



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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# Frameworks



THE DIOCESE  
of ALEXANDRIA

## 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 ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

## Catholic School – ELA General Standards (CS.GS)

CS.GA.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GA.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GA.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.GA.4	Share how literature can contribute to strengthening one's moral character.

<b>Reading Standards for Literature (DOA.RL.3)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>Key Ideas and Details</b>		
DOA.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
DOA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	R_ Key Ideas and Details <i>Central Ideas, Themes, and Summaries</i>
DOA.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	R_ Craft and Structure <i>Language Usage</i>
DOA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	R_ Craft and Structure <i>Analyzing Text Structure</i>
DOA.RL.3.6	Distinguish the student’s point of view from that of the narrator or those of the characters.	R_ Craft and Structure <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
DOA.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	R_ Integration of Knowledge and Ideas <i>Integrating Information from Multiple Texts</i>
<b>Range of Reading and Level of Text Complexity</b>		
DOA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	R_ Progress with Text Complexity <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

**Reading Standards for Informational Text (DOA.RI.3)**

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
<b>Key Ideas and Details</b>		
DOA.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
DOA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	R_ Key Ideas and Details <i>Central Ideas, Themes, and Summaries</i>
DOA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	R_ Craft and Structure <i>Language Usage</i>
DOA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	R_ Craft and Structure <i>Analyzing Text Structure</i>
DOA.RI.3.6	Distinguish the student’s point of view from that of the author of a text.	R_ Craft and Structure <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
DOA.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	R_ Integration of Knowledge and Ideas <i>Analyzing Arguments</i>
DOA.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	R_ Integration of Knowledge and Ideas <i>Integrating Information from Multiple Texts</i>
<b>Range of Reading and Level of Text Complexity</b>		
DOA.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	R_ Progress with Text Complexity <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

<b>Reading Standards for Foundational Skills (DOA.RF.3)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
<b>Phonics and Word Recognition</b>		
DOA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
DOA.RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	
DOA.RF.3.3b	Decode words with common Latin suffixes.	
DOA.RF.3.3c	Decode multi-syllable words.	
DOA.RF.3.3d	Read grade-appropriate irregularly spelled words.	
<b>Fluency</b>		
DOA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	
DOA.RF.3.4a	Read on-level text with purpose and understanding.	
DOA.RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
DOA.RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	



<b>Writing Standards (DOA.W.3)</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>STANDARDS</b>		
<b>Text Types and Purposes</b>		
DOA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	W_ Ideas and Analysis
DOA.W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W_ Development and Support W_ Organizing
DOA.W.3.1b	Provide reasons that support the opinion.	W_ Language Use and Conventions
DOA.W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Generating Ideas Developing and Sustaining Ideas
DOA.W.3.1d	Provide a concluding statement or section.	Organizing Ideas Communicating Ideas
DOA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W_ Ideas and Analysis W_ Development and Support
DOA.W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W_ Organizing W_ Language Use and Conventions
DOA.W.3.2b	Develop the topic with facts, definitions, and details.	Generating Ideas
DOA.W.3.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Developing and Sustaining Ideas Organizing Ideas
DOA.W.3.2d	Provide a concluding statement or section.	Communicating Ideas
DOA.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W_ Ideas and Analysis W_ Development and Support
DOA.W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W_ Organizing W_ Language Use and Conventions
DOA.W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Generating Ideas Developing and Sustaining Ideas
DOA.W.3.3c	Use temporal words and phrases to signal event order.	Organizing Ideas
DOA.W.3.3d	Provide a sense of closure.	Communicating Ideas

**Writing Standards (DOA.W.3) continued...**

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
<b>Production and Distribution of Writing</b>		
DOA.W.3.4	<b>With guidance and support from adults</b> , produce writing in which the development and organization are appropriate to task and purpose.	
DOA.W.3.5	<b>With guidance and support from peers and adults</b> , develop and strengthen writing as needed by planning, revising, and editing.	
DOA.W.3.6	<b>With guidance and support from adults</b> , produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.	
<b>Research to Build and Present Knowledge</b>		
DOA.W.3.7	Conduct short research projects that build knowledge about a topic.	
DOA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
<b>Range of Writing</b>		
DOA.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

## Speaking and Listening Standards (DOA.SL.3)

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
Comprehension and Collaboration		
DOA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.	
DOA.SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
DOA.SL.3.1b	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.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
DOA.SL.3.1d	Explain their own ideas and understanding in light of the discussion.	
DOA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
DOA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
Presentation of Knowledge and Ideas		
DOA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
DOA.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
DOA.SL.3.6	Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.	

**Language Standards (DOA.L.3)**

STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Conventions of Standard English		
DOA.L.3.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	E_ Conventions of Standard English <i>Sentence Structure Using Conventions</i>
DOA.L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
DOA.L.3.1b	Form and use regular and irregular plural nouns.	
DOA.L.3.1c	Use abstract nouns (e.g., childhood).	
DOA.L.3.1d	Form and use regular and irregular verbs.	
DOA.L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	
DOA.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	
DOA.L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
DOA.L.3.1h	Use coordinating and subordinating conjunctions.	
DOA.L.3.1i	Produce simple, compound, and complex sentences.	
DOA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	E_ Conventions of Standard English <i>Punctuation and Capitalization</i>
DOA.L.3.2a	Capitalize appropriate words in titles.	
DOA.L.3.2b	Use commas in addresses.	
DOA.L.3.2c	Use commas and quotation marks in dialogue.	
DOA.L.3.2d	Form and use possessives.	
DOA.L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	
DOA.L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
DOA.L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Knowledge of Language		
DOA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	E_ Knowledge of Language <i>Clarity and Style</i>
DOA.L.3.3a	Choose words and phrases for effect.	
DOA.L.3.3b	Recognize and observe differences between the conventions of spoken and written Standard English.	

**Language Standards (DOA.L.3) continued...**

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
Vocabulary Acquisition and Use		
DOA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	R_ Craft and Structure R_ Progress with Text Complexity <i>Language Use</i>
DOA.L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	
DOA.L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
DOA.L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	
DOA.L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	
DOA.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	R_ Craft and Structure R_ Progress with Text Complexity <i>Language Use</i>
DOA.L.3.5a	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	
DOA.L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	
DOA.L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	
DOA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	R_ Craft and Structure R_ Progress with Text Complexity <i>Language Use</i>