

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.

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 Areas

## Essential Questions

- *Why is it important to read? How does reading benefit your life?*
- *How can vocabulary enrich comprehension?*
- *How does comprehension promote a greater enjoyment of reading?*
- *What is the connection between reading and communication in the global world?*
- *How can the skill of reading help us understand God's world and His creations?*

## Catholic School – General Standards

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 Reading Standards



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## READING STANDARDS FOR LITERATURE

### Key Ideas and Details

DOA.RL.1.1	Ask and answer questions about key details in a text.
DOA.RL.1.2a	Retell stories, including key details
DOA.RL.1.2b	Recognize and understand the central message or lesson.
DOA.RL.1.3	Describe characters, settings, and major events in a story, using key details.

### Craft and Structure

DOA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DOA.RL.1.5	Explain major differences between books that tell stories and books that give information.
DOA.RL.1.6	Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

DOA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
DOA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

### Range of Reading and Level of Text Complexity

DOA.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
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## READING STANDARDS FOR INFORMATIONAL TEXT

### Key Ideas and Details

DOA.RI.1.1	Ask and answer questions about key details in a text.
DOA.RI.1.2	Identify the main topic and retell key details of a text.
DOA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

DOA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
DOA.RI.1.5	Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to
DOA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Integration of Knowledge and Ideas

DOA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
DOA.RI.1.8	Identify the reasons an author gives to support points in a text.
DOA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

DOA.RI.1.10	With prompting and support read informational texts appropriately complex, for grade 1.
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**CATHOLIC SCHOOLS**  
**WRITING**  
**GRADE 1**  
*Communities of Faith, Knowledge and Service*



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# 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.



## WRITING STANDARDS

### Text Types and Purposes

DOA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
DOA.W.1.2	Write informative explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
DOA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Production and Distribution of Writing Standards

DOA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
DOA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge Standards

DOA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
DOA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## GRAMMAR STANDARDS

### Conventions of Standard English

DOA.L.1.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
DOA.L.1.1a	Legibly print all upper-and lowercase letters.
DOA.L.1.1b	Use common, proper, and possessive nouns.
DOA.L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
DOA.L.1.1d	Use personal and possessive pronouns (e.g., I, me, my; they, them, their).
DOA.L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
DOA.L.1.1f	Use frequently occurring adjectives.
DOA.L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).



## GRAMMAR STANDARDS Continued...

DOA.L.1.1h	Use determiners (e.g., articles, demonstratives).
DOA.L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).
DOA.L.1.1j	Produce and expand complete, simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOA.L.1.2a	Capitalize dates and names of people.
DOA.L.1.2b	Use end punctuation for sentences.
DOA.L.1.2c	Use commas in dates and to separate single words in a series.
DOA.L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
DOA.L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>Vocabulary Acquisition and Use</b>	
DOA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
DOA.L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
DOA.L.1.4b	Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word.
DOA.L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
DOA.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DOA.L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
DOA.L.1.5b	Define words by category and by one or more key attributes (e.g., duck is a bird that swims; a tiger is a large cat with stripes).
DOA.L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
DOA.L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
DOA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

# 1<sup>st</sup> Grade Writing



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## ADDITIONAL FOUNDATIONAL STANDARDS

### Print Concepts

DOA.RF.1.1	Demonstrate understanding of the organization and basic features of print.
DOA.RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

# The Writing Process

Prewriting



Thinking about a topic, brainstorming,  
and planning

Drafting

Putting thoughts on paper in order

Revising

Improve your writing

Editing

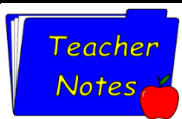
Proof read your work  
Reviewing and correcting spelling, grammar,  
Capitalization and punctuation.

Publish

Create a clean final copy

Share

Sharing final writing with others

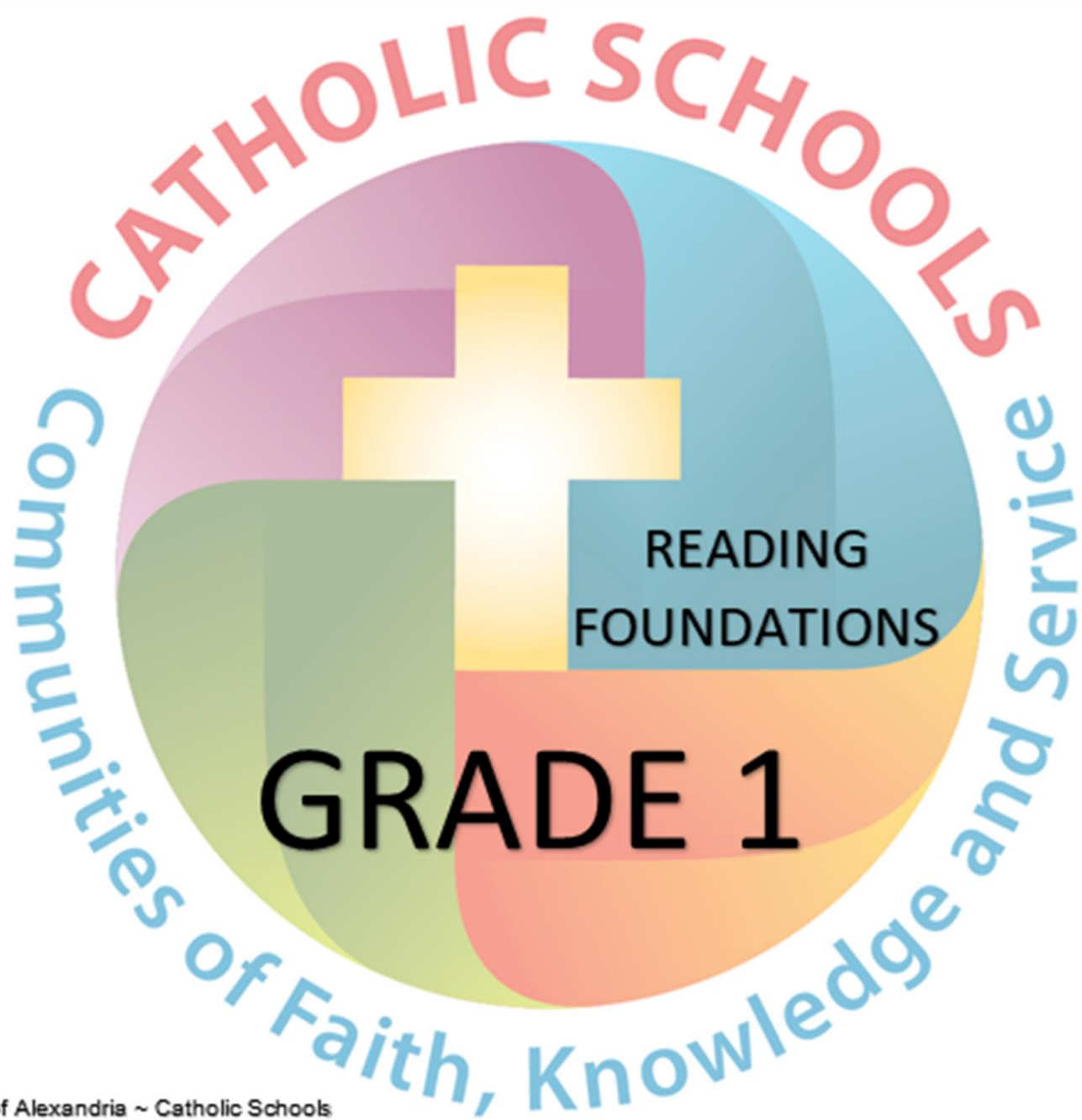


Available websites: [www.achievethecore.org](http://www.achievethecore.org)

[www.writingfix.com](http://www.writingfix.com)

[www.ilwritingmatters.org](http://www.ilwritingmatters.org)

[www.corestandards.org](http://www.corestandards.org)



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# 1<sup>st</sup> Grade – RF Standards



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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.

# 1<sup>st</sup> Grade Reading Standards



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## READING STANDARDS FOR VOCABULARY ACQUISITION AND USE

DOA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
DOA.L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
DOA.L.1.4b	Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word.
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## SPEAKING AND LISTENING STANDARDS

### Comprehension and Collaboration

DOA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults to groups.
DOA.SL.1.1a	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.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOA.SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
DOA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
DOA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Presentation of Knowledge and Ideas

DOA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
DOA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOA.SL.1.6	Produce complete sentences when appropriate to task, audience, and situation.

## FLUENCY

DOA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
DOA.RF.1.4a	Read on-level text with purpose and understanding.
DOA.RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DOA.RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.