

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



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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

- *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.

2nd Grade Reading Standards



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STANDARDS FOR READING LITERATURE

Key Ideas and Details

DOA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.
DOA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DOA.RL.2.3	Describe how characters in a story respond to major events and challenges.

Craft and Structure

DOA.RL.2.4	Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.
DOA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
DOA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

DOA.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.
DOA.RL.2.9	Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

DOA.RL.2.10	By the end of the year, read and comprehend literature, including stories, and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STANDARDS FOR READING INFORMATIONAL TEXT

Key Ideas and Details

DOA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
DOA.RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
DOA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts in technical procedures in a text.

Craft and Structure

DOA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
DOA.RI.2.5	Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
DOA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

2nd Grade Reading Standards



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STANDARDS FOR READING INFORMATIONAL TEXT continued...

Integration of Knowledge and Ideas

DOA.RI.2.7	Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
DOA.RI.2.8	Describe how reasons or evidence support specific points the author makes in a text.
DOA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

DOA.RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STANDARDS FOR VOCABULARY ACQUISITION AND USE IN READING

DOA.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.
DOA.L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
DOA.L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell)
DOA.L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
DOA.L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
DOA.L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
DOA.L.2.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DOA.L.2.5a	Identify real-life connections between words and their use. (e.g. describe foods that are spicy or juicy).
DOA.L.2.5b	Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny).
DOA.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 (e.g. When other kids are happy that makes me happy).

2nd Grade Reading Standards



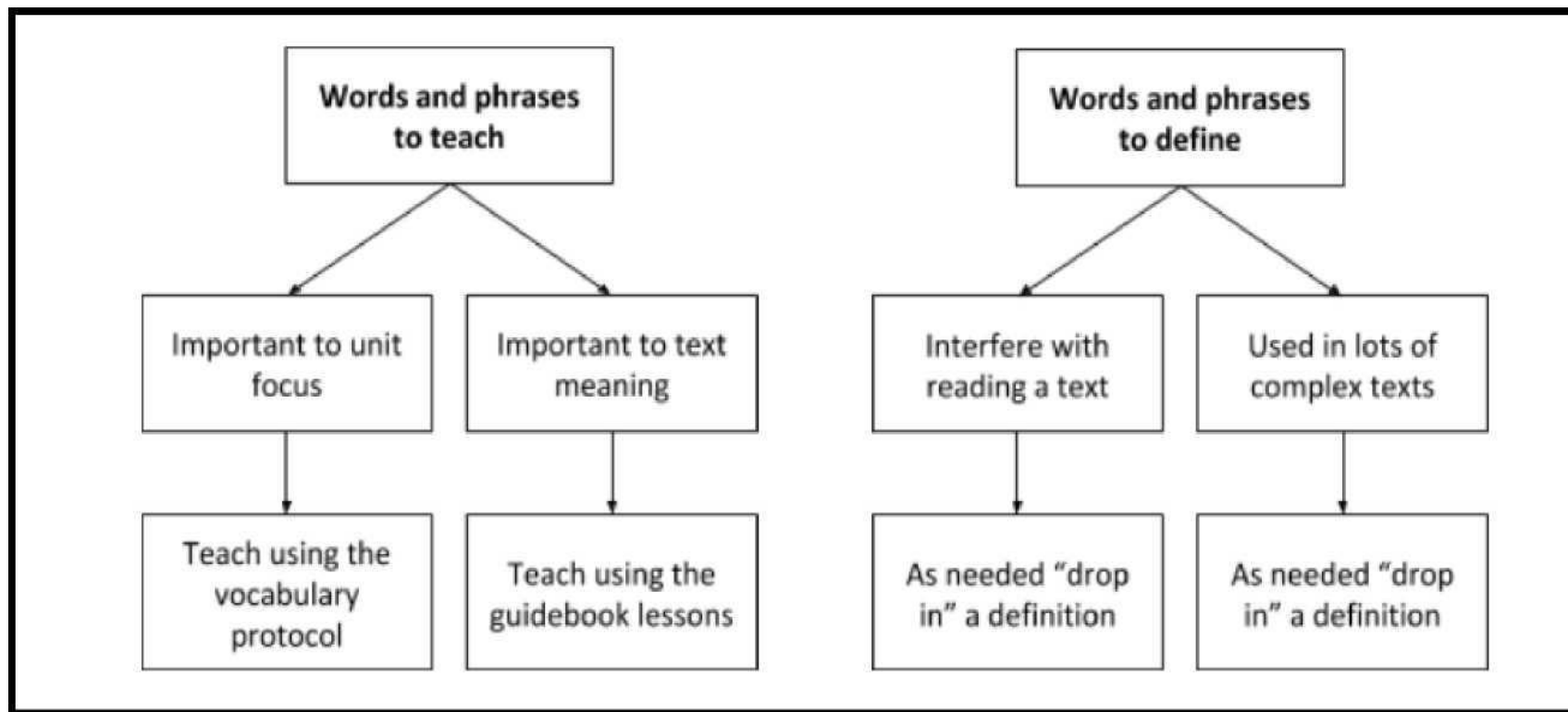
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STANDARDS FOR COMPREHENSION AND COLLABORATION IN READING

DOA.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.
DOA.SL.2.1a	Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
DOA.SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
DOA.SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

There are two sets of words and phrases in the units:

- Words and phrases to teach
- Words and phrases to define



2nd Grade Reading Example



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Week	Target Skill	Target Strategy	Fluency	Language
1	Sequence of Events	Infer/predicting	Accuracy	Subjects and predicates
2	Compare and Contrast	Questioning	Accuracy: Connected text	Simple sentences
3	Author's Purpose	Analyzing and evaluating	Accuracy: Self-correcting	Types of sentences
4	Cause and Effect	Summarizing	Intonation	What is a noun
5	Story Structure Author's Word Choice	Visualizing	Phrasing with punctuation	Singular and plural nouns
6	Text and graphic features	Questioning	Expression	More plural nouns
7	Conclusions Story Structure	Analyze and evaluate	Accuracy with connected text	Proper nouns
8	Main idea and details Cause and Effect	Visualizing	Rate	What is a verb?
9	Understanding characters	Summarizing	Phrasing punctuation	Verbs in the present

2nd Grade Reading Example



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Week	Target Skill	Target Strategy	Fluency	Language
10	Facts and Opinion	Summarize	Phrasing: punctuation	Verbs: present
11	Conclusions	Infer/predict	Expression	Compound sentences
12	Text and graphic features	Questioning	Rate: Adjust rate to purpose	Expanding & rearranging compound sentences
13	Main idea and details	Analyze and evaluate	Accuracy: Self-correct	Quotation marks
14	Author's purpose	Summarize	Natural pauses	Proper nouns
15	Cause and Effect	Monitor/clarify	Accuracy with connected text	Abbreviations
16	Story Structure	Infer/predict	Rate	Pronouns
17	Sequence of events	Visualize	Stress	Subject-verb agreement
18	Understanding characters	Analyze and evaluate	Expression	The verb be

2nd Grade Use Your Resources



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Week	Target Skill	Target Strategy	Fluency	Language
19				
20				
21				
22				
23				
24				
25				
26				
27				

2nd Grade Use Your Resources



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Week	Target Skill	Target Strategy	Fluency	Language
28				
29				
30				
31				
32				
33				
34				
35				
36				

2nd Grade – ELA Framework



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Suggested Cross Curricular and Catholic Social Teaching Links

- Students read about and write observations of extinct animals and plants (*The Kapok Tree*) and begin to understand that they are caretakers of creation. (Social Studies, Science, Religion, Reading, Written Language)
- Students read and write about what local government does and they begin to develop an understanding that the function of government is to protect the rights of all and to work for the common good. (Social Studies, Written Language, Reading)
- Students write about characters in literature (*Make Way for Ducklings*) who celebrate God's creation. (Religion, Reading)
- Students design ways to resolve conflicts and begin to function as peacemakers. (Social Studies, Written and Oral Language)

Best Practice Suggestions for ELA in Catholic Schools

- Move into authentic “books” and grade level adaptations of classics when possible.
- Tailor questions and assignments to the real-world experiences and natural questions of the readers in the class.
- Situate the study of literature within an interdisciplinary approach so that the theology, history, philosophy, beliefs, and practices of the time develop the “story” and inform the discussion of historical events.
- Use multiple literary approaches beyond “close reading,” such as moral analysis, to examine a text.
- Do more with the text than clinically dissect and disaggregate it. Link it with life and context.