

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.

2nd Grade – RF Standards



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Phonics and Word Recognition

DOA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DOA.RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DOA.RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
DOA.RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
DOA.RF.2.3d	Decode words with common prefixes and suffixes.
DOA.RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
DOA.RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.

2nd Grade – RF



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Skill Terms: Note - Phonemic Awareness should have been mastered by the end of 1st grade.

Phonemic Awareness

Phonics

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

First grade

Phonemic Awareness
Listening Games

Kindergarten Skills

How to use PA Listening Games:

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

Alliteration

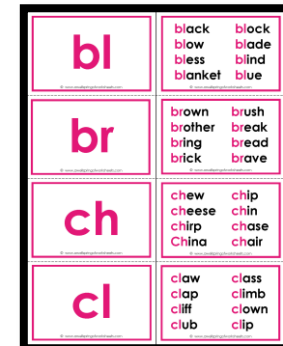
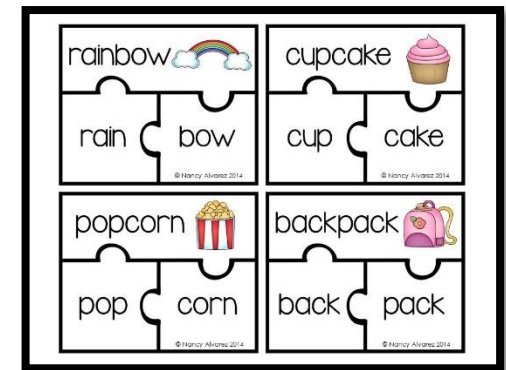
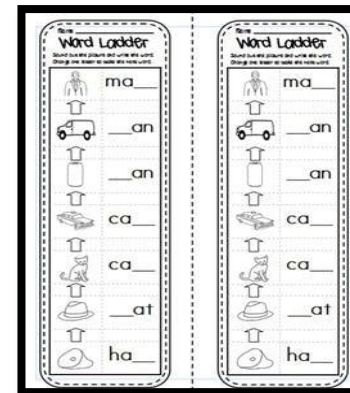
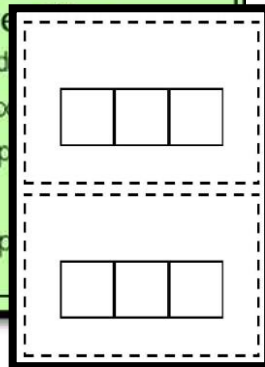
* I am going to say a sentence. It is an alliteration. That means most of the words will start with the same sound. I want you to listen to the words and tell me what sound most of the words start with.

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

Alliteration

- Daisy duck d
- Brady boy b
- Lilly loves lip
- Kate kicks
- Abby ate ap

Elkonin boxes





Phonological Awareness: RF.2.3, RF.2.4

1st 9 Weeks

Weeks 1-4

Continue any PA skills students did not master from previous year.

- 🍎 Isolate ending sounds
- 🍎 Sound position
- 🍎 Segmenting syllables
- 🍎 Phoneme blending - 2 sounds
- 🍎 Phoneme segmentation - 2 sounds
- 🍎 Phoneme substitution - initial sounds

Weeks 5-6

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

- 🍎 Segment Phonemes
- 🍎 Identify Phonemes

Weeks 7-9

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

- 🍎 Identify Medial Phonemes
- 🍎 Phoneme blending
- 🍎 Phoneme substitution
- 🍎 Add Phonemes

TEACHER NOTES

2nd Grade – RF



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

1st 9 Weeks

Week 1 - Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<ul style="list-style-type: none"> • Review all consonants if needed • Short vowels a, i, o, u, e • Long vowels a, i, o, u, e, open syllable patterns • CVC closed syllable pattern • Hard and soft “c” • Hard and soft “g” 	Review Short and long vowels				
	Blends <ul style="list-style-type: none"> • r • l • s Final Blends <ul style="list-style-type: none"> • nd • ng • nk 	Final Blends <ul style="list-style-type: none"> • nt • ft • xt • mp 	Double Consonants <ul style="list-style-type: none"> • ck Base Words and Endings <ul style="list-style-type: none"> • -s • -ed • -ing 	Digraphs <ul style="list-style-type: none"> • th • sh • wh • ch • tch • ph 	Base Words and Endings <ul style="list-style-type: none"> • -ed • -ing

Phonogram Sound Cards
Grades K-3



Spelling Skill List

1st 9 Weeks

Weeks 1-9

Weekly Spelling Skill List	High Frequency Words	Dolch High Frequency Words	Frye High Frequency Words
<p>Lesson 1: short vowels sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask, *sandwich, *picnic</p> <p>Lesson 2: short vowels wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot, *lunch, *spend</p> <p>Lesson 3: long vowels cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile rake</p> <p>Lesson 4: long u doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune, *wrote, *ice cube</p> <p>Lesson 5: blends spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage, *climb, *price</p> <p>Lesson 6: blends next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring, *young, *friend</p> <p>Lesson 7: floss rule dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll, *across, *pocket</p> <p>Lesson 8: short o and blends bl/cl dish, than, chest, such, thin, push, shine, chase, white, while, these, flash, *catch, *thumb</p> <p>Lesson 9: short e and blends sl/st liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked, *teasing, *knocking</p> <p>*challenge word</p>	<p>Lesson 1 around, be, five, help, next, or, pull, take, until, walked</p> <p>Lesson 2 bring, children, comes, do, family, like, make, those, use, with</p> <p>Lesson 3 city, full, no, think, other, places, put, school, sing, think, this</p> <p>Lesson 4 mind, could, today, play, cheer, hello, read, see, by, hundred</p> <p>Lesson 5 table, says, little, find, both, cold, long, green, we, eat</p> <p>Lesson 6 Bear, work, animals, know, most, myself, sleep, second, three, she</p> <p>Lesson 7 Pictures, air, pretty, told, window, funny, try, he, cried, car</p> <p>Lesson 8 few, people, eye, high, my, open, yellow, happy, starts, before</p> <p>Lesson 9 kept, would, afraid, own, show, might, why, many, for, dark</p>	<p>always</p> <p>around</p> <p>because</p> <p>been</p> <p>before</p> <p>best</p> <p>both</p> <p>buy</p> <p>call</p> <p>cold</p> <p>does</p> <p>don't</p> <p>fast</p> <p>first</p> <p>five</p> <p>found</p>	<p>over</p> <p>new</p> <p>sound</p> <p>take</p> <p>only</p> <p>little</p> <p>work</p> <p>know</p> <p>place</p> <p>year</p> <p>live</p> <p>me</p> <p>back</p> <p>give</p> <p>most</p> <p>very</p> <p>after</p> <p>thing</p> <p>our</p> <p>just</p> <p>name</p> <p>good</p> <p>man</p> <p>think</p> <p>sentence</p>



Phonological Awareness: RF.2.3, RF.2.4

2nd 9 Weeks

Weeks 10-13

- 🍎 Phoneme substitution
- 🍎 Syllables
- 🍎 Match phonemes

Weeks 14-18

- 🍎 Phoneme substitution
- 🍎 Syllables
- 🍎 Match phonemes
- 🍎 Phoneme segmentation
- 🍎 Blend phoneme
- 🍎 Identify sound placement

TEACHER NOTES

2nd Grade – RF



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Phonics: (RF.2.3, RF.2.4)

2nd 9 Weeks

Week 10-11	Week 12-13	Week 14-15	Week 16-17	Week 18
Contractions • Base words and endings ○ -s ○ -es	Vowel digraphs • ai • ay • ee • ea	Long O • oa • ow Compound words Schwa vowel sounds	Base Words and Endings ○ -ed ○ -ing Long i • igh • ie • y	Long e sound for y Changing y to i

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



Spelling Skill List

2nd 9 Weeks

Weeks 10-18

Weekly Spelling Skill List	High Frequency Words	Dolch High Frequency Words	Frye High Frequency Words
<p>Lesson 10: Contractions I'm, don't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've, *they're, *wouldn't</p> <p>Lesson 11: Endings hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes, *stiches, *fences</p> <p>Lesson 12: Vowel Digraphs pay, wait, paint, train, pail, day, tray, plain, stain, hay, gray, away, *raisin, *birthday</p> <p>Lesson 13: Vowel Digraphs free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave, *between, *reason</p> <p>Lesson 14: Long o own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach, *swallow, *ocean</p> <p>Lesson 15: Compound Words playground, pancake, maybe, baseball, someone, myself, classroom, sunshine, outside, *nobody, *everywhere</p> <p>Lesson 16: Endings ed and ing running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed, *mixed, *going</p> <p>Lesson 17: Long i night, kind, spy, child, light, find, right, high, wild, July, fry, sigh, *behind, *lightning</p> <p>Lesson 18: Long e sound spelled 'y' happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city, *sorry, *noisy</p> <p>*Challenge Word</p>	<p>Lesson 10 really, you, because, right, go, they, was, me, old, better</p> <p>Lesson 11 another, heard, some, kind, light, hard, more, grow, far, to</p> <p>Lesson 12 along, against, someone, night, part, morning, hold, bird, different, girl</p> <p>Lesson 13 story, world, about, everything, first, store, her, two, slowly, of</p> <p>Lesson 14 front, hair, warm, started, stories, never, all, food, sky, party</p> <p>Lesson 15 ever, care, thought, over, off, small, new, book, live, after</p> <p>Lesson 16 gone, said, something, fly, also, saw, look, horse, river, have</p> <p>Lesson 17 doing, sure, else, turned, blue, room, teacher, any, studied, carry</p> <p>Lesson 18 words, mother, friends, under, draw, watch, always, soon, anything, been</p>	<p>gave</p> <p>goes</p> <p>green</p> <p>its</p> <p>made</p> <p>many</p> <p>off</p> <p>or</p> <p>pull</p> <p>read</p>	<p>say same</p> <p>great tell</p> <p>where boy</p> <p>help follow</p> <p>through came</p> <p>much want</p> <p>before show</p> <p>line also</p> <p>right around</p> <p>too form</p> <p>means three</p> <p>old small</p> <p>any</p>



Weeks 19-26

- 🍎 Phoneme substitution
- 🍎 Syllables
- 🍎 Match phonemes
- 🍎 Phoneme segmentation
- 🍎 Blend phoneme
- 🍎 Identify sound placement

TEACHER NOTES

2nd Grade – RF



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Phonics: (RF.2.3, RF.2.4)

3rd 9 Weeks

Week 19-21	Week 22	Week 23	Week 24	Week 25	Week 26-27
Vowel r ar or ore er, ir, ur	Base words and endings -er, -est	Suffixes -y -ly -ful Find stable syllables -tion -ture	Prefixes re- un- over- pre- mis- Silent consonants	Words with au, aw, al, o, a	Words with oo, we, ue, ou Words with oo as in 'book'

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



Weeks 19-27

Weekly Spelling List

Lesson 19: ar

car, dark, arm, star, park, yard, party, hard, farm,
start, part, spark, *art, *jar

Lesson 20: vowel teams or, ore

horn, story, fork, score, store, corn, morning, shore,
short, born, tore, forget, *report, *force

Lesson 21: er

father, over, under, herd, water, verb, paper, cracker,
offer, cover, germ, mater, *remember, *feather

Lesson 22: homophones

meet, meat, week, weak, mane, main, tail, tale, be,
bee, too, two, *sea, *see

Lesson 23: suffixes -ly, -ful

own, most, soap, float, both, know, loan, got, helpful,
sadly, hopeful, thankful, slowly, wishful, kindly, useful,
safely, painful, mouthful, weakly, *jumped, *saying

Lesson 24: prefixes re-, un-

unhappy, retell, untangle, unkind, repaint, refill, unlike,
remake, unpack, reread, *rewrite, *overheard

Lesson 25: aw, al

tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log,
small, *awful, *wallpaper

Lesson 26: ew, oo, ou

root, crew, spoon, few, bloom, grew, room, you, stew,
boost, scoop, flew, *shampoo, *balloon

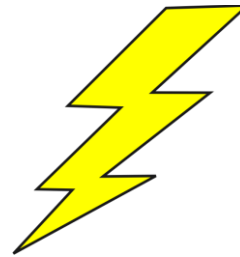
Lesson 27: words with 'oo'

took, books, foot, hoof, cook, nook, hood, wood, stood,
shook, crook, cookbook, *crooked, *bookcase

*challenge word

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.








2nd Grade – RF



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High Frequency Words (RF.2.3c) 3rd 9 Weeks

Week 19-20		Week 21		Week 22			Week 23	
 Vowel teams with long vowel sounds Vowel R		 2 syllable CVC words 2 syllable 'a' spells schwa in the 1 st syllable Vowel R		 v is followed by e Because no English words end in v. Rhyming words spelled with the same last 4 letters Last column: words tht do not fit into a spelling pattern.			 <ul style="list-style-type: none"> • 2 syllable short and long vowel words • Vowel teams with other vowel sounds  o-e spells short u	
<ul style="list-style-type: none"> • play • may • say • see • green • sleep • keep • three 	<ul style="list-style-type: none"> • start • far • her • first • hurt • or • for 	<ul style="list-style-type: none"> • seven • upon • about • around • away 	<ul style="list-style-type: none"> • after • never • better • under 	<ul style="list-style-type: none"> • have • give • live 	<ul style="list-style-type: none"> • there • where 	<ul style="list-style-type: none"> • very • yours • from • don't • know • pretty 	<ul style="list-style-type: none"> • myself • open • funny • some • come • done 	<ul style="list-style-type: none"> • out • round • sound • found • down • now • how



High Frequency Words (RF.2.3c)

3rd 9 Weeks

Week 24		Week 25		Week 26		Week 27	
<ul style="list-style-type: none"> Words ending in NK Words ending in NG   CV long vowel		 Rhyming words – the letter a spells short e  Or spells /er/ VCe (silent e)		 oo at the end of a word spells /oo/ (as in boot) oul spells /oo/ (as in cook) Words that do not fit into a spelling pattern		 u spells /oo/ (as in cook) ue spells /oo/ (as in boo) Words that do not fit into a spelling pattern	
<ul style="list-style-type: none"> sing bring long thank think drink 	<ul style="list-style-type: none"> go so no my by fly try why 	<ul style="list-style-type: none"> any many work word world 	<ul style="list-style-type: none"> come made gave ate white 	<ul style="list-style-type: none"> too boo* moo* could should would 	<ul style="list-style-type: none"> four their here two again who been eight today 	<ul style="list-style-type: none"> put full pull push* blue glue clue true* 	<ul style="list-style-type: none"> does goes write always only our use
				<p>*not HFW but fit the pattern</p>			

6 Syllable Types for Spelling



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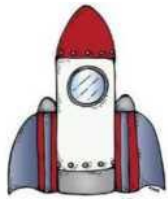
1. Closed

Syllables that have a **single vowel followed by a consonant**.

Often referred to as a CVC pattern.



bat**h**-tub



rock-**et**

2. Open

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



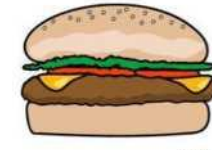
ti-ger



pa-per

3. R controlled

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



bur-ger

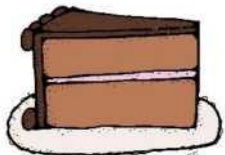


car-rot

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.



ca**ke**



bathro**be**

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**