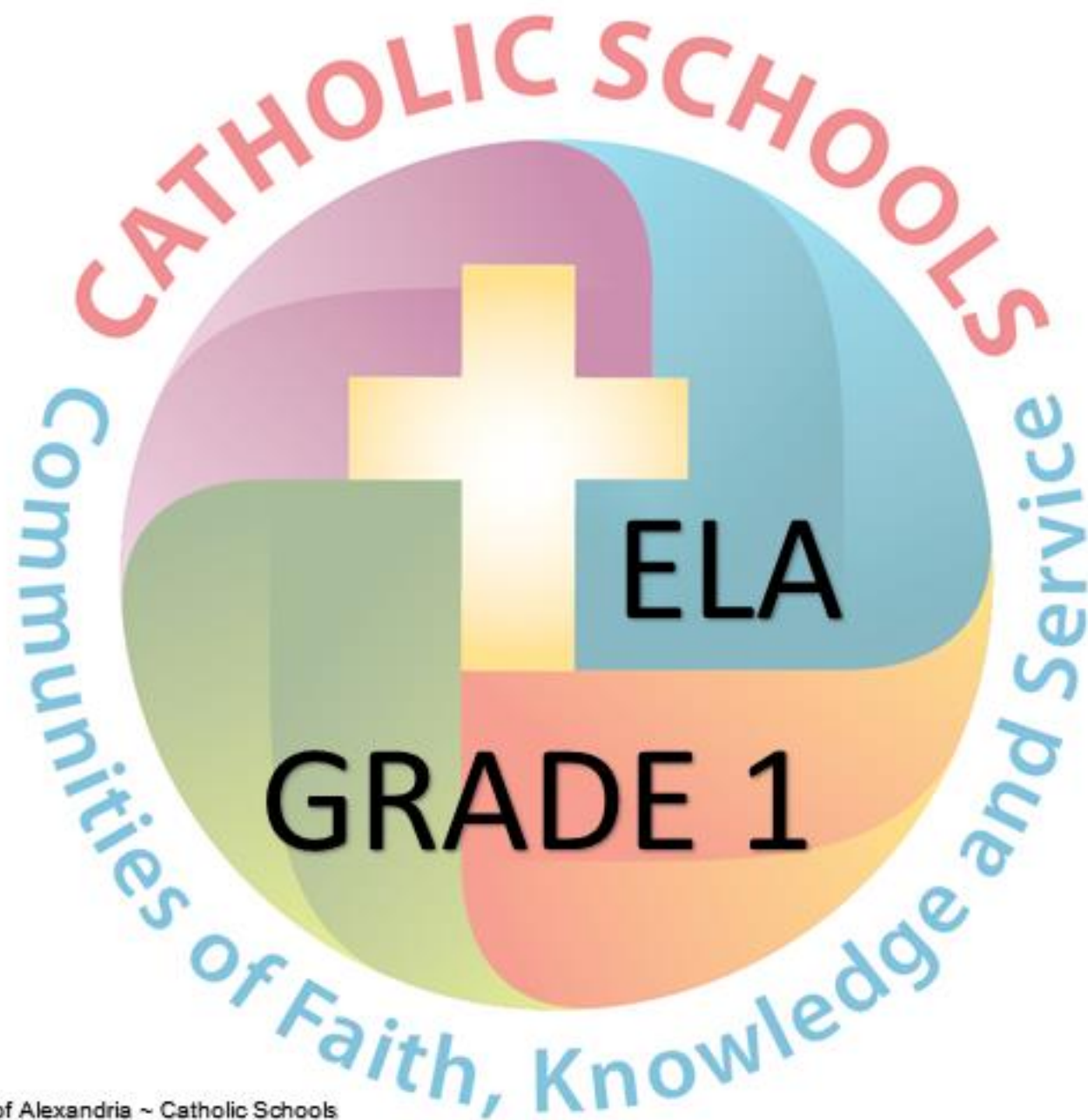




Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

Barbara Forest, M.A..
Courtney Gistorb, M.Ed.

Denese Carter, M.Ed.
Tracy Bock, Ed.S.

HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

Student focus Areas

Essential Questions

- *Why is it important to read? How does reading benefit your life?*
- *How can vocabulary enrich comprehension?*
- *How does comprehension promote a greater enjoyment of reading?*
- *What is the connection between reading and communication in the global world?*
- *How can the skill of reading help us understand God's world and His creations?*

Catholic School – General Standards

CS.GS.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GS.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GS.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GS.4	Share how literature can contribute to strengthening one's moral character.

1st Grade Reading Standards



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READING STANDARDS FOR LITERATURE

Key Ideas and Details

DOA.RL.1.1	Ask and answer questions about key details in a text.
DOA.RL.1.2a	Retell stories, including key details
DOA.RL.1.2b	Recognize and understand the central message or lesson.
DOA.RL.1.3	Describe characters, settings, and major events in a story, using key details.

Craft and Structure

DOA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOA.RL.1.5	Explain major differences between books that tell stories and books that give information.
DOA.RL.1.6	Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

DOA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
DOA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

DOA.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
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READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

DOA.RI.1.1	Ask and answer questions about key details in a text.
DOA.RI.1.2	Identify the main topic and retell key details of a text.
DOA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

DOA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
DOA.RI.1.5	Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to
DOA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

DOA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
DOA.RI.1.8	Identify the reasons an author gives to support points in a text.
DOA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

DOA.RI.1.10	With prompting and support read informational texts appropriately complex, for grade 1.
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1st Grade Reading Standards



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READING STANDARDS FOR VOCABULARY ACQUISITION AND USE

DOA.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.
DOA.L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
DOA.L.1.4b	Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word.
DOA.L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
DOA.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DOA.L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
DOA.L.1.5b	Define words by category and by one or more key attributes (e.g., duck is a bird that swims; a tiger is a large cat with stripes).
DOA.L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
DOA.L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
DOA.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 (e.g., because).

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

DOA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults to groups.
DOA.SL.1.1a	Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).
DOA.SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOA.SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
DOA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
DOA.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.

Presentation of Knowledge and Ideas

DOA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
DOA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOA.SL.1.6	Produce complete sentences when appropriate to task, audience, and situation.

FLUENCY

DOA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
DOA.RF.1.4a	Read on-level text with purpose and understanding.
DOA.RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DOA.RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1st Grade Reading



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Diocese of Alexandria Student Standards

1st 9 Weeks

Major Standards	RL.1.1, RL.1.2, RL.1.3, RL.1.7, RI.1.1, RI.1.2
Supporting Standards	RI.1.3, RI.1.4, RI.1.5, RI.1.7, L.1.4a, L.1.5a, b, d, RL.1.10, RI.1.10, W.1.8, SL.1.1a-c, SL.1.2, SL.1.3 SL.1.4, SL.1.6, RF.1.2a-d, RF.1.3a, c, d, e, RF.1.4a-c, W.1.3, W.1.5, L.1.1a, j, L.1.2a, b, e

Sample Essential Questions

- 🍎 How do parts of a story work together?
- 🍎 Why do authors write stories?
- 🍎 Why is the order of story events important?
- 🍎 What clues help you decide why events happen?
- 🍎 How are animals the same and different?
- 🍎 Why do authors write nonfiction?
- 🍎 What are important facts to know in a nonfiction text?

TEACHER NOTES

How to guide – Reading Methods



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Students will become active listeners to identify important story elements and story message.

They will use details from illustrations to assist them in understanding characters, setting, and events.

They will recall beginning/middle/end to help retell main events.

Standard	Skill	Strategy
RL.1.1 RI.1.1	• Key details	• Questioning
RL.1.2 RI.1.2	• Main idea/central message • Details	• Summarize • Infer/prediction
RL.1.3	• Story Structure • Sequence of Events • Understanding Characters	• Questioning • Analyzing • Infer/prediction
RL.1.7	• Use text features to aid comprehension • Explain key illustration • Use illustrations to describe characters, setting, events • Use details to describe characters, setting and events	• Questioning

TEACHER NOTES



- Reading rate
- Read with Expression
- Read with Intonation
- Phrasing: natural pauses and punctuation

How to teach Fluency

A! B. C? D? E!

f! g. h? i? j!

I! am. you? at!

I am so happy!

Do you have the book?

Today is hot outside.

This strategy helps students master fluency skill, letter naming or HFW.

1st Grade Vocabulary Instruction



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Tier 1

Common words

Example:
sad, laugh, hat

Tier 2

Most important words to teach
explicitly in depth

These words aid in
comprehension of the text

Tier 3

Specialty words, define briefly
by fast mapping

Every read aloud text or passage used to teach students mastery of a standard should start with an explicit instruction lesson with Tier 2 words.

Utilize instructional strategies that assist in the preparation of teaching vocabulary.

Preparing to Teach Vocabulary

Text title: _____ Genre: _____

Tier 1 words	Tier 2 words	Tier 3 words

Remember to choose Tier 2 words to teach Explicitly. Ask yourself these questions to help:

1. Will this word affect my student's Comprehension?
2. Do I label this as Tier 2 or can I "fast map" teach the word?

Once you have your selected tier 2 words follow the 5 steps to teach!



~ICING ON THE CAKE WORDS~

FAST MAP

metaphors

similes

any figurative language



1. Visually show the word. Pronounce, read the word, and examine the spelling.

- Let's say the word
- Tap it out. How many syllables? (Teacher mark syllable breaks in the word.)
- What word?
- How many vowels? (teacher using red marker, identify the vowels)
- Examine spelling apply rule

2. Tell what the word means using a student friendly definition.

3. Say more about the word.

- Say a sentence with the word.
- Give examples of the word and non-examples of the word.
- Provide fill in the blank phrases for students using the word.
- Give the students a question to answer using the new vocabulary word.

This instructional routine should take 2 minutes.



- Context clues
- Multiple meaning words
- Synonyms
- Shades of meaning
- Using a glossary
- Define words

1st Grade Reading



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Diocese of Alexandria Student Standards

2nd 9 Weeks

Major Standards	RL.1.3, RL.1.7, RI. 1.2, RI.1.6, RI.1.7, RI.1.8, RF.1.8, RF.1.3a, b, c, g, W.1.2, W1.3, l.1j, L.1.2a, b, c, L.1.4a, L.1.5a, d
Supporting Standards	RI.1.3, RI.1.4, RI.1.5, RI.1.7, L.1.4a, L.1.5a, b, d, RL.1.10, RI.1.10, W.1.8, SL.1.1a-c, SL.1.2, SL.1.3 SL.1.4, SL.1.6, RF.1.2a-d, RF.1.3a, c, d, e, RF.1.4a-c, W.1.3, W.1.5, l.1.1a, j, L.1.2a, b, e

Sample Essential Questions

- 🍎 How do parts of a story work together?
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- 🍎 What clues help you decide why events happen?
- 🍎 How are animals the same and different?
- 🍎 Why do authors write nonfiction?
- 🍎 What are important facts to know in a nonfiction text?

TEACHER NOTES



- Stress
- Phrasing with punctuation
- Reading rate
- Read with expression and intonation
- Attention to punctuation

How to teach Fluency

A! B. C? D? E!

f! g. h? i? j!

I! am. you? at!

I am so happy!

Do you have the book?

Today is hot outside.

This strategy helps students master fluency skill, letter naming or HFW.



- Antonyms
- Synonyms
- Classify and categorize color words
- Homophones
- Inflectional Word endings -ed, -ing, -s
- Shades of meaning
- Suffixes -y, -ful
- Suffixes -er, -est
- Define words

1st Grade Reading



THE DIOCESE
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Diocese of Alexandria Student Standards

3rd 9 Weeks

Major Standards	RL.1.3, RL.1.7, RI. 1.2, RI.1.6, RI.1.7, RI.1.8, RF.1.8, RF.1.3a, b, c, g, W.1.2, W1.3, l.1j, L.1.2a, b, c, L.1.4a, L.1.5a, d
Supporting Standards	RI.1.3, RI.1.4, RI.1.5, RI.1.7, L.1.4a, L.1.5a, b, d, RL.1.10, RI.1.10, W.1.8, SL.1.1a-c, SL.1.2, SL.1.3 SL.1.4, SL.1.6, RF.1.2a-d, RF.1.3a, c, d, e, RF.1.4a-c, W.1.3, W.1.5, l.1.1a, j, L.1.2a, b, e

Sample Essential Questions

- 🍎 How do parts of a story work together?
- 🍎 Why do authors write stories?
- 🍎 Why is the order of story events important?
- 🍎 What clues help you decide why events happen?
- 🍎 How are things the same and different?
- 🍎 Why do authors write nonfiction?
- 🍎 What are important facts to know in a nonfiction text?

TEACHER NOTES



- Stress
- Phrasing with punctuation
- Reading rate
- Read with expression and intonation
- Attention to punctuation

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- Shades of meaning
- Suffixes -y, -ful
- Suffixes -er, -est
- Define words

1st Grade Reading



THE DIOCESE
of ALEXANDRIA

Diocese of Alexandria Student Standards

4th 9 Weeks

Major Standards	RL.1.3, RL.1.7, RI. 1.2, RI.1.6, RI.1.7, RI.1.8, RF.1.8, RF.1.3a, b, c, g, W.1.2, W1.3, l.1j, L.1.2a, b, c, L.1.4a, L.1.5a, d
Supporting Standards	RI.1.3, RI.1.4, RI.1.5, RI.1.7, L.1.4a, L.1.5a, b, d, RL.1.10, RI.1.10, W.1.8, SL.1.1a-c, SL.1.2, SL.1.3 SL.1.4, SL.1.6, RF.1.2a-d, RF.1.3a, c, d, e, RF.1.4a-c, W.1.3, W.1.5, l.1.1a, j, L.1.2a, b, e

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TEACHER NOTES



- Stress
- Phrasing with punctuation
- Reading rate
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Suggested Cross Curricular and Catholic Social Teachings in ELA

- Students will record observations of plant growth; first graders record their observations of plant growth and connect to importance of caring for God's creation.
 - Science, Math, Religion, Written Language
- First graders communicate with pen pals both near and far and understand that the world is one human family.
 - Social Studies, Religion, Written Language
- Students will write poems and prayers about peace; in this way, first graders begin to work for a peaceful world.
 - Religion, Social Studies, Written Language
- Students will read stories about children and/or characters in the community, students will learn about the rights of others and our obligation to love our religion.
 - Social Studies, Reading
- Students will read nonfiction selections related to nature and the care of and for resources (*The Giving Tree*, *The Very Hungry Caterpillar*). Students will begin to understand their role as stewards of God's creation.
 - Science, Reading