



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 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.

<b>Reading Standards for Literature (DOA.RL.8)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>Key Ideas and Details</b>		
DOA.RL.8.1	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
DOA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text; including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<b>R_ Key Ideas and Details</b> <i>Central Ideas, Themes, and Summaries</i>
DOA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RL.8.4	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 choices on meaning and tone, including analogies or allusions to other texts.	<b>R_ Craft and Structure</b> <i>Language Usage</i>
DOA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>R_ Craft and Structure</b> <i>Analyzing Text Structure</i>
DOA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>R_ Craft and Structure</b> <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RL.8.7	Analyze the extent to which non-print media (e.g., film, drama, live production, art) connects to or departs from the text or script, evaluating the choices.	
DOA.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or foundational religious works; describe how the material is rendered new.	<b>R_ Integration of Knowledge and Ideas</b> <i>Integrating Information from Multiple Texts</i>
<b>Range of Reading and Level of Text Complexity</b>		
DOA.RL.8.10	By the end of the year, read and comprehend literature, dramas, and poems, at the high end of grades 6-8 text complexity band proficiently independently and proficiently.	<b>R_ Progress with Text Complexity</b> <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

<b>Reading Standards for Informational Text (DOA.RI.8)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>Key Ideas and Details</b>		
DOA.RI.8.1	Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
DOA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text; including its relationship to supporting ideas; provide an objective summary of the text.	<b>R_ Key Ideas and Details</b> <i>Central Ideas, Themes, and Summaries</i>
DOA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>R_ Craft and Structure</b> <i>Language Usage</i>
DOA.RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>R_ Craft and Structure</b> <i>Analyzing Text Structure</i>
DOA.RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>R_ Craft and Structure</b> <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to report a particular topic or idea.	
DOA.RI.8.8	Delineate and evaluate the argument an specific claim in a text, assessing whether the reasoning is sound an the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<b>R_ Integration of Knowledge and Ideas</b> <i>Analyzing Arguments</i>
DOA.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<b>R_ Integration of Knowledge and Ideas</b> <i>Integrating Information from Multiple Texts</i>
<b>Range of Reading and Level of Text Complexity</b>		
DOA.RI.8.10	By the end of the year, read and comprehend literary non-fiction at the high end of the grades 6-8 text complexity band independently and proficiently.	<b>R_ Progress with Text Complexity</b> <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

<b>Writing Standards (DOA.W.8)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>Text Types and Purposes</b>		
DOA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	<b>W_ Ideas and Analysis</b> <b>W_ Development and Support</b> <b>W_ Organizing</b> <b>W_ Language Use and Conventions</b> <i>Generating Ideas</i> <i>Developing and Sustaining Ideas</i> <i>Organizing Ideas</i> <i>Communicating Ideas</i>
DOA.W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	
DOA.W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
DOA.W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	
DOA.W.8.1d	Establish and maintain a formal style.	
DOA.W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.	
DOA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>W_ Ideas and Analysis</b> <b>W_ Development and Support</b> <b>W_ Organizing</b> <b>W_ Language Use and Conventions</b> <i>Generating Ideas</i> <i>Developing and Sustaining Ideas</i> <i>Organizing Ideas</i> <i>Communicating Ideas</i>
DOA.W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
DOA.W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
DOA.W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
DOA.W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
DOA.W.8.2e	Establish and maintain a formal style.	
DOA.W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	



## Writing Standards (DOA.W.8) continued...

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
DOA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>W_ Ideas and Analysis</b> <b>W_ Development and Support</b> <b>W_ Organizing</b> <b>W_ Language Use and Conventions</b> <i>Generating Ideas</i> <i>Developing and Sustaining Ideas</i> <i>Organizing Ideas</i> <i>Communicating Ideas</i>
DOA.W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
DOA.W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	
DOA.W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	
DOA.W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
DOA.W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Production and Distribution of Writing Standards		
DOA.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>E_ Production of Writing</b> <b>E_ Knowledge of Language</b> <i>Text Purpose and Topic Development</i> <i>Organization</i> <i>Clarity and Style</i>
DOA.W.8.5	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, focusing on how well purpose and audience have been addressed.	
DOA.W.8.6	Use technology, including the Internet, to produce and publish writing present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	

<b>Writing Standards (DOA.W.8)continued...</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>Research to Build and Present Knowledge Standards</b>		
DOA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
DOA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
DOA.W.8.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
DOA.W.8.9a	Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, historical fiction, or foundational religious works including describing how the material is rendered new”).	
DOA.W.8.9b	Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, recognize when irrelevant evidence is introduced”).	
<b>Range of Writing Standards</b>		
DOA.W.8.10	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.	

<b>Speaking and Listening Standards (DOA.SL.8)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
Comprehension and Collaboration		
DOA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 <i>topics, texts, and issues</i> building on others' ideas and expressing their own clearly.	
DOA.SL.8.1a	Come to discussions prepared, having read or researched material under study; 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.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
DOA.SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
DOA.SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
DOA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
DOA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	
Presentation of Knowledge and Ideas		
DOA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
DOA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
DOA.SL.8.6	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.	

## Language Standards (DOA.L.8)

### STANDARDS

### ACT Reporting Category ACT Knowledge and Skills

#### Conventions of Standard English

DOA.L.8.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	E_ Conventions of Standard English Sentence Structure Using Conventions
DOA.L.8.1	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.	
DOA.L.8.1b	Form and use verbs in the active and passive voice.	
DOA.L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	E_ Conventions of Standard English Punctuation and Capitalization
DOA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
DOA.L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	
DOA.L.8.2b	Use an ellipsis to indicate an omission.	
DOA.L.8.2c	Spell correctly.	

#### Knowledge of Language

DOA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	E_ Knowledge of Language Clarity and Style
DOA.L.8.3a	Use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	

## Language Standards (DOA.L.8) continued...

STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Vocabulary Acquisition and Use		
DOA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	R_ Craft and Structure R_ Progress with Text Complexity Language Use
DOA.L.8.4a	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.8.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).	
DOA.L.8.4c	Consult general and specialized 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.8.4d	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).	
DOA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	R_ Craft and Structure R_ Progress with Text Complexity Language Use
DOA.L.8.5a	Interpret figures of speech (e.g., verbal irony, puns) in context.	
DOA.L.8.5b	Use the relationship between particular words to better understand each of the words.	
DOA.L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).	
DOA.L.8.6	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 Language Use