



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.

# 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.



## 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)

## Reading Standards for Literature (DOA.RL.7)

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
<b>Key Ideas and Details</b>		
DOA.RL.7.1	Cite several pieces of relevant 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.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<b>R_ Key Ideas and Details</b> <i>Central Ideas, Themes, and Summaries</i>
DOA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<b>R_ Craft and Structure</b> <i>Language Usage</i>
DOA.RL.7.5	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.	<b>R_ Craft and Structure</b> <i>Analyzing Text Structure</i>
DOA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>R_ Craft and Structure</b> <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
DOA.RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<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.7.10	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.	<b>R_ Progress with Text Complexity</b> <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

<b>Reading Standards for Informational Text (DOA.RI.7)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
<b>Key Ideas and Details</b>		
DOA.RI.7.1	Cite several pieces of relevant 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.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<b>R_ Key Ideas and Details</b> <i>Central Ideas, Themes, and Summaries</i>
DOA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>R_ Key Ideas and Details</b> <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<b>R_ Craft and Structure</b> <i>Language Usage</i>
DOA.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<b>R_ Craft and Structure</b> <i>Analyzing Text Structure</i>
DOA.RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<b>R_ Craft and Structure</b> <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
DOA.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>R_ Integration of Knowledge and Ideas</b> <i>Analyzing Arguments</i>
DOA.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<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.7.10	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.	<b>R_ Progress with Text Complexity</b> <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

## Writing Standards (DOA.W.7)

STANDARDS		ACT Reporting Category ACT Knowledge and Skills
<b>Text Types and Purposes</b>		
DOA.W.7.1	Write arguments to support claims with clear reasons and relevant 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.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	
DOA.W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
DOA.W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
DOA.W.7.1d	Establish and maintain a formal style.	
DOA.W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.	
DOA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant 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.7.2a	Introduce a topic clearly, previewing what is to follow; 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.	
DOA.W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
DOA.W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
DOA.W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
DOA.W.7.2e	Establish and maintain a formal style.	
DOA.W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	



## Writing Standards (DOA.W.7) continued...

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
DOA.W.7.3	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.7.3a	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.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
DOA.W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
DOA.W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
DOA.W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Production and Distribution of Writing Standards		
DOA.W.7.4	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.7.5	<b>With some guidance and support from peers and adults</b> , 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.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
Research to Build and Present Knowledge Standards		
DOA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
DOA.W.7.8	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.	

## Writing Standards (DOA.W.7) continued ...

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
DOA.W.7.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
DOA.W.7.9a	Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	
DOA.W.7.9b	Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	
<b>Range of Writing Standards</b>		
DOA.W.7.10	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.7)

STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Comprehension and Collaboration		
DOA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> building on others' ideas and expressing their own clearly.	
DOA.SL.7.1a	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.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
DOA.SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
DOA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
DOA.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
Presentation of Knowledge and Ideas		
DOA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
DOA.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
DOA.SL.7.6	Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate	

<b>Language Standards (DOA.L.7)</b>		
<b>STANDARDS</b>		<b>ACT Reporting Category</b> <b>ACT Knowledge and Skills</b>
Conventions of Standard English		
DOA.L.7.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<b>E_ Conventions of Standard English</b> <i>Sentence Structure</i> <i>Using Conventions</i>
DOA.L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	
DOA.L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
DOA.L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
DOA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>E_ Conventions of Standard English</b> <i>Punctuation and Capitalization</i>
DOA.L.7.2a	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [.] green shirt</i> ).	
DOA.L.4.2b	Spell correctly.	
Knowledge of Language		
DOA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>E_ Knowledge of Language</b> <i>Clarity and Style</i>
DOA.L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
Vocabulary Acquisition and Use		
DOA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	<b>R_ Craft and Structure</b> <b>R_ Progress with Text Complexity</b> <i>Language Use</i>
DOA.L.7.4a	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.7.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).	
DOA.L.7.4c	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.7.4d	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.7) continued...

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
DOA.L.7.5	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.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	
DOA.L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
DOA.L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).	R_ Craft and Structure R_ Progress with Text Complexity <i>Language Use</i>
DOA.L.7.6	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.	