



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.

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.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.

Reading Standards for Literature (DOA.RL.6)

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
Key Ideas and Details		
DOA.RL.6.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
DOA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgement.	R_ Key Ideas and Details <i>Central Ideas, Themes, and Summaries</i>
DOA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
Craft and Structure		
DOA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.	R_ Craft and Structure <i>Language Usage</i>
DOA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of text and contributes to the development of the them, setting or plot.	R_ Craft and Structure <i>Analyzing Text Structure</i>
DOA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	R_ Craft and Structure <i>Understanding Point of View and Bias</i>
Integration of Knowledge and Ideas		
DOA.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	
DOA.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	R_ Integration of Knowledge and Ideas <i>Integrating Information from Multiple Texts</i>
Range of Reading and Level of Text Complexity		
DOA.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	R_ Progress with Text Complexity *ALL OF THE ABOVE KNOWLEDGE AND SKILLS

Reading Standards for Informational Text (DOA.RI.6)		
STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Key Ideas and Details		
DOA.RI.6.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
DOA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgement.	R_ Key Ideas and Details <i>Central Ideas, Themes, and Summaries</i>
DOA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
Craft and Structure		
DOA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	R_ Craft and Structure <i>Language Usage</i>
DOA.RI.6.5	Analyze a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	R_ Craft and Structure <i>Analyzing Text Structure</i>
DOA.RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	R_ Craft and Structure <i>Understanding Point of View and Bias</i>
Integration of Knowledge and Ideas		
DOA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
DOA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	R_ Integration of Knowledge and Ideas <i>Analyzing Arguments</i>
DOA.RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	R_ Integration of Knowledge and Ideas <i>Integrating Information from Multiple Texts</i>
Range of Reading and Level of Text Complexity		
DOA.RI.6.10	By the end of the year, read and comprehend literary non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	R_ Progress with Text Complexity *ALL OF THE ABOVE KNOWLEDGE AND SKILLS

Writing Standards (DOA.W.6)		ACT Reporting Category ACT Knowledge and Skills
STANDARDS		
Text Types and Purposes		
DOA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	W_ Ideas and Analysis
DOA.W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	W_ Development and Support
DOA.W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W_ Organizing
DOA.W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	W_ Language Use and Conventions
DOA.W.6.1d	Establish and maintain a formal style.	<i>Generating Ideas</i>
DOA.W.6.1e	Provide a concluding statement or section that follows from the argument presented.	<i>Developing and Sustaining Ideas</i>
DOA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<i>Organizing Ideas</i>
DOA.W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<i>Communicating Ideas</i>
DOA.W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W_ Ideas and Analysis
DOA.W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	W_ Development and Support
DOA.W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W_ Organizing
DOA.W.6.2e	Establish and maintain a formal style.	W_ Language Use and Conventions
DOA.W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	<i>Generating Ideas</i>
DOA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<i>Developing and Sustaining Ideas</i>
DOA.W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<i>Organizing Ideas</i>
DOA.W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<i>Communicating Ideas</i>

Writing Standards (DOA.W.6) continued...

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
DOA.W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	W_ Ideas and Analysis W_ Development and Support W_ Organizing W_ Language Use and Conventions <i>Generating Ideas</i> <i>Developing and Sustaining Ideas</i> <i>Organizing Ideas</i> <i>Communicating Ideas</i>
DOA.W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
DOA.W.6.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Production and Distribution of Writing Standards		
DOA.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	E_ Production of Writing E_ Knowledge of Language <i>Text Purpose and Topic Development</i> <i>Organization</i> <i>Clarity and Style</i>
DOA.W.6.5	With some guidance and support from peers and adults , develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.	
DOA.W.6.6	Produce and publish grade-appropriate writing using technology, either independently or in collaborating with others.	
Research to Build and Present Knowledge Standards		
DOA.W.6.7	Conduct short research projects to answer a question, drawing on several sources refocusing the inquiry when appropriate.	
DOA.W.6.8	Gather relevant information from multiple print and digital sources, assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
DOA.W.6.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
DOA.W.6.9a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and texts in different forms or genres [e.g., stories and poems, historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	
DOA.W.6.9b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons an evidence from claims that are not”).	

Writing Standards (DOA.W.6) continued...

STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Range of Writing Standards		
DOA.W.6.10	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.6)

Comprehension and Collaboration		
DOA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 <i>topics, texts, and issues</i> building on others' ideas and expressing their own clearly.	
DOA.SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
DOA.SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
DOA.SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
DOA.SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
DOA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.	
DOA.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
Presentation of Knowledge and Ideas		
DOA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
DOA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
DOA.SL.6.6	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate	

Language Standards (DOA.L.6)

STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Conventions of Standard English		
DOA.L.6.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	E_ Conventions of Standard English <i>Sentence Structure</i> <i>Using Conventions</i>
DOA.L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	
DOA.L.6.1b	Use intensive pronouns (e.g., myself, ourselves).	
DOA.L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	E_ Conventions of Standard English <i>Punctuation and Capitalization</i>
DOA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
DOA.L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	
DOA.L.6.2b	Spell correctly.	
Knowledge of Language		
DOA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	E_ Knowledge of Language <i>Clarity and Style</i>
DOA.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	
DOA.L.6.3d	Maintain consistency in style and tone.	
Vocabulary Acquisition and Use		
DOA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 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.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
DOA.L.6.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	
DOA.L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
DOA.L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g.; by checking the inferred meaning in context or in a dictionary).	

Language Standards (DOA.L.6) continued...		
STANDARDS		ASSESSMENT & NOTES
DOA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	R_ Craft and Structure R_ Progress with Text Complexity <i>Language Use</i>
DOA.L.6.5a	Interpret figures of speech (e.g., personification) in context.	
DOA.L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
DOA.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un-wasteful, thrifty</i>).	
DOA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	R_ Craft and Structure R_ Progress with Text Complexity <i>Language Use</i>