL	FOCUS/TOPIC/SKILL	LESSON/LEVEL	FOCUS/TOPIC/SKILL
1	BEGIN WITH <i>THE OMNIVORE'S DILEMMA</i> , ANALYZE THE TEXT FOR AUTHOR'S PURPOSE AND FOR HOW THE AUTHOR RESPONDS TO CONFLICTING VIEWPOINTS AND EVIDENCE.	16	RESEARCH WORKING CONDITIONS IN MODERN GARMENT INDUSTRY. CRAFT A CONSUMER'S GUIDE
2	EVALUATE MICHAEL POLLAN'S CLAIMS IN <i>THE OMNIVORE'S DILEMMA</i> FOR SOUND REASONING AND RELEVANT AND SUFFICIENT EVIDENCE. PRACTICE ADVOCATING PERSUASIVELY WITH SPEAKING AND LISTENING SKILLS.	17	LAUNCH THE MODULE: GALLERY WALK, ANALYZE CHARACTER: LOUIE ZAMPERINI, BUILD BACKGROUND KNOWLEDGE: "WAR IN THE PACIFIC"
3	ANALYZE EACH OF MICHAEL POLLAN'S FOOD CHAINS FOR CONSEQUENCES.	18	STUDYING CONFLICTING INFORMATION: VARYING PERSPECTIVES ON THE PEARL HARBOR ATTACK, COMPARING CONFLICTING ACCOUNTS OF THE PEARL HARBOR ATTACK.
4	RESEARCH FURTHER THE CONSEQUENCES OF EACH OF MICHAEL POLLAN'S FOOD CHAINS USING OTHER RESOURCES THAT <i>THE OMNIVORE'S DILEMMA</i> AND DETERMINE THE STAKEHOLDERS.	19	AUTHOR'S CRAFT: NARRATIVE TECHNIQUE, COMPARING CONFLICTING ACCOUNTS OF THE PEARL HARBOR ATTACK, FISHBOWL DISCUSSION
5	PRACTICE SPEAKING AND LISTENING SKILLS IN PREPARATION FOR A PRESENTATION. ANALYZE A MODEL POSITION PAPER TO DETERMINE CRITERIA.	20	KEY INCIDENTS REVEALS ASPECTS OF CHARACTER, THE THEMATIC CONCEPT OF THE "INVISIBILITY" OF CAPTIVES DURING WWII, BUILDING BACKGROUND KNOWLEDGE: THE INTERNMENT OF JAPANESE-AMERICANS DURING WWII
6	BUILDING A DRAFT POSITION PAPER, PIECE BY PIECE, IN WHICH A CLAIM IS MADE TO ANSWER THE QUESTION: WHICH OF MICHAEL POLLAN'S FOOD CHAINS WOULD YOU CHOOSE TO FEED THE US?	21	CONTINUE BUILDING BACKGROUND KNOWLEDGE; THE INTERNMENT OF JAPANESE-AMERICANS DURING WWII. GATHERING TEXTUAL EVIDENCE: "INVISIBILITY" OF THOSE INTERNED.
7	PRACTICE IDENTIFYING THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT. EVALUATE THE ARGUMENT AND CLAIMS IN A TEXT. IDENTIFY IRRELEVANT EVIDENCE USED.	22	CLASSIFYING AND EVALUATING DIFFERENT MEDIA, ANALYSIS OF A THEMATIC CONCEPT: RESISTING INVISIBILITY, CHARACTER ANALYSIS: RESILIENCE, INFORMATIONAL ESSAY PLANNING AND WRITING
8	REVISE AND EDIT DRAFT POSITION PAPER READY TO PUBLISH. SHARE PUBLISHED PAPERS WITH THE CLASS. END OF UNIT ASSESSMENT	23	ANALYSIS OF A THEMATIC CONCEPT: BECOMING VISIBLE, INTRODUCE THEMATIC STATEMENT AND ESSAY PROMPT, RESEARCH OKUBO
9	LAUNCH THE NEW MODULE FOR <i>LYDDIE</i> , ANALYZING SETTING, CHARACTER, AND PLOT	24	NARRATIVE WRITING: PLANNING THE PLOT AND USE OF NARRATIVE TECHNIQUES, ANALYSIS OF LANGUAGE TECHNIQUES, FINAL PERFORMANCE TASK: SHARING NARRATIVE AND REFLECTION
10	READ INFORMATIONAL ARTICLE ABOUT "THE HERO'S JOURNEY," ANALYZE THE STAGES OF THE HERO'S JOURNEY	25	LAUNCH NOVEL STUDY OF <i>INSIDE OUT AND BACK AGAIN</i> , CHARACTER ANALYSIS OF THE MAIN CHARACTER, BUILDING BACKGROUND KNOWLEDGE ABOUT THE HISTORY AND CULTURE OF VIETNAM.
11	EVALUATE LYDDIE'S DECISION, ANALYZE THE INTERACTION OF LITERARY ELEMENTS OF A STORY. CITE TEXT-BASED EVIDENCE TO SUPPORT AN ANALYSIS OF LYDDIE.	26	CONTINUE WITH PART I OF NOVEL, HISTORICAL FICTION COMPARED TO INFORMATIONAL TEXT: PURPOSE AND PERSPECTIVE, BUILDING BACKGROUND KNOWLEDGE ABOUT THE FALL OF SAIGON.
12	BEGIN PLANNING LYDDIE ESSAY, ANALYZE THE INTERACTION OF LITERARY ELEMENTS OF A STORY. DISCUSS THE END OF THE BOOK. LAUNCH INDEPENDENT READING	27	ANALYZE WORD VOICE, MEANING AND TONE, THE FALL OF SAIGON: AUDIO TEXT AND TRANSCRIPT. DISCUSS UNIFYING THEMES OF REFUGEE'S EXPERIENCES.
13	WRITE ARGUMENTS TO SUPPORT CLAIMS WITH CLEAR REASONS AND RELEVANT EVIDENCE. WRITING AND REVISING LYDDIE ESSAY	28	CLOSE READING AND COMPARISON OF TEXTS: CONTINUE WITH THE NOVEL, PAIRED WITH INFORMATIONAL TEXT REGARDING THE UNIVERSAL REFUGEE EXPERIENCE.
14	INTRODUCE AGENTS OF CHANGE FOR WORKING CONDITIONS; ANALYZE THE DEVELOPMENT OF CLAMS IN THE COMMONWEALTH CLUB ADDRESS	29	ANALYZE SIGNIFICANCE OF THE NOVEL'S TITLE: CONNECTING TO UNIVERSAL REFUGEE EXPERIENCE. PREPARE TO WRITE ANALYSIS ESSAY BY EXAMINING A MODEL ESSAY AND THE ESSAY RUBRIC. WRITE 1st DRAFT
15	ANALYZE THE STRUCTURE OF THE COMMONWEALTH CLUB ADDRESS, INTRODUCE RESEARCHING MODERN WORKING CONDITIONS	30	REVISE AND EDIT LITERARY ESSAY, STRUCTURE RESEARCH AND WRITING OF A RESEARCH BASED FREE VERSE NARRATIVE POEM. PUBLISH AND SHARE

WALDEN GREEN MONTESSORI + CURRICULUM PACING GUIDE TEMPLATE (≥30 WEEKS OF INSTRUCTION)

GRADE LEVEL: K 1ST 2ND 3RD 4TH 5TH 6TH 7TH 8TH
 CONTENT AREA: MATH READING LANGUAGE WRITING SCIENCE SOCIAL STUDIES

CURRICULUM NAME/TITLE:

LESSON/LEVEL	FOCUS/TOPIC/SKILL	LESSON/LEVEL	FOCUS/TOPIC/SKILL
1	I AM POETRY THIS OR THAT, GET TO KNOW ME, LET THE TEACHER KNOW, SETTING GOALS	16	WRITE LEADS: DIALOGUE, SOUND EFFECT, SNAPSHOT, QUESTION, FLASHBACK, ACTION.
2	TYPES OF SENTENCES: SIMPLE, COMPOUND, COMPLEX, AND COMPOUND-COMPLEX SENTENCES	17	DIALOGUE, TRANSITIONS, STRONG NARRATIVES, EXPANDING SENTENCES.
3	GREEK AND LATIN ROOT WORDS, AUTO, FORT, RE, ISLAND COM	18	IDENTIFY LEADS, CREATE NEW LEADER, IDENTIFY STRONG VOCABULARY, REWRITE MORE DESCRIPTIVE SENTENCES.
4	FIGURATIVE LANGUAGE, SIMILES, METAPHORS, IDIOMS, HYPERBOLE, PUT IT ALL TOGETHER.	19	GRAMMAR NOUNS, SUBJECTS AND COMPLEMENTS, NOUNS AS OBJECTS, NOUNS AS OBJECT COMPLEMENTS AND OBJECTS OF A PREPOSITION
5	MENTOR SENTENCES, TYPES OF SENTENCES, FIGURATIVE LANGUAGE, WRITE YOUR OWN SENTENCE	20	NOUNS AS APPOSITIVES, NOUN SCAVENGER HUNT
6	CORRECT ERRORS IN SPELLING, CAPITALIZATION, PUNCTUATION, TENSE, ETC. ALLUSION, WRITE FROM A PROMPT, ADVANTAGES, AND DISADVANTAGES.	21	CORRECT SENTENCES FOR SPELLING, WRITE COMPLEX SENTENCES, SYMBOLISM, NARRATIVE WRITING, OPINION WRITING.
7	GREEK AND LATIN ROOT WORDS, ANTHRAX, ANTI, BI, CARDI, CRED,	22	GREEK AND LATIN ROOTS, GEO, GRAM, HYDRO, INTER, JUD,
8	LITERARY ANALYSIS, INTRODUCTORY PARAGRAPH, TAG, SUMMARY, CLAIM,	23	STRONG VOCABULARY, READING RESPONSE, EXPANDING SENTENCES, TRANSITION WORDS, POETRY
9	LITERARY ANALYSIS BODY PARAGRAPHS, STRONG PREMISES, EVIDENCE. JUSTIFICATION,	24	MENTOR SENTENCES, TYPES OF SENTENCES, FIGURATIVE LANGUAGE.
10	CORRECTING SENTENCES FOR SPELLING, CAPITALIZATION, PUNCTUATION, TENSE, ETC. FORESHADOWING, NARRATIVE, WRITING FROM A PROMPT, AND SHARING YOUR OPINION.	25	GRAMMAR: VERBS: BASE, PAST, PAST PARTICIPLE, PRESENT PARTICIPLE, TRANSITIVE AND INTRANSITIVE VERBS, ACTIVE AND PASSIVE VOICE, STRONG VOCABULARY, AUTHORS PURPOSE
11	MENTOR SENTENCES, TYPES OF SENTENCES, FIGURATIVE LANGUAGE, WRITE YOUR OWN SENTENCE	26	CORRECTING SENTENCES FOR ACTIVE VOICE TO PASSIVE VOICE. SPELLING, AND PUNCTUATION
12	VERBALS, - GERUNDS, PARTICIPLE, INFINITIVE FIGURATIVE LANGUAGE, AND GOALS	27	LITERARY TERMS, NARRATIVE WRITING, WRITE FROM A PROMPT, SHARE YOUR OPINION
13	GREEK AND LATIN ROOT WORDS, DE, DICT, EMU, EU, EXTRA,	28	GREEK AND LATIN ROOTS, MAL, MICRO, MULTI, NON, OMNI,
14	UNFORMATIONAL TEXT- AUTHOR'S PURPOSE, COMPARE AND CONTRAST, DIFFERING VIEWPOINTS, INFERRING VIEWPOINTS, ANALYZING STRUCTURE	29	GRAMMAR PUNCTUATION, HYPHENS AND DASHES, SEMICOLONS, QUOTATION MARKS, ELLIPSIS
15	REWRITING SENTENCES FOR SPELLING, CAPITALIZATION, PUNCTUATION, TENSE, MISPLACE MODIFIERS. LITERARY TERMS, NARRATIVE WRITING, WRITING FROM A PROMPT, SHARE YOUR OPINION.	30	GRAMMAR TYPES OF SENTENCES, COUNTER CLAIMS, INDICATIVE AND OPERATIVE MOOD, SUBJECTIVE MOOD

WALDEN GREEN MONTESSORI + CURRICULUM PACING GUIDE (≥30 WEEKS OF INSTRUCTION)

GRADE LEVEL: 7TH 8TH. YEAR A CONTENT AREA: LANGUAGE		CURRICULUM NAME/TITLE:	
LESSON/LEVEL	FOCUS/TOPIC/SKILL	LESSON/LEVEL	FOCUS/TOPIC/SKILL
1	I AM POETRY THIS OR THAT, GET TO KNOW ME, LET THE TEACHER KNOW, SETTING GOALS	16	WRITE LEADS: DIALOGUE, SOUND EFFECT, SNAPSHOT, QUESTION, FLASHBACK, ACTION.
2	TYPES OS SENTENCES: SIMPLE, COMPOUND, COMPLEX, AND COMPOUND-COMPLEX SENTENCES	17	DIALOGUE, TRANSITIONS, STRONG NARRATIVES, EXPANDING SENTENCES.
3	GREEK AND LATIN ROOT WORDS, AUTO, FORT, RE, ISLAND COM	18	IDENTIFY LEADS, CREATE NEW LEADER, IDENTIFY STRONG VOCABULARY, REWRITE MORE DESCRIPTIVE SENTENCES.
4	FIGURATIVE LANGUAGE, SIMILES, METAPHORS, IDIOMS, HYPERBOLE, PUT IT ALL TOGETHER.	19	GRAMMAR NOUNS, SUBJECTS AND COMPLEMENTS, NOUNS AS OBJECTS, NOUNS AS OBJECT COMPLEMENTS AND OBJECTS OF A PREPOSITION
5	MENTOR SENTENCES, TYPES OF SENTENCES, FIGURATIVE LANGUAGE, WRITE YOUR OWN SENTENCE	20	NOUNS AS APPOSITIVES, NOUN SCAVENGER HUNT
6	CORRECT ERRORS IN SPELLING, CAPITALIZATION, PUNCTUATION, TENSE, ETC. ALLUSION, WRITE FROM A PROMPT, ADVANTAGES, AND DISADVANTAGES.	21	CORRECT SENTENCES FOR SPELLING, WRITE COMPLEX SENTENCES, SYMBOLISM, NARRATIVE WRITING, OPINION WRITING.
7	GREEK AND LATIN ROOT WORDS, ANTHRAX, ANTI, BI, CARDI, CRED,	22	GREEK AND LATIN ROOTS, GEO, GRAM, HYDRO, INTER, JUD,
8	LITERARY ANALYSIS, INTRODUCTORY PARAGRAPH, TAG, SUMMARY, CLAIM,	23	STRONG VOCABULARY, READING RESPONSE, EXPANDING SENTENCES, TRANSITION WORDS, POETRY
9	LITERARY ANALYSIS BODY PARAGRAPHS, STRONG PREMISES, EVIDENCE. JUSTIFICATION,	24	MENTOR SENTENCES, TYPES OF SENTENCES, FIGURATIVE LANGUAGE.
10	CORRECTING SENTENCES FOR SPELLING, CAPITALIZATION, PUNCTUATION, TENSE, ETC. FORESHADOWING, NARRATIVE, WRITING FROM A PROMPT, AND SHARING YOUR OPINION.	25	GRAMMAR: VERBS: BASE, PAST, PAST PARTICIPLE, PRESENT PARTICIPLE, TRANSITIVE AND INTRANSITIVE VERBS, ACTIVE AND PASSIVE VOICE, STRONG VOCABULARY, AUTHORS PURPOSE
11	MENTOR SENTENCES, TYPES OF SENTENCES, FIGURATIVE LANGUAGE, WRITE YOUR OWN SENTENCE	26	CORRECTING SENTENCES FOR ACTIVE VOICE TO PASSIVE VOICE. SPELLING, AND PUNCTUATION
12	VERBALS, - GERUNDS, PARTICIPLE, INFINITIVE FIGURATIVE LANGUAGE, AND GOALS	27	LITERARY TERMS, NARRATIVE WRITING, WRITE FROM A PROMPT, SHARE YOUR OPINION
13	GREEK AND LATIN ROOT WORDS, DE, DICT, EMU, EU, EXTRA,	28	GREEK AND LATIN ROOTS, MAL, MICRO, MULTI, NON, OMNI,
14	UNFORMATIONAL TEXT- AUTHOR'S PURPOSE, COMPARE AND CONTRAST, DIFFERING VIEWPOINTS, INFERRING VIEWPOINTS, ANALYZING STRUCTURE	29	GRAMMAR PUNCTUATION, HYPHENS AND DASHES, SEMICOLONS, QUOTATION MARKS, ELLIPSIS
15	REWRITING SENTENCES FOR SPELLING, CAPITALIZATION, PUNCTUATION, TENSE, MISPLACE MODIFIERS. LITERARY TERMS, NARRATIVE WRITING, WRITING FROM A PROMPT, SHARE YOU OPINION.	30	GRAMMAR TYPES OF SENTENCES, COUNTER CLAIMS, INDICATIVE AND OPERATIVE MOOD, SUBJECTIVE MOOD

WALDEN GREEN MONTESSORI + CURRICULUM PACING GUIDE TEMPLATE (≥30 WEEKS OF INSTRUCTION)

GRADE LEVEL: K 1ST 2ND 3RD 4TH 5TH 6TH 7TH 8TH CONTENT AREA: MATH READING LANGUAGE WRITING SCIENCE SOCIAL STUDIES								CURRICULUM NAME/TITLE: EXPEDITIONARY LEARNING GRADE 7 AND 8	
LESSON/LEVEL	FOCUS/TOPIC/SKILL							LESSON/LEVEL	FOCUS/TOPIC/SKILL
1	BUILDING BACKGROUND KNOWLEDGE ABOUT PHYSICAL ENVIRONMENT AND READING MAPS, GATHERING EVIDENCE ABOUT POINT OF VIEW IN A LITERARY TEXT							16	ORGANIZE INDIVIDUAL NARRATIVES INTO ONE READERS THEATER SCRIPT, ANALYSIS OF SCRIPT: CONNECTION AND DIVERGENCES FROM THE ORIGINAL TEXT. PRACTICE AND PERFORM READERS THEATER
2	CONNECTING INFORMATION WITH LITERATURE: BUILDING BACKGROUND KNOWLEDGE ABOUT THE DINKA AND NUER TRIBES OF SOUTHERN SUDAN, GATHERING EVIDENCE POINT OF VIEW IN TEXT							17	BUILDING BACKGROUND KNOWLEDGE ABOUT THE UNIVERSAL APPEAL OF SHAKESPEARE'S WORKS, STUDYING THE QUESTION SURROUNDING THE AUTHORSHIP OF SHAKESPEARE,
3	CONTINUE A LONG WALK TO WATER INTRODUCE CONCEPT OF THEME AND FOCUS ON ONE THEME: HOW PEOPLE SURVIVE IN CHALLENGING ENVIRONMENTS. START DICTIONARY AND ANCHOR CHARTS.							18	ANALYZING TEXT STRUCTURE, DETERMINING THE CENTRAL IDEA AND SUPPORTING DETAILS, ANALYZING THE AUTHOR'S PERSPECTIVE, LAUNCHING A MIDSUMMER NIGHT'S DREAM
4	HOW THE AUTHOR DEVELOPS AND CONTRASTS TWO POINTS OF VIEW, WHAT HAPPENS TO SALSA AND NAY, REFUGEE ACCOUNTS AND READING INFORMATIONAL TEXT							19	READING SHAKESPEARE: UNDERSTANDING SHAKESPEARE'S LANGUAGE, ANALYZING A THEMATIC CONCEPT OF THE PLAY, ANALYZING AUTO'S CRAFT: THE POETRY AND PROSE IN THE PLAY
5	START SCAFFOLDING FOR ESSAY BY COLLECTING DETAILS. SHARE A MODEL ESSAY AND RUBRIC, INSTRUCTION: ON HOW TO ANALYZE AND INCORPORATE QUOTES, WRITE AN ESSAY DRAFT.							20	ANALYZING CHARACTER AND THE THEMATIC CONCEPT OF CONTROL, AUTHOR'S CRAFT: THE PLAY WITHIN THE PLAY
6	RECONNECT WITH THE CONNECT OF THE INFORMATIONAL TEXTS AND NOVEL BY DISCUSSING THE AUTHOR'S USE OF JUXTAPOSITION IN THE NOVEL.							21	ANALYZING HOW SHAKESPEARE'S PLAY DRAWS UPON GREEK MYTHOLOGY, ANALYZING THE THEMATIC CONCEPT OF CONTROL IN :PYRAMUS AND THISBE"
7	READ MODELS OF TWO-VOICE POEMS, ANALYZE STRUCTURE, STUDENTS IDENTIFY CRITERIA AND A RUBRIC							22	LEAVING THE PLAY: ALLS WELL THAT ENDS WELL, ANALYZING AND EVALUATING A MODEL ESSAY, STUDYING ARGUMENT & CRAFTING A CLAIM, WRITING AN ARGUMENTATIVE ESSAY
8	SELECTING EVIDENCE AND PLANNING TO CREATE A RESEARCH-BASED TWO-VOICE POEM, DRAFT, CRITIQUE, AND REVISE TWO-VOICE POEMS, SHARE POEMS							23	LAUNCHING THE PERFORMANCE TASK: PROMPT, CHARACTERS, GROUPS, ANALYZING A MODEL CHARACTER CONFESIONAL NARRATIVE, ANALYZING THE NARRATIVE RUBRIC
9	ANALYZING SOJOURNER TRUTH'S SPEECH "AIN'T I A WOMAN" FORE PERSPECTIVE, STRUCTURE, AND MEANING, LAUNCHING THE NOVEL TO KILL A MOCKINGBIRD, BUILDING ROUTINES							24	LAUNCHING INDEPENDENT READING, DRAFTING THE NARRATIVE, FINAL DRAFT OF NARRATIVE, SHARING THE NARRATIVE.
10	CONTINUING WITH NOVEL LAUNCH, COMPARING TEXT TO FILM, ANALYZING HOW LITERATURE DRAWS ON THEME OF THE GOLDEN RULE, ANALYZING THE STRUCTURE OF THE NARRATIVE TEXT							25	LAUNCH LITERATURE AND WRITING CIRCLES, BACKGROUND KNOWLEDGE, PREDICTIONS, USE CONTEXT CLUES, MAKE INFERENCES, SUMMARIZE AND SEQUENCE
11	READING POEMS RELATED TO THE GOLDEN RULE, ANALYZING THE STRUCTURE OF THE NARRATIVE TEXT							26	MONITOR OWN READING, ASK QUESTIONS, CLARIFY CONFUSIONS COMPOSITIONS: PLAN , THINK SHEETS, SHARE SHEETS
12	CHARACTER ANALYSIS: ATTICUS ANALYZING HOW TEXT STRUCTURE IN POETRY AND NARRATIVES CONTRIBUTE TO MEANING AND STYLE, UNDERSTANDING FIGURATIVE LANGUAGE							27	LITERARY ELEMENTS THEME, POINT OF VIEW, GENRE, AUTHOR'S CRAFT RESPONSE TO LITERATURE, PERSONAL CREATIVE, AND CRITICAL
13	TEXT TO FILM COMPARISON, CHARACTER ANALYSIS: ATTICUS, TAKING A STAND: TEXT EVIDENCE, CLOSE READING; CHARACTER ANALYSIS							28	LITERARY ELEMENTS THEME, POINT OF VIEW, GENRE, AUTHOR'S CRAFT RESPONSE TO LITERATURE, PERSONAL CREATIVE, AND CRITICAL
14	ANALYZING A MODEL ESSAY, WORKING WITH EVIDENCE, ORGANIZING STRONGEST EVIDENCE, DRAFTING AND WRITING THE ARGUMENTATIVE ESSAY.							29	LANGUAGE CONVENTIONS, INTERACT AND PARTICIPATE EFFECTIVELY LITERATURE CLUB, FULFILL SPECIFIC ROLES ANALYZE CHARACTERS ON-DEMAND WRITING ESSAY TEST, AND ASSIGNED TOPIC
15	SCENE SELECTION: IDENTIFYING SCENES RELATED TO THE QUOTE, EXPLAIN THE CONNECTION BETWEEN THE QUOTE AND THE SCENES, CRAFT A NARRATIVE FROM THE SCENES SELECTED.							30	BOOK REPORTS PRESENTATION IN A CREATIVE WAY CREATIVE WRITING SHARING WITH WHOLE CLASS