

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.

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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 – 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.

What do I need to teach this year?

READING STANDARDS FOR LITERATURE

Key Ideas and Details

DOA.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
DOA.RL.K.2	With prompting and support, retell familiar stories, including key details.
DOA.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

DOA.RL.K.4	Ask and answer questions about unknown words in a text.
DOA.RL.K.5	Recognize common types of text (e.g. storybooks, poems)
DOA.RL.K.6	With prompting and support, define the role of the author and the illustrator of a story, in telling the story.

Integration of Knowledge and Ideas

DOA.RL.K.7	With prompting and support, make connections between the illustrations in the story and the text.
DOA.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

DOA.RL.K.K0	Actively engage in group reading activities with purpose and understanding.
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READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

DOA.RI.K.1	With prompting and support, ask and answer questions about unknown words in a text.
DOA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
DOA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

DOA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
DOA.RI.K.5	Identify the front cover, back cover, and title page of a book.
DOA.RI.K.6	With prompting and support, define the role of the author and the illustrator of a text and present the ideas or information in a text.

Integration of Knowledge and Ideas

DOA.RI.K.7	With prompting and support, make connections between the illustrations and the text.
DOA.RI.K.8	With prompting and support, identify the reason(s) an author gives to support point(s) in a text.
DOA.RI.K.9	With prompting and support, identify similarities and differences between two texts on the same topic.

Range of Reading and Level of Text Complexity

DOA.RI.K.K0	Actively engage in group reading activities with purpose and understanding.
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Kindergarten Vocabulary



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Year At A Glance

Unit 1

- Classify and categorize
 - family words
 - words for jobs
 - sensory words
- Antonyms
- Synonyms

Unit 2

- Classify and categorize
 - shape words
 - sensory words
 - number words
 - science words
- Figurative language
 - simile
- Context clues
- Multiple meaning words

Unit 3

- Classify and categorize
 - describing words
 - seasons
 - places
- Antonyms
- Synonyms
- Multiple meaning words
- Context clues

Unit 4

- Classify and categorize
 - family words
 - words for jobs
 - sensory words
- Figurative language
- Antonyms
- Synonyms
- Context clues



While in class, students should be able to perform the following Speaking and Listening Standards

Comprehension and Collaboration

DOA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults to small and larger groups.
DOA.SL.K.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.K.1b	Continue a conversation through multiple exchanges.
DOA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
DOA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

DOA.SL.K.4	Describe familiar people, places, things, and events with prompting and support provide additional detail.
DOA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
DOA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.



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Student focus Areas

Essential Questions

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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.

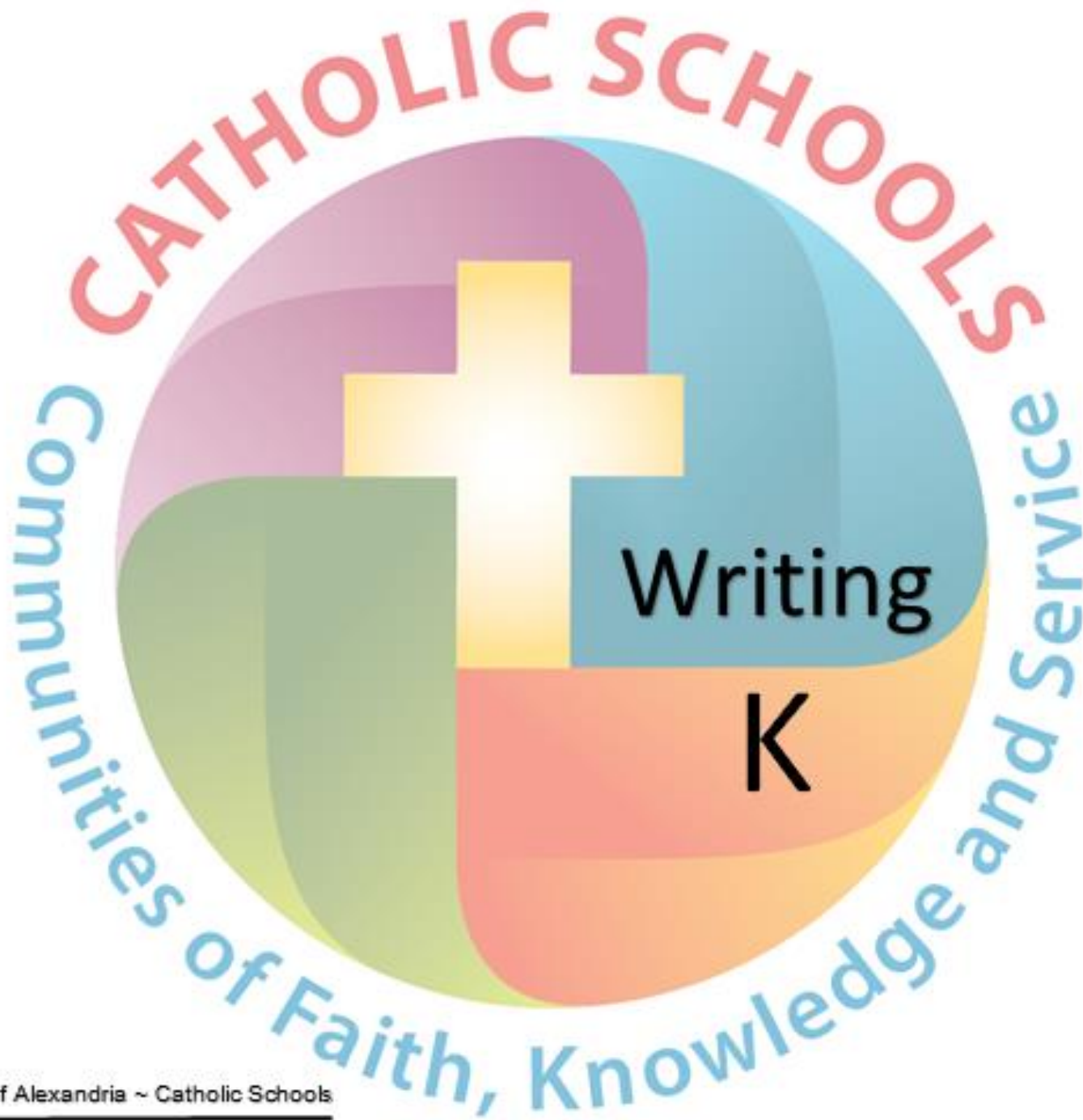
Phonics and Word Recognition

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.



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Kindergarten – Writing



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What my students need to accomplish this year:

WRITING STANDARDS

Text Types and Purposes

DOA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
DOA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
DOA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing Standards	
DOA.W.K.5	With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.
DOA.W.K.6	With guidance and support from adults and peers, explore a variety of digital tools in participating in a production of a published writing.
Research to Build and Present Knowledge Standards	
DOA.W.K.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)
DOA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Kindergarten – Grammar



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What my students need to accomplish this year:

GRAMMAR STANDARDS

Conventions of Standard English

DOA.L.K.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
DOA.L.K.1a	Print many upper-and lowercase letters.
DOA.L.K.1b	Use frequently occurring nouns and verbs.
DOA.L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
DOA.L.K.1d	Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).
DOA.L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
DOA.L.K.1f	Produce and expand complete sentences in shared language activities.
DOA.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOA.L.K.2a	Capitalize the first word in a sentence and the pronoun I.
DOA.L.K.2b	Recognize and name punctuation.
DOA.L.K.2	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
DOA.L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter-relationships.

Vocabulary Acquisition and Use

DOA.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
DOA.L.K.4a	With guidance and support, identify new meanings for familiar words and then apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
DOA.L.K.4b	With guidance and support, use the most frequently occurring inflections and as a clue to the meaning of an unknown word affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less).
DOA.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
DOA.L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
DOA.L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
DOA.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
DOA.L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
DOA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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

