



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 – 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.

*****NOTE: There are only 27 weeks of instruction included in order to differentiate learning speed and instruction. All skills must be mastered in order for students to perform proficiently at the next grade level. Please add to the framework but complete all listed standards.**

Kindergarten – RF



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STANDARDS

Print Concepts

DOA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
DOA.RF.K.1a	Follow words from left to right, top to bottom, and page by page.
DOA.RF.K.1b	Recognize that spoken words are represented in written language by specific sequence of letters.
DOA.RF.K.1c	Understand that words are separated by spaces in print.
DOA.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

DOA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
DOA.RF.K.2a	Recognize and produce rhyming words.
DOA.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
DOA.RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
DOA.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVSs ending with /l/, /r/, or /x/.)
DOA.RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

DOA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words
DOA.RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
DOA.RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
DOA.RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
DOA.RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

DOA.RF.K.4	Read emergent-reader texts with purpose and understanding.
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¹ Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Kindergarten – RF

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.

<p>Kindergarten</p> <p>Phonemic Awareness Listening Games</p> <p>Unit #1</p>	<p><u>How to use PA Listening Games:</u></p> <ul style="list-style-type: none"> • Only the teacher needs a copy • Play listening games daily • Follow your framework for skills
<p>Alliteration</p> <p>"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."</p> <ul style="list-style-type: none"> • "My turn" - Silly Suzy sings • "Your turn" - students repeat the sentence • "What sound do most of the words start with?" 	<p>Alliteration</p> <ul style="list-style-type: none"> • Daisy duck dunks donuts. • Brady boy bought bears. • Lilly loves lipstick. • Kate kicks • Abby ate apples.

bl	black blow bless blanket	block blade blind blue
br	brown brother bring brick	brush break bread brave
ch	chew cheese chirp China	chip chin chase chair
cl	claw clap cliff club	class climb clown clip

Kindergarten – RF



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

1st 9 Weeks

Weeks 1-4

- 🍎 Sing the alphabet song
- 🍎 Rhyming Words
- 🍎 Blend syllables
- 🍎 Rhyming words
- 🍎 Blend syllables
- 🍎 Segment syllables
- 🍎 Beginning Sounds

Weeks 5-6

- Continue any PA skills students did not master from previous weeks.
- 🍎 Words in sentences
 - 🍎 Beginning Sounds
 - 🍎 Alliteration

Weeks 7-9

- Continue any PA skills students did not master from previous weeks.
- 🍎 Rhyming Words
 - 🍎 Blend Onset and Rime
 - 🍎 Segment Onset and Rime
 - 🍎 Alliteration

TEACHER NOTES

- 🍎 PA listening games should be played daily. Students must master these skills without print.



Weeks 1-9









- 🍎 Book handling
- 🍎 Recognize **their** first and last name
- 🍎 Notice first and last names are capitalized
- 🍎 Distinguish between letters, numbers
- 🍎 Environmental Print (*everyday life print: McDonalds, Walmart, candy wrappers, etc.*)
- 🍎 Recognize spaces between words
- 🍎 **Identify** punctuation: period, question mark, exclamation point













Weeks 1-9

High Frequency Words

10 sight words for
pre-readers to learn

 I
 like
 the
 and
 see
 we
 a
 to

 the
 a
 I
 to
 and
 was
 for
 you
 is
 of

These are essential words that are NOT Decodable and in a teachable order. Recommendation is to teach one word at a time.

If students struggle with letter names this skill will be difficult. Teaching pre reading HFW can be taught in small groups if all students are not ready.

Recognize & Read



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

2nd 9 Weeks

Weeks 1-9 PA Skills

- 🍎 Sing the alphabet song
- 🍎 Rhyming words
- 🍎 Blend syllables
- 🍎 Segment syllables
- 🍎 Words in sentences
- 🍎 Beginning Sounds
- 🍎 Alliteration
- 🍎 Blend Onset and Rime
- 🍎 Segment Onset and Rime

Weeks 10-18

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

- 🍎 Sing the alphabet song
- 🍎 Blend phonemes
- 🍎 Final sounds
- 🍎 Isolate middle sounds
- 🍎 Segment phonemes

TEACHER NOTES



Weeks 10-18

- 🍎 Directionality
- 🍎 Environmental Print (everyday life print: McDonalds, Walmart, etc.)
- 🍎 Recognize spaces between words
- 🍎 **Identify** punctuation: period, question mark, exclamation point

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Kindergarten High Frequency Words: RF.K.3c

2nd 9 Weeks



CVC
Weeks 10-12



CVC
Weeks 13-15



S at the end of the word
spells /z/
Weeks 16-18



at

am

an

had

can

ran

his

is

as

has

TEACHER NOTES



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 rather than for reading. Students can draw a heart above the letters that DO NOT follow a pattern.

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

3rd 9 Weeks

Weeks 1-18

- 🍎 Sing the alphabet song
- 🍎 Rhyming words
- 🍎 Blend and segment syllables
- 🍎 Words in sentences
- 🍎 Beginning and Final Sounds
- 🍎 Alliteration
- 🍎 Blend and Segment
- 🍎 Onset and Rime
- 🍎 Isolate middle sounds

Weeks 9-18

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

Weeks 19-27

- 🍎 Blend and segment phonemes
- 🍎 Substitute phonemes

TEACHER NOTES

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Phonics

3rd 9 Weeks

Week 19

Week 20

Week 21

Week 22

Week 23

Week 24

Weeks 25-26

Week 27

Continue to review letter names if needed: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz

Letter
"Dd"

Review
Letters
short "Ii,
Gg, Dd, Rr

Letter
"Oo"
Adding -s
(/s/ , /z/)

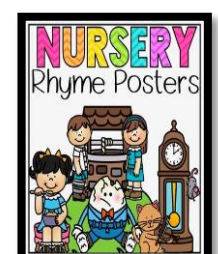
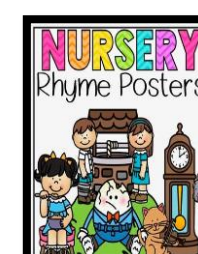
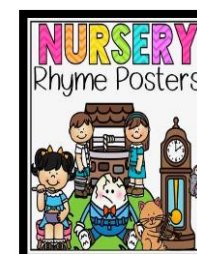
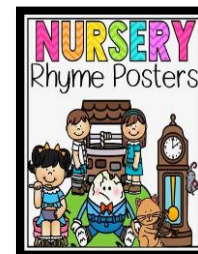
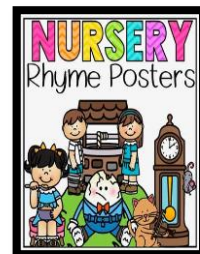
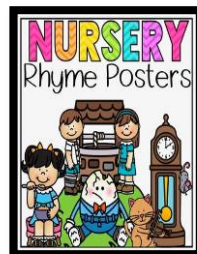
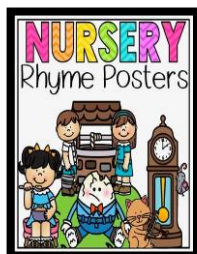
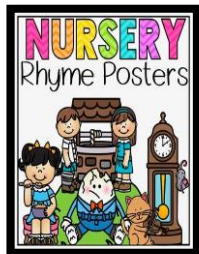
Letters
"Xx"
"Jj"

Letter
"Ee"

Letter
"Hh"
"Kk"

Review
Letters
"Oo", "Xx",
"Jj", "Ee",
"Hh", "Kk"






Letter
"Uu"



Blending Words



Weeks 19-27

-  Directionality
-  Recognize spaces between words
-  **Identify** punctuation: period, question mark, exclamation point
-  Parts of a book
-  Functions of print

Kindergarten – RF



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Kindergarten High Frequency Words: RF.K.3c

3rd 9 Weeks



VC
Weeks 19-21

🍎 it
🍎 in
🍎 if
🍎 on
🍎 up
🍎 us



CVC
Weeks 22-24

🍎 him
🍎 did
🍎 will
🍎 big



Digraphs
Weeks 25-27

🍎 that
🍎 then
🍎 this
🍎 them

Voiced "th"

TEACHER NOTES