

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 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 – ELA Standards (CS.GS)

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.

# 1<sup>st</sup> Grade – RF Standards



THE DIOCESE  
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## Phonological Awareness

DOA.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DOA.RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
DOA.RF.1.2b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
DOA.RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
DOA.RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

## Phonics and Word Recognition

DOA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words
DOA.RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
DOA.RF.1.3b	Decode regularly spelled one-syllable words.
DOA.RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
DOA.RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
DOA.RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
DOA.RF.1.3f	Read words with inflectional endings.
DOA.RF.1.3	Recognize and read grade-appropriate irregularly spelled words.

**Skill Terms:**

**Phonemic Awareness**

Phonemic awareness is auditory and does not involve print or pictures. It is the ability to hear and manipulate the sounds in spoken words.

**Phonics**

Phonics refers to the sound and letter relationship. It is the connection of sounds and written language.

## First grade

Phonemic Awareness  
Listening Games

Kindergarten Skills

## Alliteration

"I am going to say a sentence. It is an alliteration. That means most of the words will start with the same sound. I want you to listen to the words and tell me what sound most of the words start with."

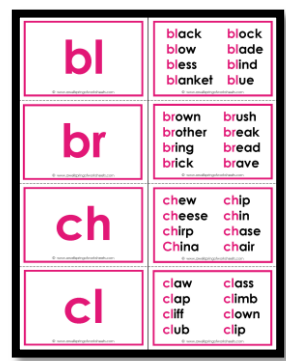
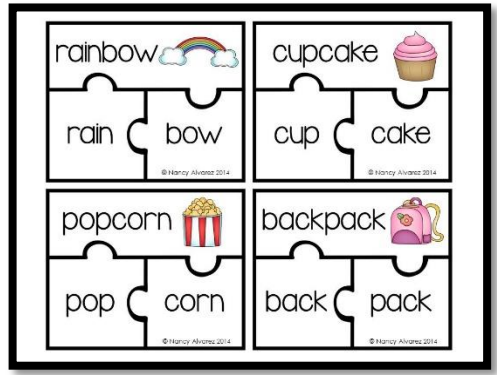
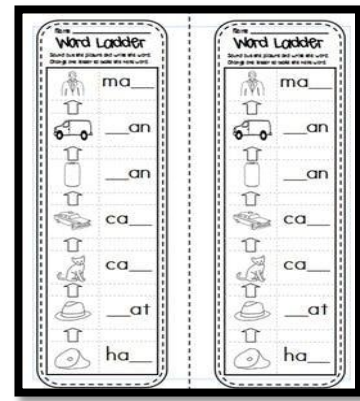
- "My turn" – Silly Suzy sings
- "Your turn" – students repeat the sentence
- "What sound do most of the words start with?"

How to use PA Listening Games:

- Only the teacher needs a copy
- Play listening games daily
- Follow your framework for skills

### Alliteration

- Daisy duck dunks donuts.
- Brady boy bought bears.
- Lilly loves lipstick.
- Kate kicks
- Abby ate apples.



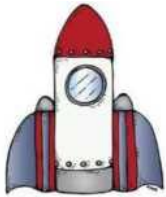
# 6 Syllable Types

## 1. Closed

Syllables that have a **single vowel followed by a consonant**. Often referred to as a CVC pattern.



bath-tub



rock-et

## 2. Open

Syllables that **end with a vowel**. In open syllable words, the vowel usually makes its long sound.



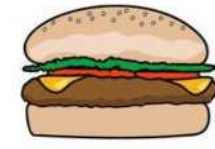
ti-ger



pa-per

## 3. R controlled

Syllables in which an **r follows the vowel(s)** the r “controls” the vowel sound.



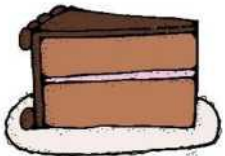
bur-ger



car-rot

## 4. Vowel + Silent e

Syllables that have a **single vowel with a silent e** at the end. Typically, the vowel makes the long sound in these syllables.



cake



bathrobe

## 5. Vowel Team

Syllables with **two vowels that act as a team** to create one sound (like ai, ee, ea and oa) or two sounds like (aw, ow, oi and oy)



rain-bow



cow-boy

## 6. Consonant + le

Syllables that have a consonant **followed by an -ie**. These syllables are unaccented and found at the end of the word.



ap-ple



tur-tle

# 1<sup>st</sup> Grade – RF



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of ALEXANDRIA

Phonological Awareness: RF.K.2a, RF.K.2d, RF.K.2c

1<sup>st</sup> 9 Weeks

## Weeks 1-4

- 🍎 Alliteration
- 🍎 Words in a sentence
- 🍎 Identifying rhymes
- 🍎 Producing rhymes
- 🍎 Onset and rime
- 🍎 Syllable awareness
- 🍎 Segmenting compound words
- 🍎 Similar beginning phonemes
- 🍎 Beginning sound discrimination
- 🍎 Phoneme blending

## Weeks 5-6

- Continue any PA skills students did not master from previous weeks.
- 🍎 Isolate ending sounds
  - 🍎 Segment Phonemes

## Weeks 7-9

- Continue any PA skills students did not master from previous weeks.
- 🍎 Phoneme segmentation
  - 🍎 Phoneme blending
  - 🍎 Sound position

TEACHER NOTES

# 1<sup>st</sup> Grade – RF



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of ALEXANDRIA

Phonics: (RF.1.1, RF.1.2, RF1.3)

1<sup>st</sup> 9 Weeks

Week 1 - Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<ul style="list-style-type: none"> <li>• Review all consonants</li> <li>• short a</li> <li>• short i</li> <li>• short o</li> <li>• short e</li> <li>• short u</li> </ul>	Review Short a, i, o, e				
	<p>"R" Blends</p> <ul style="list-style-type: none"> <li>• br</li> <li>• fr</li> <li>• gr</li> </ul>	<p>Floss Rule</p> <ul style="list-style-type: none"> <li>• ll</li> <li>• ff</li> <li>• ss</li> </ul> <p>Blend</p> <ul style="list-style-type: none"> <li>• ck</li> </ul>	<p>"R" Blends</p> <ul style="list-style-type: none"> <li>• tr</li> <li>• dr</li> <li>• cr</li> </ul>	<p>2 letter "s" Blends</p> <ul style="list-style-type: none"> <li>• sl</li> <li>• st</li> <li>• sk</li> <li>• sp</li> <li>• sw</li> </ul>	<p>3 letter "s" Blends</p> <ul style="list-style-type: none"> <li>• str</li> <li>• scr</li> <li>• spr</li> </ul>

**Phonogram Sound Cards**  
*Grades K-3*



Concepts of Print: RF.1.1, RF.1.2, RF.1.3

1<sup>st</sup> 9 Weeks

## Weeks 1-9

- 🍎 Directional (left to right)
- 🍎 Capitalization
- 🍎 Matching oral words to printed words
- 🍎 Punctuation
- 🍎 Letters and Words



## Spelling/Phonetic Skill List

1<sup>st</sup> 9 Weeks

### Weeks 1-9

Weekly Spelling/Phonetic Skill List	High Frequency Words (Based on basal)	Dolch High Frequency Words	Frye High Frequency Words	
<p><b>Lesson 1: short a</b> am, at, sat, man, dad, mat</p> <p><b>Lesson 2: short i</b> If, is, him, rip, fit, pin</p> <p><b>Lesson 3: short o</b> Log, dot, top, hot, lot, ox</p> <p><b>Lesson 4: short e</b> Yet, web, pen, wet, leg, hen</p> <p><b>Lesson 5: short u</b> up, bug, mud, nut, hug, tub</p> <p><b>Lesson 6: short a</b> bad, can, had, cat, ran, *add, *pass</p> <p><b>Lesson 7: short l and tr/gr blend</b> in, will, did, sit, six, big, *trip, *grin</p> <p><b>Lesson 8: short o and blends bl/cl</b> on, got, fox, pop, not, hop, *block, *clock</p> <p><b>Lesson 9: short e and blends sl/st</b> yes, let, red, ten, bed, get, *sled, *step</p>	<p><b>Lesson 1</b> and be help play with you</p> <p><b>Lesson 2</b> for have he look too what</p> <p><b>Lesson 3</b> do find funny sing no they</p> <p><b>Lesson 4</b> all does here me my who</p> <p><b>Lesson 5</b> friend full good hold many pull</p> <p><b>Lesson 6</b> away call come every hear sad</p> <p><b>Lesson 7</b> animal how make of some why</p> <p><b>Lesson 8</b> her now our she today would</p> <p><b>Lesson 9</b> after draw pictures read was write</p>	<p>after</p> <p>again</p> <p>an</p> <p>any</p> <p>ask</p> <p>as</p> <p>by</p> <p>could</p> <p>every</p> <p>fly</p>	<p>the      an</p> <p>of      are</p> <p>and      as</p> <p>a      with</p> <p>to      his</p> <p>in      they</p> <p>is      I</p> <p>you      at</p> <p>that      be</p> <p>it      this</p> <p>he      have</p> <p>was      from</p> <p>for</p>	



Phonological Awareness: RF.1.1, RF.1.2, RF.1/3

2<sup>nd</sup> 9 Weeks

## Weeks 1-9 PA Skills

- 🍎 Alliteration
- 🍎 Words in a sentence
- 🍎 Identifying rhymes
- 🍎 Producing rhymes
- 🍎 Onset and rime
- 🍎 Syllable awareness
- 🍎 Segmenting compound words
- 🍎 Similar beginning phonemes
- 🍎 Beginning sound discrimination
- 🍎 Isolate ending sounds
- 🍎 Sound position

## Weeks 9-18

Continue any PA skills students did not master from previous 9 weeks.

- 🍎 Phoneme segmentation
- 🍎 Isolate middle sounds
- 🍎 Phoneme blending
- 🍎 Substitute initial phonemes
- 🍎 Phoneme blending
- 🍎 Segment Phonemes
- 🍎 Substitute middle phonemes
- 🍎 Substitute final phonemes

TEACHER NOTES

# 1<sup>st</sup> Grade – RF



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Phonics: (RF.1.1, RF.1.2, RF.1.3)

2<sup>nd</sup> 9 Weeks

Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Review	Consonant	Consonant	Consonant	Long	Long	Long	Long	Vowel
Short	Blend	Digraphs	Digraphs	a	i	o	e	pairs
vowels	“th”	“ch”	sh	CVCe	CVCe	CVCe	CVCe	ai
&		and	wh	Closed	Closed	Closed	Closed	ay
Closed		“tch”	ph	Syllable	Syllable	Syllable	Syllable	
syllable				pattern	pattern	pattern	pattern	
patterns								

**Phonogram Sound Cards are great to review previous learned sounds.**



## Weeks 10-18

### Lesson 10: short u

us, sun, fun, bus, run, \*jump, \*must

### Lesson 11: words with “th”

that, then, this, them, with, bath, \*thick, \*tenth

### Lesson 12: words with “ch” an “tch”

chin, chop, much, chip, rich, chick, \*match, \*pitch

### Lesson 13: words with sh, wh, ph

ship, shop, which, when, whip, fish, \*shell, \*graph

### Lesson 14: long a

came, make, rave, late, gave, shape, \*waves, \*chases

\*challenge word

### Lesson 15: long i

time, like, kite, bike, white, drive, \*stripe, \*nice

### Lesson 16: long o

so, go, home, hole, no, rope, joke, bone, stove, poke,  
\*chose, \*wrote

### Lesson 17: long e

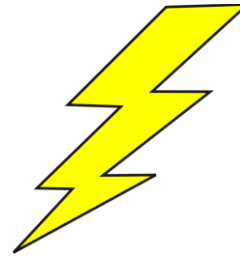
me, be, read, feet, tree, keep, eat, mean, sea, these

### Lesson 18: vowel pairs ai, ay

play, grain, sail, mail, may, rain, way, day, stay, pain,  
\*paint, \*spray

## Flash Words and Heart Words

**Flash Words:** are high frequency words that are regularly spelled. Students should be able to read and write in a flash!



**Heart Words:** are not easily grouped into a phonics pattern. Most heart words are difficult for spelling than for reading. Students can draw a heart above the letters that DO NOT follow a pattern.



# 1<sup>st</sup> Grade – RF



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## High Frequency Words (RF.1.3c)

2<sup>nd</sup> 9 Weeks

Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
VC and CVC short a and short u 	Digraphs CVC: short i 	ch and tch CVC: short e 	Digraph wh  "v" is Followed by "e"	VCe: Long a "s" at the end of the word spells  /z/	o-e spells short u /u/  cvcc words with l spelling long i.	CV long Vowel "o"  Heart words 	CV long Vowel "e"  VCe Rhyming words with silent "l" 	Vowel teams with long sounds  Heart words 
<ul style="list-style-type: none"> <li>• at</li> <li>• am</li> <li>• an</li> <li>• had</li> <li>• can</li> <li>• ran</li> <li>• up</li> <li>• us</li> <li>• but</li> <li>• run</li> <li>• cut</li> </ul>	<ul style="list-style-type: none"> <li>• that</li> <li>• with</li> <li>• then</li> <li>• them</li> <li>• this</li> <li>• it</li> <li>• in</li> <li>• if</li> <li>• did</li> <li>• big</li> <li>• six</li> </ul>	<ul style="list-style-type: none"> <li>• much</li> <li>• which</li> <li>• get</li> <li>• yes</li> <li>• red</li> <li>• let</li> <li>• tell</li> <li>• ten</li> </ul>	<ul style="list-style-type: none"> <li>• wish</li> <li>• which</li> <li>• when</li> <li>• have</li> <li>• give</li> <li>• live</li> </ul>	<ul style="list-style-type: none"> <li>• came</li> <li>• take</li> <li>• make</li> <li>• made</li> <li>• gave</li> <li>• ate</li> <li>• his</li> <li>• is</li> <li>• as</li> <li>• has</li> </ul>	<ul style="list-style-type: none"> <li>• some</li> <li>• come</li> <li>• done</li> <li>• find</li> <li>• kind</li> <li>• mind</li> </ul>	<ul style="list-style-type: none"> <li>• go</li> <li>• so</li> <li>• no</li> <li>• the</li> <li>• of</li> <li>• you</li> <li>• was</li> <li>• said</li> <li>• they</li> </ul>	<ul style="list-style-type: none"> <li>• he</li> <li>• she</li> <li>• be</li> <li>• we</li> <li>• me</li> <li>• like</li> <li>• ride</li> <li>• five</li> <li>• white</li> <li>• walk</li> <li>• talk</li> </ul>	<ul style="list-style-type: none"> <li>• play</li> <li>• may</li> <li>• say</li> <li>• what</li> <li>• very</li> <li>• yours</li> <li>• from</li> <li>• don't</li> </ul>



Phonological Awareness: RF.1.1, RF.1.2, RF.1.3

3<sup>rd</sup> 9 Weeks

## Weeks 1-9 PA Skills

- 🍎 Alliteration
- 🍎 Words in a sentence
- 🍎 Identifying rhymes
- 🍎 Producing rhymes
- 🍎 Onset and rime
- 🍎 Syllable awareness
- 🍎 Segmenting compound words
- 🍎 Similar beginning phonemes
- 🍎 Beginning sound discrimination
- 🍎 Isolate ending sounds
- 🍎 Sound position

## Weeks 9-18

Continue any PA skills students did not master from previous 9 weeks.

- 🍎 Isolate middle sounds
- 🍎 Phoneme blending
- 🍎 Substitute initial phonemes
- 🍎 Segment phonemes
- 🍎 Substitute middle phonemes
- 🍎 Substitute final phonemes

## Weeks 19-27

Continue any PA skills students did not master from previous 9 weeks.

- 🍎 Phoneme segmentation
- 🍎 Substitute middle phonemes
- 🍎 Substitute final phonemes
- 🍎 Distinguish vowel sounds
- 🍎 Combine, segment syllables
- 🍎 Substitute vowel sounds
- 🍎 Segment syllables
- 🍎 Blend syllables
- 🍎 Blend syllables
- 🍎 Add phonemes
- 🍎 Substitute vowel sounds

TEACHER NOTES

# 1<sup>st</sup> Grade – RF



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Phonics: RF.1.1, RF.1.2, RF.1.3

3<sup>rd</sup> 9 Weeks

Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Vowel Teams  oa, ow	Short vowel  /e/ea  Closed syllables	Vowel R ar or	Vowel R er ir ur	Vowel digraph /oo/	Vowel digraph oo, ou ew	Vowel digraphs  ou, ow, oi, oy, au, aw	Endings -ed -ing  Long e spelling patterns y, ie

**Phonogram Sound Cards are great to review previous learned sounds.**

**Develop or use a spelling rulebook to teach the skills above!**

# 1<sup>st</sup> Grade – RF



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## High Frequency Words (RF.1.3c)

3<sup>rd</sup> 9 Weeks

Week 19		Week 20		Week 21		Week 22	
<p> Digraphs</p> <p> Rhyming words spelled with the same last 4 letters</p> <p> No English words ends in v</p>		<p> Ending blends with “st”</p> <p> VCe</p>		<p> Vowel R</p> <p>Words with similar meaning and spelling</p>		<p> Vowel R</p> <p> ‘all’ spells /oll/ </p>	
<ul style="list-style-type: none"> <li>• that</li> <li>• then</li> <li>• them</li> <li>• this</li> </ul> <p>The 'th' sound is voiced</p>	<ul style="list-style-type: none"> <li>• there</li> <li>• where</li> <li>• have</li> <li>• give</li> <li>• live</li> </ul>	<ul style="list-style-type: none"> <li>• just</li> <li>• must</li> <li>• fast</li> <li>• best</li> </ul>	<ul style="list-style-type: none"> <li>• like</li> <li>• ride</li> <li>• five</li> </ul>	<ul style="list-style-type: none"> <li>• start</li> <li>• far</li> </ul>	<ul style="list-style-type: none"> <li>• one</li> <li>• once</li> </ul>	<ul style="list-style-type: none"> <li>• her</li> <li>• first</li> <li>• hurt</li> <li>• over</li> </ul>	<ul style="list-style-type: none"> <li>• all</li> <li>• call</li> <li>• fall</li> <li>• small</li> <li>• ball</li> </ul>
Week 24		Week 25		Week 26		Remaining weeks review	
<p> Vowel Teams with other vowel sounds</p> <p> CVC VCe</p>		<p> Vowel Teams with other vowel sounds</p> <p> Digraphs</p>		<p> 2 syllable words</p> <p> Ending ‘nk’</p> <p> Rhyming words with silent ‘l’</p>		<p>Review and reinforce</p>	
<ul style="list-style-type: none"> <li>• round</li> <li>• found</li> <li>• new</li> <li>• out</li> </ul>	<ul style="list-style-type: none"> <li>• well</li> <li>• take</li> <li>• make</li> </ul>	<ul style="list-style-type: none"> <li>• down</li> <li>• brown</li> <li>• now</li> <li>• how</li> </ul>	<ul style="list-style-type: none"> <li>• when</li> <li>• which</li> </ul>	<ul style="list-style-type: none"> <li>• yellow</li> <li>• little</li> <li>• before</li> <li>• going</li> </ul>	<ul style="list-style-type: none"> <li>• thank</li> <li>• think</li> <li>• drink</li> <li>• walk</li> <li>• talk</li> </ul>		