

General Nomenclature Standards for Levels 9-12

ELC-50xx

In viewing these standards, it is important for the teacher to keep in mind that the purpose of nomenclature is vocabulary building, developing reading skills, strengthening writing skills, and sentence structure. Therefore, the standards listed here will apply to most all nomenclature work in the Montessori curriculum.

Common Core Standards

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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.

RL.4.7

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.

RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

RI.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing standards listed below apply only if you are employing the various forms of writing, other than simply copying the information on a three-part card.

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Speaking and listening standards apply only if you hold conversations and use the cards in a manner that will promote the speaking and listening techniques listed here.

SL.4.1

Engage effectively in a range of collaborative discussions.

SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

- d. Read grade-level text with purpose and understanding.
- e. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.5.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SL.5.1

Engage effectively in a range of collaborative discussions.

SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4

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; speak clearly at an understandable pace.

SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.6.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.6.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.6.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.6.8

Gather relevant information from multiple print and digital sources; 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.

SL.6.1

Engage effectively in a range of collaborative discussions.

SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases