

General Nomenclature Standards

Level 6-9

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.1.1

Ask and answer questions about key details in a text.

RL.1.2.

Retell stories, including key details, and demonstrate understanding of their central message.

RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7

Use illustrations and details in a story to describe its characters, settings, or events.

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

RI.1.1

Identify the main topic and retell key details of a text.

RI.1.2

Identify the main topic and retell key details in a text.

RI.1.3

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5

Know and use various text features to locate key facts or information in a text.

RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7

Use the illustrations and details in a text to describe its key ideas.

RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RL.2.1

Ask and answer questions about key details in a text.

RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RF.1.3

Know and apply grade level phonics and word analysis skills in decoding words.

RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

RF.2.3

Know and apply grade level phonics and word analysis skills in decoding words.

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

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.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7

Participate in shared research and writing projects.

W.2.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7

Participate in shared research and writing projects.

W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

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.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6

Produce complete sentences when appropriate to task and situation.

SL.2.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.2.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.2.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6

Produce complete sentences when appropriate to task and situation.

SL.3.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.3.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.3.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.3.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.3.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.3.6

Produce complete sentences when appropriate to task and situation.

L.1.1

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

L.1.2

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

L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.1.5

With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

L.2.1

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

L.2.2

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

L.2.3

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

L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

L.3.1

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

L.3.2

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

L.3.3

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

L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.