



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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## 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.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.

## Reading Standards for Literature (DOA.RL.9)

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
<b>Key Ideas and Details</b>		
DOA.RL.9 - 10.1	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.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
DOA.RL.9 - 10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	R_ Key Ideas and Details <i>Central Ideas, Themes, and Summaries</i>
DOA.RL.9 - 10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RL.9 - 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	R_ Craft and Structure <i>Language Usage</i>
DOA.RL.9 - 10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	R_ Craft and Structure <i>Analyzing Text Structure</i>
DOA.RL.9 - 10.6	Analyze a particular point of view or cultural experience reflected in works of literature drawing on a wide reading of world literature.	R_ Craft and Structure <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RL.9 - 10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ).	
DOA.RL.9 - 10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	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.9 - 10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	R_ Progress with Text Complexity <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

## Reading Standards for Informational Text (DOA.RI.8)

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
<b>Key Ideas and Details</b>		
DOA.RI.9 - 10.1	Cite relevant and thorough textual evidence to support 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.9 - 10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>R_ Key Ideas and Details</b> <i>Central Ideas, Themes, and Summaries</i>
DOA.RI.9 - 10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RI.9 - 10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone, (e.g., how the language of a court opinion differs from that of a newspaper).	<b>R_ Craft and Structure</b> <i>Language Usage</i>
DOA.RI.9 - 10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<b>R_ Craft and Structure</b> <i>Analyzing Text Structure</i>
DOA.RI.9 - 10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<b>R_ Craft and Structure</b> <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RI.9 - 10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	
DOA.RI.9 - 10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<b>R_ Integration of Knowledge and Ideas</b> <i>Analyzing Arguments</i>
DOA.RI.9 - 10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	<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.9 - 10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 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> <i>ACT Knowledge and Skills</i>
<b>Text Types and Purposes</b>		
DOA.W.9 - 10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.9 - 10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
DOA.W.9 - 10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	
DOA.W.9 - 10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
DOA.W.9 - 10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
DOA.W.9 - 10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	
DOA.W.9 - 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	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.9 - 10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
DOA.W.9 - 10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	
DOA.W.9 - 10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
DOA.W.9 - 10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
DOA.W.9 - 10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
DOA.W.9 - 10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	



<b>Writing Standards (DOA.W.8) continued...</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
DOA.W.9 - 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen 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.9 - 10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
DOA.W.9 - 10.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	
DOA.W.9 - 10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
DOA.W.9 - 10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
DOA.W.9 - 10.3e	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
<b>Production and Distribution of Writing Standards</b>		
DOA.W.9 - 10.4	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.9 - 10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.	
DOA.W.9 - 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<b>Research to Build and Present Knowledge Standards</b>		
DOA.W.9 - 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
DOA.W.9 - 10.8	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	

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

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
DOA.W.9 - 10.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
DOA.W.9 - 10.9a	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	
DOA.W.9 - 10.9b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	
<b>Range of Writing Standards</b>		
DOA.W.9 - 10.10	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 tasks, purposes, and audiences.	

**Speaking and Listening Standards (DOA.SL.8)**

STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Comprehension and Collaboration		
DOA.SL.9 - 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	
DOA.SL.9 - 10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	
DOA.SL.9 - 10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	
DOA.SL.9 - 10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	
DOA.SL.9 - 10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
DOA.SL.9 - 10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
DOA.SL.9 - 10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
Presentation of Knowledge and Ideas		
DOA.SL.9 - 10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
DOA.SL.9 - 10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
DOA.SL.9 - 10.6	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 <i>ACT Knowledge and Skills</i>
Conventions of Standard English		
DOA.L.9 - 10.1	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.9 - 10.1a	Use parallel structure.	
DOA.L.9 - 10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
DOA.L.9 - 10.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
DOA.L.9 - 10.2	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.9 - 10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
DOA.L.9 - 10.2b	Use a colon to introduce a list or quotation.	
DOA.L.9 - 10.2c	Spell correctly.	
Knowledge of Language		
DOA.L.9 - 10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	E_ Knowledge of Language <i>Clarity and Style</i>
DOA.L.9 - 10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Publication Manual of the American Psychological Association (APA)</i> , <i>Turabian’s Manual for Writers</i> ) appropriate for the discipline and writing type.	

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

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
Vocabulary Acquisition and Use		
DOA.L.9 - 10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 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.9 - 10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	
DOA.L.9 - 10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ).	
DOA.L.9 - 10.4c	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, its part of speech, or its etymology.	
DOA.L.9 - 10.4d	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.9 - 10.5	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.9 - 10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
DOA.L.9 - 10.5b	Analyze nuances in the meaning of words with similar denotations.	
DOA.L.9 - 10.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i> ).	
DOA.L.9 - 10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering 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>