

# Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

Commonly, by the end of the span of age or grade levels indicated below, students will be able to demonstrate the following skills, knowledge, and/or understanding:

| Area          | Strand                                      | Lesson/Material                    | Curriculum Element                                                                                                                      | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|---------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Language Enrichment: Vocabulary Development | Objects or images                  | Expands vocabulary through three-period lessons given by adult or through conversation with other children.                             | ●     | ●     | ●  | ●   |     |     |     |     |     | 1    |
| Language Arts | Language Enrichment: Vocabulary Development | Classified pictures                | Views and discusses cards with adult or another child.                                                                                  | ●     | ●     | ●  | ●   |     |     |     |     |     | 2    |
| Language Arts | Language Enrichment: Vocabulary Development | Classified pictures                | Learns the names of the items depicted by the images by means of a three-period lesson.                                                 | ●     | ●     | ●  | ●   |     |     |     |     |     | 3    |
| Language Arts | Language Enrichment: Vocabulary Development | Classified pictures                | Sorts image cards underneath corresponding scene images.                                                                                | ●     | ●     | ●  | ●   |     |     |     |     |     | 4    |
| Language Arts | Language Enrichment: Speech                 | Questioning                        | Engages in verbal question-and-answer games of increasing complexity.                                                                   | ●     | ●     | ●  | ●   |     |     |     |     |     | 5    |
| Language Arts | Language Enrichment: Speech                 | News                               | Shares observations, news, and ideas with the group or individually.                                                                    | ●     | ●     | ●  | ●   |     |     |     |     |     | 6    |
| Language Arts | Language Enrichment: Speech                 | Rhymes and songs                   | Participates in singing rhymes and song.                                                                                                | ●     | ●     | ●  | ●   |     |     |     |     |     | 7    |
| Language Arts | Language Enrichment: Speech                 | Storytelling                       | Tells short stories in group time.                                                                                                      |       | ●     | ●  | ●   |     |     |     |     |     | 8    |
| Language Arts | Language Enrichment: Speech                 | Word and sound games               | Participates in word and sound games (rhymes, word play, riddles, etc.).                                                                |       | ●     | ●  | ●   |     |     |     |     |     | 9    |
| Language Arts | Phonemic Awareness                          | I Spy Game: Objects in environment | Isolates sounds in words, demonstrating an ability to isolate the initial sound (40/44 key sounds): one object in hand.                 | ●     | ●     | ●  | R   |     |     |     |     |     | 10   |
| Language Arts | Phonemic Awareness                          | I Spy Game: Objects in environment | Isolates sounds in words, demonstrating an ability to isolate the initial sound (40/44 key sounds): more than one sound, limited space. | ●     | ●     | ●  | R   |     |     |     |     |     | 11   |
| Language Arts | Phonemic Awareness                          | I Spy Game: Objects in environment | Isolates sounds in words, demonstrating an ability to isolate the initial sound (40/44 key sounds): larger unlimited area.              | ●     | ●     | ●  | R   |     |     |     |     |     | 12   |
| Language Arts | Phonemic Awareness                          | I Spy Game: Objects in environment | Isolates sounds in words, demonstrating an ability to isolate the initial sound (40/44 key sounds): entire visible area.                |       | ●     | ●  | R   |     |     |     |     |     | 13   |

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| Language Arts | Phonemic Awareness         | I Spy Game: Objects in environment | Isolates sounds in words, demonstrating an ability to isolate the initial and ending sounds (40/44 key sounds): limited area.                                                      |       | ●     | ●  | R   |     |     |     |     |     | 14   |
| Language Arts | Phonemic Awareness         | I Spy Game: Objects in environment | Isolates sounds in words, demonstrating an ability to isolate the internal sounds in words (40/44 key sounds): in entire visible area.                                             |       | ●     | ●  | R   |     |     |     |     |     | 15   |
| Language Arts | Phonemic Awareness         | I Spy Game: Objects in environment | Isolates sounds in words, demonstrating an ability to isolate any sound (40/44 key sounds): entire visible area.                                                                   |       | ●     | ●  | ●   | R   |     |     |     |     | 16   |
| Language Arts | Handwriting: Preparation 1 | Sensorial Materials                | Has developed fine-motor control in preparation for handwriting through the various Sensorial preliminary exercises.                                                               | ●     | ●     | ●  | R   |     |     |     |     |     | 17   |
| Language Arts | Handwriting: Preparation 1 | Sandpaper Letters: Key Sounds      | Feels Sandpaper Letters using a light, continuous movement of the index and middle fingers of the dominant hand.                                                                   | ●     | ●     | ●  |     |     |     |     |     |     | 18   |
| Language Arts | Handwriting: Preparation 1 | Sandpaper Letters: Key Sounds      | Associates the letter sound with the symbol, which represents it through playing an "I Spy Game" or participating in three-period lessons.                                         | ●     | ●     | ●  |     |     |     |     |     |     | 19   |
| Language Arts | Handwriting: Preparation 2 | Metal Insets                       | Works with Metal Insets as presented, drawing an outline with the metal frame, then placing the inset over the outline and drawing another identical outline in a different color. | ●     | ●     | ●  |     |     |     |     |     |     | 20   |
| Language Arts | Handwriting: Preparation 2 | Metal Insets                       | Fills in outline drawn with either frame or inset, using a zigzag pattern or colors.                                                                                               | ●     | ●     | ●  |     |     |     |     |     |     | 21   |
| Language Arts | Handwriting: Preparation 2 | Metal Insets                       | Draws a design by rotating the inset or frame and shades.                                                                                                                          | ●     | ●     | ●  |     |     |     |     |     |     | 22   |
| Language Arts | Handwriting: Preparation 2 | Metal Insets                       | Draws more advanced designs using two or more frames or insets.                                                                                                                    | ●     | ●     | ●  |     |     |     |     |     |     | 23   |
| Language Arts | Handwriting: Preparation 2 | Metal Insets                       | Designs a longer pattern with repeating shapes and shades.                                                                                                                         |       | ●     | ●  | ●   | R   |     |     |     |     | 24   |
| Language Arts | Handwriting: Preparation 2 | Metal Insets                       | Draws a design by rotating the inset or frame on the diagonal.                                                                                                                     |       | ●     | ●  | ●   | R   |     |     |     |     | 25   |

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| Language Arts | Handwriting: Preparation 2 | Metal Insets                                                                      | Creates various shades of colors when shading designs.                                                                            |       | ●     | ●  | ●   | R   |     |     |     |     | 26   |
| Language Arts | Handwriting: Preparation 2 | Metal Insets                                                                      | Demonstrates control of the pencil when tracing an object and creating designs.                                                   |       | ●     | ●  | ●   | ●   | R   |     |     |     | 27   |
| Language Arts | Handwriting: Preparation 3 | Large Moveable Alphabet: Choosing Letters                                         | Returns letters to correct space in the box (this is a preparatory exercise that is simply an exercise in visual discrimination). | ●     | ●     | ●  |     |     |     |     |     |     | 28   |
| Language Arts | Handwriting: Preparation 3 | Large Moveable Alphabet: Choosing Letters                                         | Uses Large Moveable Alphabet: to build (encode) words he thinks of himself.                                                       |       | ●     | ●  |     |     |     |     |     |     | 29   |
| Language Arts | Handwriting: Preparation 3 | Large Moveable Alphabet: Choosing Letters                                         | Uses Large Moveable Alphabet: to build (encode) phrases or sentences he thinks of himself.                                        |       | ●     | ●  | ●   |     |     |     |     |     | 30   |
| Language Arts | Handwriting: Preparation 3 | Medium Moveable Alphabet: Building Words                                          | Encodes words, phrases, and sentences.                                                                                            |       | ●     | ●  | ●   |     |     |     |     |     | 31   |
| Language Arts | Handwriting: Preparation 3 | Small Moveable Alphabet: Building Paragraphs                                      | Encodes words, phrases, sentences, paragraphs, and short stories.                                                                 |       | ●     | ●  | ●   |     |     |     |     |     | 32   |
| Language Arts | Handwriting: Preparation 4 | Blank green board: First writing - letters                                        | Practices writing individual numbers and letters, first tracing the sandpaper symbols.                                            | ●     | ●     | ●  |     |     |     |     |     |     | 33   |
| Language Arts | Handwriting: Preparation 4 | Pencil and paper - letters                                                        | Writes individual letters with pencil and paper, first tracing the sandpaper symbol.                                              |       | ●     | ●  |     |     |     |     |     |     | 34   |
| Language Arts | Handwriting: Preparation 4 | Blank green board: First writing - letter families                                | Writes families of letters with similar shapes, first tracing the sandpaper symbols.                                              |       | ●     | ●  |     |     |     |     |     |     | 35   |
| Language Arts | Handwriting: Preparation 5 | Green board with double lines: Positioning letters of the Small Moveable Alphabet | Places letters of the Small Moveable Alphabet between double lines, correctly positioning ascenders and descenders.               |       | ●     | ●  |     |     |     |     |     |     | 36   |
| Language Arts | Handwriting: Preparation 5 | Green board with double lines: Positioning letters of the Small Moveable Alphabet | Practices writing individual numbers and letters with correct placement of ascenders and descenders.                              |       | ●     | ●  | ●   |     |     |     |     |     | 37   |

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| Language Arts | Handwriting: Preparation 6 | Consolidation                             | Sorts letters of the Small Moveable Alphabet into three groups according to ascenders and descenders; checks own work by placing the letters in rows on the lined board. |       | ●     | ●  | ●   | R   |     |     |     |     | 38   |
| Language Arts | Handwriting: Preparation 6 | Consolidation                             | Sorts the single-letter Sandpaper Letters into three groups according to ascenders and descenders, then writes the letters on lined paper after tracing each letter.     |       | ●     | ●  | ●   | R   |     |     |     |     | 39   |
| Language Arts | Handwriting: Preparation 6 | Consolidation                             | Writes, on lined paper, all twenty-six single letters after tracing the corresponding Sandpaper Letters.                                                                 |       | ●     | ●  | ●   | R   |     |     |     |     | 40   |
| Language Arts | Handwriting: Preparation 7 | Sandpaper Capitals                        | Traces each of the twenty-six capital letters, associating the letter with the sound it represents.                                                                      |       | ●     | ●  | ●   | R   |     |     |     |     | 41   |
| Language Arts | Handwriting: Preparation 7 | Sandpaper Capitals                        | Traces each of the twenty-six capital letters, associating the letter with its name.                                                                                     |       | ●     | ●  | ●   | R   |     |     |     |     | 42   |
| Language Arts | Handwriting: Preparation 7 | Sandpaper Capitals and Lower-Case Letters | Pairs the Sandpaper Capitals with the corresponding lower-case letters.                                                                                                  |       | ●     | ●  | ●   | R   |     |     |     |     | 43   |
| Language Arts | Reading: Words 1           | Beginning to decode words                 | Begins to decipher words that have been built with the Large Moveable Alphabet or in a book, etc.                                                                        | ●     | ●     | ●  |     |     |     |     |     |     | 44   |
| Language Arts | Reading: Words 1           | Object box 1: First reading               | Silently reads word as they are written by directress and places them next to the correct object.                                                                        |       | ●     | ●  |     |     |     |     |     |     | 45   |
| Language Arts | Reading: Words 1           | Object box 1: Prepared Word Cards         | Works independently with Object Box 1, reading simple words, which are phonetically spelled with sounds represented by only one letter.                                  |       | ●     | ●  | ●   |     |     |     |     |     | 46   |
| Language Arts | Reading: Words 1           | Activity Words: Written                   | Silently reads words as they are written by directress and performs the correct action.                                                                                  |       | ●     | ●  |     |     |     |     |     |     | 47   |
| Language Arts | Reading: Words 1           | Activity Words: Set 1                     | Works independently with Activity Words Set 1, reading the words and performing the actions.                                                                             |       | ●     | ●  | ●   |     |     |     |     |     | 48   |
| Language Arts | Reading: Words 1           | Object box 2: Reading written words       | Silently reads words containing twelve key sounds, as they are written by the directress, and places them next to the correct object or picture.                         |       | ●     | ●  | ●   | R   |     |     |     |     | 49   |

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| Language Arts | Reading: Words 1    | Object Box 2: Double-Letter Phonograms - Prepared Word Cards   | Works independently with Object Box 2; silently reads words containing twelve key sounds and places them next to the correct object or picture. | ●     |       | ●  | ●   | R   |     |     |     |     | 50   |
| Language Arts | Reading: Words 1    | Activity Words: Double-Letter Phonograms - Prepared Word Cards | Silently reads words containing twelve key sounds, as they are written by the directress, and performs the appropriate action.                  | ●     |       | ●  | ●   | R   |     |     |     |     | 51   |
| Language Arts | Reading: Words 1    | Activity words: Double-Letter Phonograms - Prepared Word Cards | Silently reads words containing double- letter phonograms and performs the appropriate actions.                                                 | ●     |       | ●  | ●   | R   |     |     |     |     | 52   |
| Language Arts | Reading: Words 1    | Puzzle Words: 1                                                | Silently reads Puzzle Words after receiving three-period lesson.                                                                                | ●     |       | ●  | ●   | R   |     |     |     |     | 53   |
| Language Arts | Reading: Books      | Handmade Books                                                 | Silently reads little handmade books.                                                                                                           | ●     |       | ●  | ●   | R   |     |     |     |     | 54   |
| Language Arts | Reading: Alphabet   | Sandpaper Letters, Moveable Alphabet, or Alphabet Strip        | Displays a knowledge of the names of the letters of the alphabet.                                                                               | ●     |       | ●  | ●   | R   |     |     |     |     | 55   |
| Language Arts | Reading: Alphabet   | Sandpaper Letters, Moveable Alphabet, or Alphabet Strip        | Can say the names of the letters of the alphabet in order.                                                                                      | ●     |       | ●  | ●   | R   |     |     |     |     | 56   |
| Language Arts | Reading: Alphabet   | Sandpaper Letters, Moveable Alphabet, or Alphabet Strip        | Names a letter of the alphabet when shown the corresponding symbol.                                                                             | ●     |       | ●  | ●   | R   |     |     |     |     | 57   |
| Language Arts | Reading: Key Sounds | Key Sound Folders                                              | Recognizes symbols on outside of Key Sound Folders as being represented by Sandpaper Letters and double letters; can say corresponding sounds.  | ●     |       | ●  | ●   | R   |     |     |     |     | 58   |
| Language Arts | Reading: Key Sounds | Key Sound Folders                                              | Reads booklets in Key Sound Folders.                                                                                                            | ●     |       | ●  | ●   | R   |     |     |     |     | 59   |
| Language Arts | Reading: Key Sounds | Key Sound Folders                                              | Sorts card from any two folders to show that he has memorized the various families of phonograms.                                               | ●     |       | ●  | ●   | R   |     |     |     |     | 60   |
| Language Arts | Reading: Key Sounds | Key Sound Folders                                              | Sorts cards from all fourteen folders to show that he has memorized the various families of phonograms.                                         | ●     |       | ●  | ●   | R   |     |     |     |     | 61   |

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| Language Arts | Reading: Key Sounds  | Key Sound Folders: The test | Writes all fourteen key sounds and corresponding phonograms.                                                                                                                                |       |       |    |     |     |     |     |     |     | 62   |
| Language Arts | Reading: Key Sounds  | Phonogram Dictionary        | Uses Dictionary of Phonograms when he encounters unknown words in parallel reading activities.                                                                                              |       |       |    |     |     |     |     |     |     | 63   |
| Language Arts | Reading: Words 1     | Puzzle Words: 2             | Silently reads Puzzle Words after receiving three-period lesson and being made aware of especially interesting aspects; demonstrates interest in and awareness of these points of interest. |       |       |    |     |     |     |     |     |     | 64   |
| Language Arts | Reading              | Classified Nomenclature     | Reads words using multiple sets of cards, sorted into different categories.                                                                                                                 |       |       |    |     |     |     |     |     |     | 65   |
| Language Arts | Reading              | Classified Nomenclature     | Reads definitions using multiple sets of cards, sorted into different categories.                                                                                                           |       |       |    |     |     |     |     |     |     | 66   |
| Language Arts | Reading              | Command Cards               | Reads simple sentences (Command Cards).                                                                                                                                                     |       |       |    |     |     |     |     |     |     | 67   |
| Language Arts | Reading              | Command Cards               | Reads compound sentences with understanding (Command Cards).                                                                                                                                |       |       |    |     |     |     |     |     |     | 68   |
| Language Arts | Reading              | Command Cards               | Reads complex sentences with understanding (Command Cards).                                                                                                                                 |       |       |    |     |     |     |     |     |     | 69   |
| Language Arts | Reading              | Various materials/books     | Reads to others with enjoyment, style, and assurance.                                                                                                                                       |       |       |    |     |     |     |     |     |     | 70   |
| Language Arts | Reading              | Magazines                   | Reads magazines.                                                                                                                                                                            |       |       |    |     |     |     |     |     |     | 71   |
| Language Arts | Reading              | Novels                      | Reads more complex children's books.                                                                                                                                                        |       |       |    |     |     |     |     |     |     | 72   |
| Language Arts | Reading              | Poetry books                | Reads poetry with enjoyment, style, assurance, and understanding.                                                                                                                           |       |       |    |     |     |     |     |     |     | 73   |
| Language Arts | Function of Words: 1 | The Function Games          | Participates in Function Games at a verbal (non-written) level.                                                                                                                             |       |       |    |     |     |     |     |     |     | 74   |

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| Language Arts | Function of Words: 1 | Noun Game: Farm                | Displays an awareness of words which name things through game involving fetching objects.                                                                              | ●     | ●     | ●  |     |     |     |     |     |     | 75   |
| Language Arts | Function of Words: 1 | Noun-Article Game: Farm        | Displays an awareness of words that name things through game involving fetching objects: "Pick up a pig; give me the dog."                                             | ●     | ●     | ●  |     |     |     |     |     |     | 76   |
| Language Arts | Function of Words: 1 | Noun-Adjective Game: Farm      | Displays an awareness of words that describe things through game involving objects: "Give me the pink pig; move the brown cow."                                        | ●     | ●     | ●  |     |     |     |     |     |     | 77   |
| Language Arts | Function of Words: 1 | Conjunction Game: Farm         | Displays an awareness of the use of conjunctions as a means of joining phrases.                                                                                        | ●     | ●     | ●  |     |     |     |     |     |     | 78   |
| Language Arts | Function of Words: 1 | Preposition Game: Farm         | Displays an awareness of the use of prepositions: "Move the cow behind the horse."                                                                                     | ●     | ●     | ●  |     |     |     |     |     |     | 79   |
| Language Arts | Function of Words: 1 | Verb Game: Farm                | Displays an awareness of the use of verbs through games with the Farm: "Show me how the dog runs."                                                                     | ●     | ●     | ●  |     |     |     |     |     |     | 80   |
| Language Arts | Function of Words: 1 | Pronoun Game: Farm             | Displays an awareness of the use of pronouns through games with the Farm: "There is a pink pig. Please pass it to me."                                                 | ●     | ●     | ●  |     |     |     |     |     |     | 81   |
| Language Arts | Dictation            | Phonogram Booklets             | Reads words from booklets while another child takes dictation.                                                                                                         |       | ●     | ●  | ●   | ●   | R   |     |     |     | 82   |
| Language Arts | Dictation            | Phonogram Booklets             | Takes dictation from another child reading from the Phonogram Booklets.                                                                                                |       | ●     | ●  | ●   | ●   | R   |     |     |     | 83   |
| Language Arts | Reading of Words: 4  | Nouns Game: Moveable Objects   | Reads words in Noun Box and brings related objects to the work mat.                                                                                                    |       | ●     | ●  | ●   | ●   | R   |     |     |     | 84   |
| Language Arts | Reading of Words: 4  | Nouns Game: Immoveable Objects | Reads words and places the labels next to objects in the environment.                                                                                                  |       | ●     | ●  | ●   | ●   | R   |     |     |     | 85   |
| Language Arts | Reading of Words: 4  | Verbs                          | Reads words and performs the actions.                                                                                                                                  |       | ●     | ●  | ●   | ●   | R   |     |     |     | 86   |
| Language Arts | Reading of Words: 4  | Prepositions                   | Reads words and moves to place own body in relation to an object (e.g., card reads "over" - child stands on mat; card reads "under" - child goes under a table, etc.). |       | ●     | ●  | ●   | ●   | R   |     |     |     | 87   |

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| Language Arts | Function of Words: 2 | Noun Game                              | Is able to recognize words that are nouns and how they function in a sentence.                             |       | ●     | ●  | ●   | R   |     |     |     |     | 88   |
| Language Arts | Function of Words: 2 | Noun-Article Game                      | Is able to recognize the three articles found in the English language and how they function in a sentence. |       | ●     | ●  | ●   | R   |     |     |     |     | 89   |
| Language Arts | Function of Words: 2 | Noun-Adjective Game                    | Is able to recognize words that are adjectives and how they function in a sentence.                        |       | ●     | ●  | ●   | R   |     |     |     |     | 90   |
| Language Arts | Function of Words: 2 | Conjunction Game                       | Is able to recognize words that are conjunctions and how they function in a sentence.                      |       | ●     | ●  | ●   | R   |     |     |     |     | 91   |
| Language Arts | Function of Words: 2 | Preposition Game                       | Is able to recognize words that are prepositions and how they function in a sentence.                      |       | ●     | ●  | ●   | ●   | R   |     |     |     | 92   |
| Language Arts | Function of Words: 2 | Verb Game                              | Is able to recognize words that are verbs and how they function in a sentence.                             |       | ●     | ●  | ●   | ●   | ●   | R   |     |     | 93   |
| Language Arts | Function of Words: 2 | Pronoun Game                           | Is able to recognize words that are pronouns and how they function in a sentence.                          |       | ●     | ●  | ●   | ●   | R   |     |     |     | 94   |
| Language Arts | Word Study: 1        | Animals and their homes                | Reads and matches the names of animals with their homes.                                                   |       | ●     | ●  | ●   |     |     |     |     |     | 95   |
| Language Arts | Word Study: 1        | Animals and their sounds               | Reads and matches the names of animals with their sounds.                                                  |       | ●     | ●  | ●   |     |     |     |     |     | 96   |
| Language Arts | Word Study: 1        | Animals and their young                | Reads and matches the names of animals with their young.                                                   |       | ●     | ●  | ●   |     |     |     |     |     | 97   |
| Language Arts | Word Study: 1        | Compound Words                         | Reads and matches words to create compound words.                                                          |       | ●     | ●  | ●   |     |     |     |     |     | 98   |
| Language Arts | Word Study: 1        | Positive, Comparative, and Superlative | Reads and sorts words into corresponding sets of positive, comparative, and superlative.                   |       | ●     | ●  | ●   |     |     |     |     |     | 99   |
| Language Arts | Word Study: 1        | Collective Nouns: General              | Reads and pairs collective nouns with the corresponding noun.                                              |       | ●     | ●  | ●   |     |     |     |     |     | 100  |

## Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

Commonly, by the end of the span of age or grade levels indicated below, students will be able to demonstrate the following skills, knowledge, and/or understanding:

| Area          | Strand                        | Lesson/Material                         | Curriculum Element                                                                                                                               | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|-------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Word Study: 1                 | Singular and Plural                     | Demonstrates an understanding of concept of singular and plural.                                                                                 |       | ●     | ●  | ●   |     |     |     |     |     | 101  |
| Language Arts | Word Study: 1                 | Singular and Plural                     | Reads and categorizes words according to singular and plural.                                                                                    |       | ●     | ●  | ●   |     |     |     |     |     | 102  |
| Language Arts | Word Study: 1                 | Masculine and Feminine                  | Reads and categorizes words according to masculine and feminine.                                                                                 |       | ●     | ●  | ●   |     |     |     |     |     | 103  |
| Language Arts | Function of Words: 3          | Detective Adjective Game                | Plays the Detective Adjective Game with adult or other children to demonstrate an understanding of the rule of adjectives in describing objects. |       |       |    | ●   | ●   | R   |     |     |     | 104  |
| Language Arts | Composition: 1                | Large or Medium Moveable Alphabet       | Child composes one-word answers with a Moveable Alphabet in response to a question asked by the teacher.                                         |       | I     | ●  | R   |     |     |     |     |     | 105  |
| Language Arts | Composition: 1                | Small Moveable Alphabet                 | Composes phrases with spaces separating individual words.                                                                                        |       |       |    | ●   | ●   | R   |     |     |     | 106  |
| Language Arts | Composition: 1                | Moveable Alphabets: Correcting Spelling | Child composes stories with Moveable Alphabet and asks directress to correct spelling before writing the story on paper.                         |       |       | ●  | ●   | R   |     |     |     |     | 107  |
| Language Arts | Composition: 1                | Printed Alphabet                        | Composes sentences with punctuation.                                                                                                             |       |       | I  | ●   | ●   | ●   | R   |     |     | 108  |
| Language Arts | Composition: 1                | Written Composition                     | Transcribes own sentences and stories (pencil and paper).                                                                                        |       |       |    | ●   | ●   | ●   | R   |     |     | 109  |
| Language Arts | Composition: 1                | Written Composition                     | Reads own stories to group during story time.                                                                                                    |       |       |    | ●   | ●   | ●   | r   |     |     | 110  |
| Language Arts | Speaking and Listening Skills | Individual Expression                   | Is able to express ideas logically, succinctly, and politely.                                                                                    |       | ●     | ●  | ●   | ●   | ●   | R   | R   | R   | 111  |
| Language Arts | Speaking and Listening Skills | Individual Expression                   | Delivers well-organized oral reports.                                                                                                            |       |       |    | ●   | ●   | ●   | ●   | ●   | ●   | 112  |
| Language Arts | Speaking and Listening Skills | Individual Expression                   | Recites short poems, songs, and rhymes from memory.                                                                                              | ●     | ●     | ●  | ●   | ●   | ●   | ●   | ●   | R   | 113  |

# Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

Commonly, by the end of the span of age or grade levels indicated below, students will be able to demonstrate the following skills, knowledge, and/or understanding:

| Area          | Strand                        | Lesson/Material                       | Curriculum Element                                                                          | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|-------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Speaking and Listening Skills | Individual Expression                 | Tells stories in logical sequence.                                                          |       | ●     | ●  | ●   | R   | R   | R   | R   | R   | 114  |
| Language Arts | Speaking and Listening Skills | Group Expression                      | Participates with others in choric reading.                                                 |       |       |    | ●   | ●   | ●   | ●   | R   | R   | 115  |
| Language Arts | Speaking and Listening Skills | Individual Expression                 | Presents formal speeches to demonstrate, inform, or entertain.                              |       |       |    |     |     | ●   | ●   | ●   | ●   | 116  |
| Language Arts | Speaking and Listening Skills | Individual Expression                 | Participates in informal dialogue.                                                          |       | ●     | ●  | ●   | ●   | ●   | ●   | ●   | ●   | 117  |
| Language Arts | Speaking and Listening Skills | Individual Expression                 | Reads a dramatic part in a play.                                                            |       | ●     | ●  | ●   | ●   | ●   | ●   | ●   | ●   | 118  |
| Language Arts | Speaking and Listening Skills | Individual Expression                 | Conducts an interview.                                                                      |       |       |    |     |     | ●   | ●   | ●   | ●   | 119  |
| Language Arts | Speaking and Listening Skills | Individual Understanding              | Follows oral instructions.                                                                  |       | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 120  |
| Language Arts | Speaking and Listening Skills | Individual Understanding              | Follows simple one- to two-step commands.                                                   |       | ●     | ●  | ●   | R   |     |     |     |     | 121  |
| Language Arts | Speaking and Listening Skills | Individual Understanding              | Follows complex three- to five-step commands.                                               |       | ●     | ●  | ●   | ●   | R   | R   | R   | R   | 122  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Listens purposefully and responds appropriately in conversation.                            |       | ●     | ●  | ●   | ●   | R   | R   | R   | R   | 123  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Listens for details and answers questions about information presented orally or in a story. |       | ●     | ●  | ●   | ●   | ●   | ●   | ●   | ●   | 124  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Names the characters in a story.                                                            |       | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 125  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Identifies a character's traits or behaviors.                                               |       | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 126  |

# Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

Commonly, by the end of the span of age or grade levels indicated below, students will be able to demonstrate the following skills, knowledge, and/or understanding:

| Area          | Strand                        | Lesson/Material                       | Curriculum Element                                                                                              | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|-------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Identifies a character's feelings.                                                                              | ●     | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 127  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Retells a story or restates directions.                                                                         | ●     | ●     | ●  | ●   | ●   | ●   | R   | R   | R   | 128  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Summarizes the plot of a story.                                                                                 |       |       |    | ●   | ●   | ●   | ●   | ●   | R   | 129  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Indicates the chronological order of events.                                                                    | ●     | ●     | ●  | ●   | ●   | R   | R   | R   | R   | 130  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Identifies the cause of an event.                                                                               | ●     | ●     | ●  | ●   | ●   | ●   | ●   | ●   | ●   | 131  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Explains the problem that a character faces and how he/she resolves it.                                         | ●     | ●     | ●  | ●   | ●   | ●   | ●   | ●   | R   | 132  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Makes reasonable predictions about what will happen next in a story.                                            |       | ●     | ●  | ●   | ●   | ●   | R   | R   | R   | 133  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Identifies the speakers in a dialogue.                                                                          |       | ●     | ●  | ●   | ●   | ●   | R   | R   | R   | 134  |
| Language Arts | Speaking and Listening Skills | Individual Understanding and Response | Identifies to whom a pronoun is referring.                                                                      |       | ●     | ●  | ●   | ●   | ●   | R   | R   | R   | 135  |
| Language Arts | Handwriting: 1                | Pencil and Paper                      | Has mastered the ability to write in the school's chosen font: lower-case letters.                              |       | ●     | ●  | ●   | R   | R   |     |     |     | 136  |
| Language Arts | Handwriting: 1                | Pencil and Paper                      | Has mastered the ability to write in the school's chosen font: upper-case letters.                              |       | ●     | ●  | ●   | R   | R   |     |     |     | 137  |
| Language Arts | Handwriting: 1                | Pencil and Paper                      | Has mastered the ability to space letters appropriately within a word when writing in the school's chosen font. |       | ●     | ●  | ●   | R   | R   |     |     |     | 138  |
| Language Arts | Handwriting: 1                | Pencil and Paper                      | Has mastered the ability to leave appropriate space between words when writing in the school's chosen font.     |       | ●     | ●  | ●   | R   | R   |     |     |     | 139  |

# Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

Commonly, by the end of the span of age or grade levels indicated below, students will be able to demonstrate the following skills, knowledge, and/or understanding:

| Area          | Strand            | Lesson/Material            | Curriculum Element                                                                                  | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|-------------------|----------------------------|-----------------------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Handwriting: 2    | Pencil and Paper           | Has mastered the ability to write in cursive form: lower-case letters.                              |       | ●     | ●  | ●   | ●   |     |     |     |     | 140  |
| Language Arts | Handwriting: 2    | Pencil and Paper           | Has mastered the ability to write in cursive form: upper-case letters.                              |       | ●     | ●  | ●   | ●   |     |     |     |     | 141  |
| Language Arts | Handwriting: 2    | Pencil and Paper           | Has mastered the ability to space letters appropriately within a word when writing in cursive form. |       | ●     | ●  | ●   | ●   | ●   |     |     |     | 142  |
| Language Arts | Handwriting: 2    | Pencil and Paper           | Has mastered the ability to leave appropriate space between words when writing in cursive form.     |       | ●     | ●  | ●   | ●   | ●   |     |     |     | 143  |
| Language Arts | Handwriting: 2    | Pencil and Paper           | Writes cursive smoothly and easily.                                                                 |       |       |    | ●   | ●   | ●   | ●   | R   | R   | 144  |
| Language Arts | Handwriting: 3    | Calligraphy Pens and Paper | Chooses to use decorative writing in preparing attractive papers, notes, letters, and reports.      |       |       |    |     |     | ●   | ●   | ●   | ●   | 145  |
| Language Arts | Sentence Elements | Grammar Box: 1             | Uses the Montessori Grammar Boxes to understand the function of the article in a sentence.          |       |       |    | ●   | ●   | ●   |     |     |     | 146  |
| Language Arts | Sentence Elements | Grammar Box: 1             | Uses the Montessori Grammar Boxes to understand the function of the noun in a sentence.             |       |       |    | ●   | ●   | ●   |     |     |     | 147  |
| Language Arts | Sentence Elements | Grammar Box: 2             | Uses the Montessori Grammar Boxes to understand the function of the adjective in a sentence.        |       |       |    | ●   | ●   | ●   |     |     |     | 148  |
| Language Arts | Sentence Elements | Grammar Box: 3             | Uses the Montessori Grammar Boxes to understand the function of the verb in a sentence.             |       |       |    | ●   | ●   | ●   |     |     |     | 149  |
| Language Arts | Sentence Elements | Grammar Box: 4             | Uses the Montessori Grammar Boxes to understand the function of the preposition in a sentence.      |       |       |    |     | ●   | ●   |     |     |     | 150  |
| Language Arts | Sentence Elements | Grammar Box: 5             | Uses the Montessori Grammar Boxes to understand the function of the adverb in a sentence.           |       |       |    |     | ●   | ●   |     |     |     | 151  |
| Language Arts | Sentence Elements | Grammar Box: 6             | Uses the Montessori Grammar Boxes to understand the function of the pronoun in a sentence.          |       |       |    |     | ●   | ●   |     |     |     | 152  |

## Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

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| Area          | Strand               | Lesson/Material                                                                                                     | Curriculum Element                                                                                                     | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|----------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Sentence Elements    | Grammar Box: 7                                                                                                      | Uses the Montessori Grammar Boxes to understand the function of the conjunction in a sentence.                         |       |       |    |     | ●   | ●   |     |     |     | 153  |
| Language Arts | Sentence Elements    | Grammar Box: 8                                                                                                      | Uses the Montessori Grammar Boxes to understand the function of the interjection in a sentence.                        |       |       |    |     | ●   | ●   |     |     |     | 154  |
| Language Arts | Function of Words: 2 | Verb-Adverb Game                                                                                                    | Recognizes words that are adverbs and how they function in a sentence.                                                 |       |       |    | ●   | ●   | R   |     |     |     | 155  |
| Language Arts | Sentence Analysis    | Sentence Analysis Charts 1 & 2                                                                                      | Understand what makes up a simple sentence by using Charts 1 & 2.                                                      |       |       |    | ●   | R   | R   |     |     |     | 156  |
| Language Arts | Sentence Analysis    | Sentence Analysis Charts 1 & 2                                                                                      | Analyzes simple sentences by using Charts 1 & 2.                                                                       |       |       |    | ●   | R   | R   | R   |     |     | 157  |
| Language Arts | Sentence Analysis    | Sentence Analysis Boxes                                                                                             | Constructs a simple sentence by using the Sentence Analysis Guides                                                     |       |       |    | ●   | ●   | R   | R   |     |     | 158  |
| Language Arts | Sentence Analysis    | Sentence Analysis Charts 3-5                                                                                        | Understands what makes up complex sentences and the variety of adverbial extensions by using Charts 3-5.               |       |       |    |     |     | ●   | ●   | ●   | R   | 159  |
| Language Arts | Sentence Analysis    | Sentence Analysis Charts 3-5                                                                                        | Analyzes complex sentences and sentences that contain a variety of adverbial extensions by using Charts 3-5.           |       |       |    |     |     | ●   | ●   | ●   | R   | 160  |
| Language Arts | Sentence Analysis    | Sentence Analysis Boxes                                                                                             | Constructs complex sentences and sentences that contain adverbial extensions by using the sentence analysis materials. |       |       |    |     |     | ●   | ●   | ●   | R   | 161  |
| Language Arts | Grammar Study        | Teacher-made or purchased task cards with varying levels for in-depth study of the noun and noun research           | Identifies the different types of nouns.                                                                               |       |       |    |     |     | ●   | ●   | ●   | ●   | 162  |
| Language Arts | Grammar Study        | Teacher-made or purchased task cards with varying levels for in-depth study of the adjective and adjective research | Identifies the different types of adjectives.                                                                          |       |       |    |     |     | ●   | ●   | ●   | ●   | 163  |

# Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

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| Area          | Strand            | Lesson/Material                                                                                                 | Curriculum Element                                              | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|-------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Grammar Study     | Teacher-made or purchased task cards with varying levels for in-depth study of the verb and verb research       | Identifies the different types of verbs.                        |       |       |    |     |     | ●   | ●   | ●   | ●   | 164  |
| Language Arts | Grammar Study     | Teacher-made or purchased task cards with varying levels for in-depth study of the pronoun and pronoun research | Identifies the different types of pronouns.                     |       |       |    |     |     | ●   | ●   | ●   | ●   | 165  |
| Language Arts | Grammar Study     | Teacher-made or purchased task cards with varying levels for in-depth study of the adverb and adverb research   | Identifies the different types of adverbs.                      |       |       |    |     |     | ●   | ●   | ●   | ●   | 166  |
| Language Arts | Grammar Study     | Teacher-made or purchased task cards , or student-driven materials                                              | Conjugates common regular verbs.                                |       |       |    |     |     | ●   | ●   | ●   | ●   | 167  |
| Language Arts | Grammar Study     | Teacher-made or purchased task cards and student-driven materials                                               | Conjugates common irregular verbs.                              |       |       |    |     |     | ●   | ●   | ●   | ●   | 168  |
| Language Arts | Grammar Study     | Teacher-made or purchased task cards and student-driven materials                                               | Declines personal pronouns.                                     |       |       |    |     | ●   | ●   | ●   | ●   | ●   | 169  |
| Language Arts | Sentence Diagrams | Teacher-made material or bought task cards that direct students in these activities                             | Diagrams simple sentences.                                      |       |       |    |     |     |     |     | ●   | ●   | 170  |
| Language Arts | Sentence Diagrams | Teacher-made material or bought task cards that direct students in these activities                             | Diagrams compound sentences.                                    |       |       |    |     |     |     |     | ●   | ●   | 171  |
| Language Arts | Sentence Diagrams | Teacher-made material or bought task cards that direct students in these activities                             | Diagrams complex sentences.                                     |       |       |    |     |     |     |     | ●   | ●   | 172  |
| Language Arts | Sentence Diagrams | Teacher-made material or bought task cards that direct students in these activities                             | Diagrams the main clause and subordinate clauses in a sentence. |       |       |    |     |     |     |     | ●   | ●   | 173  |

# Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

Commonly, by the end of the span of age or grade levels indicated below, students will be able to demonstrate the following skills, knowledge, and/or understanding:

| Area          | Strand                | Lesson/Material                                                                     | Curriculum Element                                                      | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|-----------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Sentence Diagrams     | Teacher-made material or bought task cards that direct students in these activities | Diagrams the various complements in a sentence.                         |       |       |    |     |     |     |     |     | ● ● | 174  |
| Language Arts | Reading Comprehension | Appropriate-Level Books                                                             | Summarizes the plot of a story.                                         | ●     | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 175  |
| Language Arts | Reading Comprehension | Appropriate-Level Books                                                             | Names the characters in a story.                                        | ●     | ●     | ●  | ●   | ●   | ●   | R   | R   | R   | 176  |
| Language Arts | Reading Comprehension | Appropriate-Level Books                                                             | Identifies a character's traits or behaviors.                           | ●     | ●     | ●  | ●   | ●   | ●   | ●   | ●   | ●   | 177  |
| Language Arts | Reading Comprehension | Appropriate-Level Books                                                             | Identifies the cause of an event.                                       | ●     | ●     | ●  | ●   | ●   | ●   | ●   | ●   | R   | 178  |
| Language Arts | Reading Comprehension | Appropriate-Level Books                                                             | Identifies a character's feelings.                                      |       |       | ●  | ●   | ●   | ●   | ●   | ●   | R   | 179  |
| Language Arts | Reading Comprehension | Appropriate-Level Books                                                             | Indicates the chronological order of events.                            |       |       | ●  | ●   | ●   | ●   | ●   | R   | R   | 180  |
| Language Arts | Reading Comprehension | Appropriate-Level Books                                                             | Explains the problem that a character faces and how he/she resolves it. |       |       | ●  | ●   | ●   | ●   | ●   | ●   | ●   | 181  |
| Language Arts | Reading Comprehension | Appropriate-Level Books                                                             | Makes reasonable predictions about what will happen next in a story.    |       |       | ●  | ●   | ●   | ●   | ●   | ●   | ●   | 182  |
| Language Arts | Reading Comprehension | Appropriate-Level Books                                                             | Identifies the main idea in a short essay.                              |       |       | ●  | ●   | ●   | ●   | ●   | ●   | R   | 183  |
| Language Arts | Reading Comprehension | Appropriate-Level Books                                                             | Identifies the speakers in a dialogue.                                  | ●     | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 184  |
| Language Arts | Word Study: 2         | Teacher-made or purchased task cards and student-driven materials                   | Identifies and uses compound words.                                     | ●     | ●     | ●  | R   | R   | R   | R   | R   | R   | 185  |
| Language Arts | Word Study: 2         | Teacher-made or purchased task cards and student-driven materials                   | Identifies and uses contractions.                                       |       |       | ●  | ●   | ●   | ●   | ●   | R   | R   | 186  |

# Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

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| Area          | Strand        | Lesson/Material                                                                               | Curriculum Element                             | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|---------------|-----------------------------------------------------------------------------------------------|------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Identifies and uses prefixes.                  |       |       |    | ●   | ●   | ●   | ●   | R   | R   | 187  |
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Identifies and uses suffixes.                  | ●     | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 188  |
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Identifies and uses antonyms.                  | ●     | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 189  |
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Identifies and uses synonyms.                  | ●     | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 190  |
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Identifies and uses homophones.                |       |       |    | ●   | ●   | ●   | ●   | R   | R   | 191  |
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Identifies and uses hyphenated words.          |       |       |    |     |     | ●   | ●   | ●   | ●   | 192  |
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Identifies common acronyms.                    |       |       |    |     |     | ●   | ●   | ●   | ●   | 193  |
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Identifies common contractions.                |       |       |    |     | ●   | ●   | ●   | ●   | ●   | 194  |
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Identifies common abbreviations.               |       |       |    |     | ●   | ●   | ●   | ●   | ●   | 195  |
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Solves simple crossword puzzles.               |       |       |    |     | ●   | ●   | ●   | ●   | ●   | 196  |
| Language Arts | Word Study: 2 | Teacher-made or purchased task cards and student-driven materials                             | Solves advanced elementary crossword puzzles . |       |       |    |     |     | ●   | ●   | ●   | ●   | 197  |
| Language Arts | Spelling: 1   | Teacher-made materials, purchased task cards, spelling books, and/or student-driven materials | Spells words appropriate to level.             |       |       |    | ●   | ●   | ●   | ●   | ●   | ●   | 198  |

## Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

Commonly, by the end of the span of age or grade levels indicated below, students will be able to demonstrate the following skills, knowledge, and/or understanding:

| Area          | Strand      | Lesson/Material                                                   | Curriculum Element                                                                      | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|-------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Spelling: 2 | Student-driven material                                           | Spells correctly when writing simple sentences.                                         |       |       |    |     | ●   | ●   | ●   | R   | R   | 199  |
| Language Arts | Spelling: 2 | Student-driven material                                           | Spells correctly when writing complex sentences.                                        |       |       |    |     |     | ●   | ●   | ●   | ●   | 200  |
| Language Arts | Spelling: 3 | Student-driven material and dictionary                            | Uses a dictionary to check and correct spelling.                                        |       |       |    |     | ●   | ●   | ●   | ●   | ●   | 201  |
| Language Arts | Spelling: 3 | Student-driven material and word processing software              | Uses the spell-check feature of word-processing software to check and correct spelling. |       |       |    |     |     | ●   | ●   | ●   | ●   | 202  |
| Language Arts | Mechanics   | Teacher-made or purchased task cards and student-driven materials | Follows correct rules of capitalization: initial words in sentences.                    |       |       |    | ●   | ●   | R   | R   |     |     | 203  |
| Language Arts | Mechanics   | Teacher-made or purchased task cards and student-driven materials | Follows correct rules of capitalization: proper nouns / pronoun 'I'.                    |       |       |    | ●   | ●   | ●   | R   |     |     | 204  |
| Language Arts | Mechanics   | Teacher-made or purchased task cards and student-driven materials | Follows correct punctuation rules: sentence endings.                                    |       |       |    | ●   | ●   | R   | R   |     |     | 205  |
| Language Arts | Mechanics   | Teacher-made or purchased task cards and student-driven materials | Follows correct punctuation rules: use of the comma.                                    |       |       |    |     | ●   | ●   | ●   | ●   | ●   | 206  |
| Language Arts | Mechanics   | Teacher-made or purchased task cards and student-driven materials | Follows correct punctuation rules: use of quotation marks.                              |       |       |    |     |     | ●   | ●   | ●   | ●   | 207  |
| Language Arts | Mechanics   | Teacher-made or purchased task cards and student-driven materials | Follows correct punctuation rules: abbreviations.                                       |       |       |    |     |     | ●   | ●   | R   | R   | 208  |
| Language Arts | Mechanics   | Teacher-made or purchased task cards and student-driven materials | Follows correct punctuation rules: punctuating letters and envelopes.                   |       |       |    |     | ●   | ●   | ●   | R   | R   | 209  |
| Language Arts | Mechanics   | Teacher-made or purchased task cards and student-driven materials | Follows correct punctuation rules: use of the colon.                                    |       |       |    |     |     | ●   | ●   | ●   | ●   | 210  |
| Language Arts | Mechanics   | Teacher-made or purchased task cards and student-driven materials | Follows correct punctuation rules: use of the semicolon.                                |       |       |    |     |     | ●   | ●   | ●   | ●   | 211  |

# Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

Commonly, by the end of the span of age or grade levels indicated below, students will be able to demonstrate the following skills, knowledge, and/or understanding:

| Area          | Strand           | Lesson/Material                                                                               | Curriculum Element                                                             | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID #  |
|---------------|------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|-------|
| Language Arts | Mechanics        | Teacher-made materials, purchased task cards, spelling books, and/or student-driven materials | Follows correct punctuation rules: punctuating “formal” letters and envelopes. |       |       |    |     |     |     | ●   | ●   | ●   | ● 212 |
| Language Arts | Creative Writing | Student-driven material                                                                       | Writes logical noun phrases.                                                   |       | ●     | ●  | ●   | R   |     |     |     |     | 213   |
| Language Arts | Creative Writing | Student-driven material                                                                       | Writes logical simple sentences.                                               |       |       |    | ●   | R   |     |     |     |     | 214   |
| Language Arts | Creative Writing | Student-driven material                                                                       | Writes captions for pictures.                                                  |       | ●     | ●  | ●   | R   |     |     |     |     | 215   |
| Language Arts | Creative Writing | Student-driven material                                                                       | Writes logical paragraphs.                                                     |       |       |    |     | ●   | ●   | ●   | R   | R   | 216   |
| Language Arts | Creative Writing | Student-driven material                                                                       | Writes creative short stories.                                                 |       | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 217   |
| Language Arts | Creative Writing | Student-driven material                                                                       | Writes creative longer stories that follow an organized plot.                  |       |       |    |     |     | ●   | ●   | ●   | ●   | 218   |
| Language Arts | Creative Writing | Student-driven material                                                                       | Writes logical compound sentences.                                             |       |       |    |     |     | ●   | ●   | ●   | ●   | 219   |
| Language Arts | Creative Writing | Student-driven material                                                                       | Writes logical complex sentences.                                              |       |       |    |     |     | ●   | ●   | ●   | ●   | 220   |
| Language Arts | Creative Writing | Student-driven material and thesaurus                                                         | Uses a thesaurus to identify alternative words.                                |       |       |    |     |     | ●   | ●   | ●   | R   | 221   |
| Language Arts | Creative Writing | Student-driven material                                                                       | Writes ‘informal’ letters to friends and relatives.                            |       | ●     | ●  | ●   | ●   | ●   | ●   | R   | R   | 222   |
| Language Arts | Creative Writing | Student driven material                                                                       | Writes creative poems.                                                         |       | ●     | ●  | ●   | ●   | ●   | ●   | ●   | ●   | 223   |
| Language Arts | Creative Writing | Student-driven material                                                                       | Writes ‘formal’ letters to industries, agencies, or government officials.      |       |       |    |     |     | ●   | ●   | ●   | ●   | 224   |

## Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

Commonly, by the end of the span of age or grade levels indicated below, students will be able to demonstrate the following skills, knowledge, and/or understanding:

| Area          | Strand           | Lesson/Material                                                   | Curriculum Element                                                                                     | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Creative Writing | Student-driven material                                           | Writes logical three-paragraph essays within the different essay genres.                               |       |       |    |     |     |     | ●   | ●   | ●   | 225  |
| Language Arts | Creative Writing | Student-driven material                                           | Writes simple creative plays.                                                                          |       |       |    |     | ●   | ●   | ●   | ●   | ●   | 226  |
| Language Arts | Creative Writing | Student-driven material                                           | Writes logical five-paragraph essays within the different essay genres.                                |       |       |    |     |     |     |     | ●   | ●   | 227  |
| Language Arts | Research Skills  | Teacher-made or purchased task cards and student-driven materials | Correctly applies rules of alphabetization: by first letter only.                                      | ●     | ●     | ●  | ●   |     |     |     |     |     | 228  |
| Language Arts | Research Skills  | Teacher-made or purchased task cards and student-driven materials | Correctly applies rules of alphabetization: by first two letters.                                      |       |       | ●  | ●   | ●   |     |     |     |     | 229  |
| Language Arts | Research Skills  | Teacher-made or purchased task cards and student-driven materials | Correctly applies rules of alphabetization: by entire word.                                            |       |       |    |     | ●   | ●   |     |     |     | 230  |
| Language Arts | Research Skills  | Teacher-made or purchased task cards and student-driven materials | Has developed basic dictionary skills in locating words.                                               |       |       | ●  | ●   | ●   |     |     |     |     | 231  |
| Language Arts | Research Skills  | Teacher-made or purchased task cards and student-driven materials | Has developed basic dictionary skills using guide words.                                               |       |       |    |     | ●   | ●   |     |     |     | 232  |
| Language Arts | Research Skills  | Teacher-made or purchased task cards and student-driven materials | Has developed basic dictionary skills in understanding the simple definition of a word.                |       |       | ●  | ●   | ●   |     |     |     |     | 233  |
| Language Arts | Research Skills  | Teacher-made or purchased task cards and student-driven materials | Has developed basic dictionary skills in understanding the multiple definitions of a word.             |       |       |    |     |     | ●   | ●   | ●   | ●   | 234  |
| Language Arts | Research Skills  | Teacher-made or purchased task cards and student-driven materials | Has developed basic dictionary skills in the understanding of entry/base words.                        |       |       |    |     |     | ●   | ●   | R   |     | 235  |
| Language Arts | Research Skills  | Teacher-made or purchased task cards and student-driven materials | Has developed basic dictionary skills in understanding how to determine the parts of speech of a word. |       |       |    |     |     | ●   | ●   | ●   | R   | 236  |
| Language Arts | Research Skills  | Teacher-made or purchased task cards and student-driven materials | Determines the number of syllables in a word.                                                          |       |       |    |     | ●   | ●   | ●   | R   |     | 237  |

# Montessori Foundation Curriculum Scope and Sequence: Ages 3 to 12

Commonly, by the end of the span of age or grade levels indicated below, students will be able to demonstrate the following skills, knowledge, and/or understanding:

| Area          | Strand          | Lesson/Material                                                   | Curriculum Element                                                                              | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|-----------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Research Skills | Teacher-made or purchased task cards and student-driven materials | Uses the encyclopedia to locate an article under a given heading.                               |       |       |    |     | ●   | ●   |     |     |     | 238  |
| Language Arts | Research Skills | Teacher-made or purchased task cards and student-driven materials | Uses the encyclopedia to locate specific answers to given questions in an encyclopedia article. |       |       |    |     |     | ●   | ●   | R   | R   | 239  |
| Language Arts | Research Skills | Teacher-made or purchased task cards and student-driven materials | Identifies the key information in an encyclopedia article.                                      |       |       |    |     |     | ●   | ●   | R   | R   | 240  |
| Language Arts | Research Skills | Student-driven material and various reference materials           | Uses cross-references to seek out additional information.                                       |       |       |    |     |     | ●   | ●   | ●   | ●   | 241  |
| Language Arts | Research Skills | Student-driven material and various reference materials           | Locates books that offer additional information when researching a subject.                     |       |       |    |     | ●   | ●   | ●   | ●   | ●   | 242  |
| Language Arts | Research Skills | Reference materials                                               | Identifies the information on the title page.                                                   |       |       |    |     | ●   | ●   | R   |     |     | 243  |
| Language Arts | Research Skills | Reference materials                                               | Uses the table of contents.                                                                     |       |       |    |     | ●   | ●   | R   |     |     | 244  |
| Language Arts | Research Skills | Reference materials                                               | Uses the index.                                                                                 |       |       |    |     | ●   | ●   | ●   | ●   |     | 245  |
| Language Arts | Research Skills | Reference materials                                               | Copies information from a book.                                                                 |       |       | ●  | ●   | ●   | R   |     |     |     | 246  |
| Language Arts | Research Skills | Reference materials                                               | Paraphrases information taken from a resource book into a simple written report.                |       |       |    |     |     | ●   | ●   | ●   |     | 247  |
| Language Arts | Research Skills | Reference materials                                               | Summarizes information taken from a resource book into a written report.                        |       |       |    |     |     | ●   | ●   | ●   |     | 248  |
| Language Arts | Research Skills | Reference materials                                               | Takes subject notes from reference books, by bullet points onto note cards.                     |       |       |    |     |     | ●   | ●   | ●   | ●   | 249  |
| Language Arts | Research Skills | Student-driven material                                           | Paraphrases information taken from bullet-point notes and note cards.                           |       |       |    |     |     | ●   | ●   | ●   | ●   | 250  |

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| Area          | Strand                                                           | Lesson/Material                   | Curriculum Element                                                                                                                                       | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Research Skills                                                  | Student-driven material           | Outlines information.                                                                                                                                    |       |       |    |     |     | ●   | ●   | ●   | ●   | 251  |
| Language Arts | Research Skills                                                  | Student-driven material           | Proofreads material to identify spelling and grammatical errors.                                                                                         |       |       |    |     |     | ●   | ●   | ●   | ●   | 252  |
| Language Arts | Research Skills                                                  | Student-driven material           | Knows how to cite references in a report.                                                                                                                |       |       |    |     |     | ●   | ●   | ●   | ●   | 253  |
| Language Arts | Research Skills                                                  | Student-driven material           | Knows how to use footnotes in a report.                                                                                                                  |       |       |    |     |     |     |     |     | ●   | 254  |
| Language Arts | Research Skills                                                  | Student-driven material           | Prepares a bibliography for a report.                                                                                                                    |       |       |    |     |     | ●   | ●   | ●   | ●   | 255  |
| Language Arts | Research Skills, Writing Skills, Grammar Skills, Mechanic Skills | Student-driven material           | Uses the research and composition skills listed above to consider a given topic in a formal report, using skills of analysis, synthesis, and evaluation. |       |       |    |     |     | ●   | ●   | ●   | ●   | 256  |
| Language Arts | Literature Appreciation                                          | Reading materials/ student driven | Reads independently with enjoyment and appreciation, selecting titles of personal interest.                                                              |       | ●     | ●  | ●   | ●   | ●   | ●   | ●   | ●   | 257  |
| Language Arts | Literature Appreciation                                          | Reading materials/ student driven | Identifies different genre found in literature.                                                                                                          |       |       |    |     |     | ●   | ●   | ●   | ●   | 258  |
| Language Arts | Literature Appreciation                                          | Reading materials/ student driven | Is able to think and report analytically about literature.                                                                                               |       |       |    | ●   | ●   | ●   | ●   | ●   | ●   | 259  |
| Language Arts | Literature Appreciation                                          | Reading materials/ student driven | Identifies and describes the sections of a newspaper.                                                                                                    |       |       |    |     |     | ●   | ●   | ●   | ●   | 260  |
| Language Arts | Film Appreciation                                                | Documentary and other Film Media  | Identifies different genre found in films.                                                                                                               |       |       |    |     |     | ●   | ●   | ●   | ●   | 261  |
| Language Arts | Film Appreciation                                                | Documentary and other Film Media  | Is able to think and report analytically about films.                                                                                                    |       |       |    |     |     | ●   | ●   | ●   | ●   | 262  |
| Language Arts | Art Appreciation                                                 | Interpretation of Art             | Identifies various art styles and artists.                                                                                                               |       |       |    |     |     | ●   | ●   | ●   | ●   | 263  |

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| Area          | Strand                     | Lesson/Material             | Curriculum Element                                                                                                                                 | Age 3 | Age 4 | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | ID # |
|---------------|----------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|----|-----|-----|-----|-----|-----|-----|------|
| Language Arts | Art Appreciation           | Interpretation of Art       | Is able to think and report analytically about art.                                                                                                |       |       |    |     |     | ●   | ●   | ●   | ●   | 264  |
| Language Arts | Music Appreciation         | Interpretation of Music     | Identifies various music styles and musicians.                                                                                                     |       |       |    |     |     | ●   | ●   | ●   | ●   | 265  |
| Language Arts | Music Appreciation         | Interpretation of Music     | Is able to think and report analytically about music.                                                                                              |       |       |    |     |     | ●   | ●   | ●   | ●   | 266  |
| Language Arts | Visual Media Comprehension | Visual Media/student driven | Identifies the claims being made about a product in an advertisement.                                                                              |       |       |    |     |     |     | I   | ●   | ●   | 267  |
| Language Arts | Visual Media Comprehension | Visual Media/student driven | Identifies the factual information that is offered to support these claims.                                                                        |       |       |    |     |     |     | I   | ●   | ●   | 268  |
| Language Arts | Visual Media Comprehension | Visual Media/student driven | Identifies the overt or implied message(s) used in the ad's attempt to persuade you to buy.                                                        |       |       |    |     |     |     | I   | ●   | ●   | 269  |
| Language Arts | Visual Media Comprehension | Visual Media/student driven | Identifies any illogical propositions that an advert is asking the reader to accept.                                                               |       |       |    |     |     |     | I   | ●   | ●   | 270  |
| Language Arts | Debate/Persuasion          | Debate/student driven       | Summarizes the main thrust of a writer or speaker's proposition in either written or oral argument and debate.                                     |       |       |    |     |     |     | I   | ●   | ●   | 271  |
| Language Arts | Debate/Persuasion          | Debate/student driven       | Identifies the writer or speaker's apparent point of view in either written or oral argument and debate.                                           |       |       |    |     |     |     | I   | ●   | ●   | 272  |
| Language Arts | Debate/Persuasion          | Debate/student driven       | Identifies the factual information that the writer or speaker offers to support his/her proposition in either written or oral argument and debate. |       |       |    |     |     |     | I   | ●   | ●   | 273  |
| Language Arts | Debate/Persuasion          | Debate/student driven       | Identifies any illogical arguments used by the writer or speaker to promote his/her proposition in either written or oral argument and debate.     |       |       |    |     |     |     |     | I   | ●   | 274  |