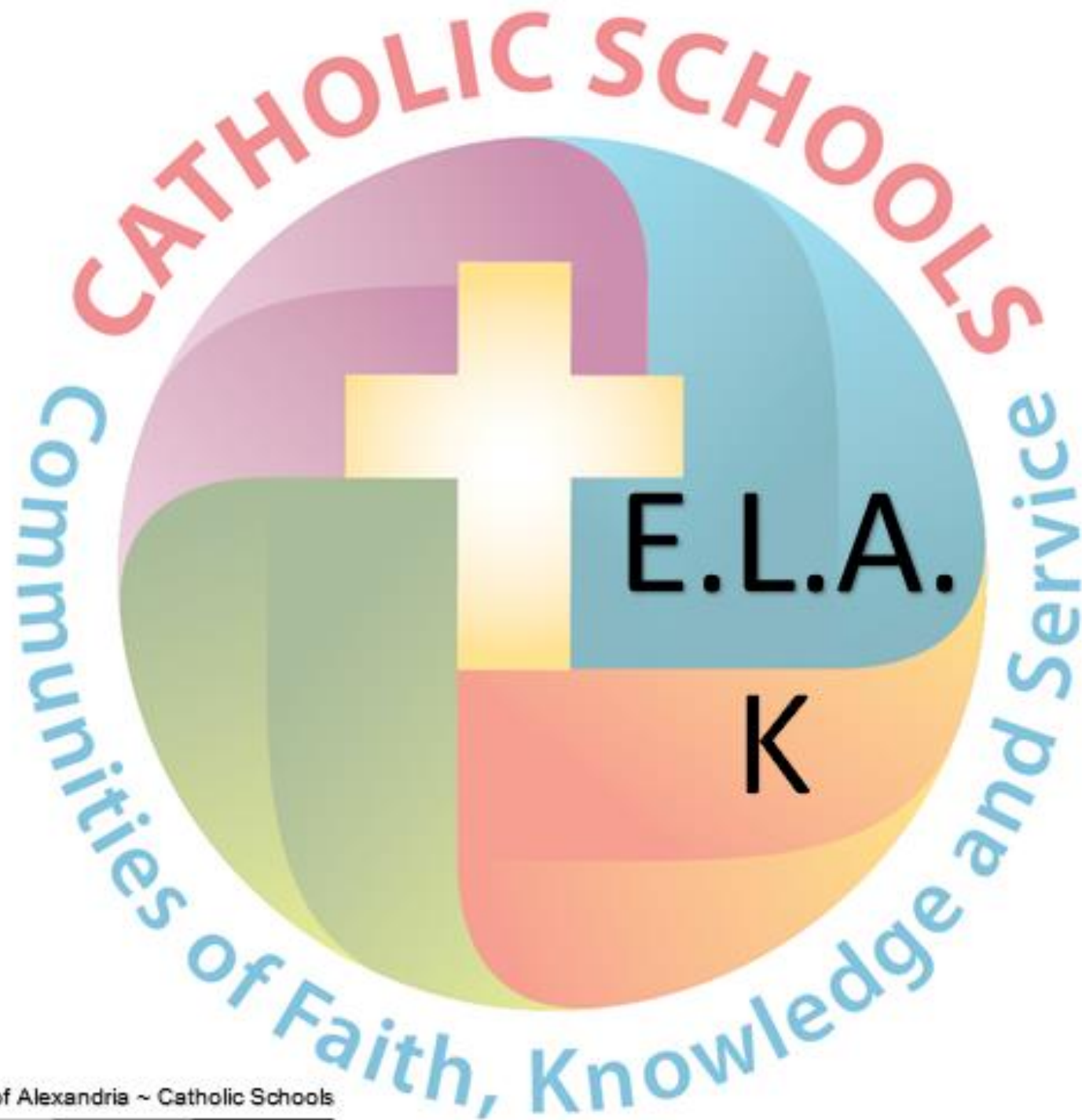




Diocese of Alexandria ~ Catholic Schools

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.

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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

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

Catholic School – Writing Standards (CS.W)

CS.W.1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.W.2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.W.3	Use grammar as a means of signifying concepts and the relationship to reason.



Diocese of Alexandria Student Standards

(RL.K.1, RL.K.2, RL.K.3, RI.K.1, RI.K.2, RI.K.7)

sample 1st 9 Weeks

Sample Essential Questions

- 🍎 How can details help me understand a story?
- 🍎 What can I learn from the pictures in a story?
- 🍎 How do the parts of a story work together?
- 🍎 What clues help me figure out things the author does not tell me?
- 🍎 Why do authors write informational text?
- 🍎 What causes events in a story to happen?
- 🍎 Why is it important to know what happens first, next, and last in a story?
- 🍎 Why are details helpful?

TEACHER NOTES

Unit 1 Focus

sample 1st 9 Weeks

Students will become active listeners to identify story structure. They will use details from illustrations to assist them in understanding characters, setting, beginning/middle/end to help retail main events.

Standard	Skill	Strategy
RL.K.1 RI.K.1	Key details	Questioning
RL.K.2 RI.K.2	Main idea Retell	Summarize
RL.K.3 RI.K.3	Story Structure	Questioning Analyzing
RL.K.3	Understanding Characters	Analyzing Inference Prediction
RL.K.7 RI.K.7	Making connections between illustrations and text	

TEACHER NOTES

Culminating Writing Task

sample 1st 9 Weeks

What will students *know* and *be able to do* by the end of the first nine weeks?



Unit 1 Culminating Writing Task

Children will listen to a story and work with the teacher to identify important story elements. Next, children will “read” an incomplete wordless book. They will work with a partner to name the characters and setting, and then order story pictures to show the sequence of events. Children will think of a new ending for the story. They will draw their new ending and dictate or write to tell about it. Then they will use the pictures to retell the story and share their endings with the class.

TEACHER NOTES

- 🍎 Prepare culminating writing task to familiar story.

What do I need to teach this year?

READING STANDARDS FOR LITERATURE

Key Ideas and Details

DOA.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
DOA.RL.K.2	With prompting and support, retell familiar stories, including key details.
DOA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

DOA.RL.K.4	Ask and answer questions about unknown words in a text.
DOA.RL.K.5	Recognize common types of text (e.g. storybooks, poems)
DOA.RL.K.6	With prompting and support, define the role of the author and the illustrator of a story, in telling the story.

Integration of Knowledge and Ideas

DOA.RL.K.7	With prompting and support, make connections between the illustrations in the story and the text.
DOA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

DOA.RL.K.K0	Actively engage in group reading activities with purpose and understanding.
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READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

DOA.RI.K.1	With prompting and support, ask and answer questions about unknown words in a text.
DOA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
DOA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

DOA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
DOA.RI.K.5	Identify the front cover, back cover, and title page of a book.
DOA.RI.K.6	With prompting and support, define the role of the author and the illustrator of a text and present the ideas or information in a text.

Integration of Knowledge and Ideas

DOA.RI.K.7	With prompting and support, make connections between the illustrations and the text.
DOA.RI.K.8	With prompting and support, identify the reason(s) an author gives to support point(s) in a text.
DOA.RI.K.9	With prompting and support, identify similarities and differences between two texts on the same topic.

Range of Reading and Level of Text Complexity

DOA.RI.K.K0	Actively engage in group reading activities with purpose and understanding.
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Diocese of Alexandria Student Standards

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1st 9 Weeks

Essential Questions

TEACHER NOTES



Unit 1 Focus

1st 9 Weeks

Students will

Standard		Skill		Strategy

TEACHER NOTES



Culminating Writing Task

1st 9 Weeks

What will students *know* and *be* able to do by the end of the first nine weeks?



Unit 1 Culminating Writing Task

TEACHER NOTES



Diocese of Alexandria Student Standards

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2nd 9 Weeks

Essential Questions

TEACHER NOTES



Unit 2 Focus

2nd 9 Weeks

Students will

Standard		Skill		Strategy

TEACHER NOTES



Culminating Writing Task

2nd 9 Weeks

What will students *know* and *be* able to do by the end of the first nine weeks?



Unit 2 Culminating Writing Task

TEACHER NOTES



Diocese of Alexandria Student Standards

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3rd 9 Weeks

Essential Questions

TEACHER NOTES



Unit 3 Focus

3rd 9 Weeks

Students will

Standard		Skill		Strategy

TEACHER NOTES



Culminating Writing Task

3rd 9 Weeks

What will students *know* and *be* able to do by the end of the first nine weeks?



Unit 3 Culminating Writing Task

TEACHER NOTES



Diocese of Alexandria Student Standards

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4th 9 Weeks

Essential Questions

TEACHER NOTES



Unit 4 Focus

4th 9 Weeks

Students will

Standard		Skill		Strategy

TEACHER NOTES



Culminating Writing Task

4th 9 Weeks

What will students *know* and *be* able to do by the end of the first nine weeks?



Unit 4 Culminating Writing Task

TEACHER NOTES

Kindergarten Reading Fluency



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Year At A Glance

What are your goals for each 9 weeks?

Unit 1

- Reading rate
- Read with Expression
- Pause for punctuation
- Phrasing: question marks

Unit 2

- Reading rate
- Read with Expression
- Pause for punctuation

Unit 3

- Reading rate
- Read with Expression
- Pause for punctuation

Unit 4

- Reading rate
- Read with Expression
- Pause for punctuation

A! B. C? D? E!

f! g. h? i? j!

I! am. you? at!

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

Kindergarten Vocabulary



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Year At A Glance

Unit 1	Unit 2	Unit 3	Unit 4
• Classify and categorize ○ family words ○ words for jobs ○ sensory words • Antonyms • Synonyms	• Classify and categorize ○ shape words ○ sensory words ○ number words ○ science words • Figurative language ○ simile • Context clues • Multiple meaning words	• Classify and categorize ○ describing words ○ seasons ○ places • Antonyms • Synonyms • Multiple meaning words • Context clues	• Classify and categorize ○ family words ○ words for jobs ○ sensory words • Figurative language • Antonyms • Synonyms • Context clues



Vocabulary

Tier 1	Tier 2	Tier 3
Common words Example: sad, laugh, hat	Most important words to teach <i>Explicitly</i> in depth These words aid in comprehension of the text	Specialty words Define briefly by fast mapping

Every read aloud text or passage used to teach students mastery of a standard must 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



Role-Play

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.

While in class, students should be able to perform the following Speaking and Listening Standards

Comprehension and Collaboration

DOA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults to small and larger groups.
DOA.SL.K.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.K.1b	Continue a conversation through multiple exchanges.
DOA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
DOA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

DOA.SL.K.4	Describe familiar people, places, things, and events with prompting and support provide additional detail.
DOA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
DOA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.