



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



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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)

6th Grade - Writing



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YEAR AT A GLANCE:

Unit	Genre	Explanation
1	Argumentative & Research Simulation	Students will write arguments on topics or texts, supporting a point of view with reasons, introduce claim, and organize the reasons and evidence clearly. & Students will analyze an informative topic presented through several articles or multimedia stimuli. Students will engage with texts, and synthesize the information from these sources in order to write a news article.
2	Narrative & Research Simulation	Students write narratives to develop real or imagined experiences or events using effective technique, detailed descriptions, sensory language, and clear event sequences. & Students will research and write an argument on topics or texts, supporting a point of view with reasons, introduce claim, incorporate quotes, and organize the evidence clearly.
3	Literary Analysis (Informative or Explanatory) & Research Simulation	Students evaluate character changes, compare and contrast texts, revising for transitions or they will utilize informative writing to educate readers by imparting straightforward information and facts, but never personal opinions. & Students will research and write an argument on topics or texts, supporting a point of view with reasons, introduce claim, determine credible sources, and organize the evidence clearly.
4	Literary Analysis & Research Simulation	Students will compare and contrast themes of multiple texts, identify claim and evidence, revise, edit and publish an essay. & Students will conduct a short research project, plan a speech including a claim and evidence, and create a visual presentation.



- 🍎 Teach daily focused mini-lessons
- 🍎 Teach one mini lesson per day
- 🍎 Teacher and class involved in shared interactive writing
- 🍎 Students have independent writing time
- 🍎 Share good writing samples
- 🍎 Assign relevant writing topics & writing time
- 🍎 Create writing folders
- 🍎 Use mentor authors/texts to assist with modeling writing instruction
- 🍎 Set individual student writing goals
- 🍎 Collaborative revising with peers

Student focus Areas

Essential Questions

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

Catholic School – Writing Standards (CS.W)

CS.W.1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.W.2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.W.3	Use grammar as a means of signifying concepts and the relationship to reason.

6th Grade Writing



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Unit 1: Argumentative

Standards		Suggested Materials	Assessment	
DOA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	<ul style="list-style-type: none"> • Graphic organizer • School writing rubric • List of signal (transition) words • Dictionary and thesaurus 	<ul style="list-style-type: none"> • Given a rubric, the student will write a well-organized, three paragraphs, personal narrative. • Writing Portfolios • Student's ability to use the writing process to produce a final published paragraph. • Student's ability to use a dictionary and/or thesaurus. • Student's ability to respectfully listen and respond to what others have written. • Student's ability to transition from one paragraph to another. 	
DOA.W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.			
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.			
DOA.W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			
DOA.W.6.1d	Establish and maintain a formal style.			
DOA.W.6.1e	Provide a concluding statement or section that follows from the argument presented.			
DOA.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.6.1-3.)			
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 new approach. (Editing for conventions should demonstrate command of DOA.L.6.1-3.)			<h3>Suggested Scaffolds</h3> <ul style="list-style-type: none"> • Pre-assess knowledge of writing skills • Peer and self-editing • Modeling • Mini-lessons • Note-taking • Student/teacher conferencing • Review previous unit • Whole group discussions • Differentiation (instruction/assessment)
DOA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			
DOA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and 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 evidence from literary or informational texts to support analysis, reflection, and research.			
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.			
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 topics, texts, and issues, building on others' ideas and expressing their own clearly.			

6th Grade Writing



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Unit 1 - Argumentative Continued:

Standards		Materials	Assessment
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.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
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.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
DOA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
DOA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
DOA.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.		
DOA.L.6.3b	Maintain consistency in style and tone.		
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.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Suggested Cross Curricular and Catholic Social Teaching Links

- Through writing messages to pen pals around the world (e-mail or traditional) students grow in their understanding that we are all one human family. (Social Studies, Written Communication.)
- Students participate in essay contests or activities around Earth Day and Arbor Day, expressing their responsibilities as guardians of God's Creation. (social Studies, Science, Health)
- Students write essays comparing the government of ancient civilizations with modern ones, analyzing how governments have met their responsibility to promote human dignity and protect human rights. (Social Studies, Written Communication)
- Students analyze and retell (dramatize) Old Testament and Gospel stories. (Language Arts, Religion)
- Students analyze and retell (dramatize) Old Testament and Gospel stories. (Oral Communication, Religion)



Unit 2: Narrative

Standards		Suggested Materials	Assessment	
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.	<ul style="list-style-type: none"> • Graphic organizer • School writing rubric • List of signal (transition) words • Dictionary and thesaurus 	<ul style="list-style-type: none"> • Given a rubric, the student will write a well-organized, three paragraphs, personal narrative. • Writing Portfolios • Student's ability to use the writing process to produce a final published paragraph. • Student's ability to use a dictionary and/or thesaurus. • Student's ability to respectfully listen and respond to what others have written. • Student's ability to transition from one paragraph to another. 	
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.			
DOA.W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
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..			
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 the narrated experiences or events.			
DOA.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.6.1-3.)			
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 new approach. (Editing for conventions should demonstrate command of L.6.1-3.)			<h3>Suggested Scaffolds</h3> <ul style="list-style-type: none"> • Pre-assess knowledge of writing skills • Peer and self-editing • Modeling • Mini-lessons • Note-taking • Student/teacher conferencing • Review previous unit • Whole group discussions • Differentiation (instruction/assessment)
DOA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			
DOA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and 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 evidence from literary or informational texts to support analysis, reflection, and research.			
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.			
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 topics, texts, and issues, building on others' ideas and expressing their own clearly.			

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Unit 2 - Narrative Continued:

Standards		Materials	Assessment
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.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
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.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
DOA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
DOA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
DOA.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.		
DOA.L.6.3b	Maintain consistency in style and tone.		
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.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Suggested Cross Curricular and Catholic Social Teaching Links

- Through writing messages to pen pals around the world (e-mail or traditional) students grow in their understanding that we are all one human family. (Social Studies, Written Communication.)
- Students participate in essay contests or activities around Earth Day and Arbor Day, expressing their responsibilities as guardians of God's Creation. (social Studies, Science, Health)
- Students write essays comparing the government of ancient civilizations with modern ones, analyzing how governments have met their responsibility to promote human dignity and protect human rights. (Social Studies, Written Communication)
- Students analyze and retell (dramatize) Old Testament and Gospel stories. (Language Arts, Religion)
- Students analyze and retell (dramatize) Old Testament and Gospel stories. (Oral Communication, Religion)

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Unit 3: Literary/Informative

Standards		Suggested Materials	Assessment	
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.	<ul style="list-style-type: none"> Graphic organizer School writing rubric List of signal (transition) words Dictionary and thesaurus 	<ul style="list-style-type: none"> Given a rubric, the student will write a well-organized, three paragraphs, personal narrative. Writing Portfolios Student's ability to use the writing process to produce a final published paragraph. Student's ability to use a dictionary and/or thesaurus. Student's ability to respectfully listen and respond to what others have written. Student's ability to transition from one paragraph to another. 	
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.			
DOA.W.6.2b	Develop the topic with relevant facts, definitions concrete details, quotations, or other information and examples.			
DOA.W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.			
DOA.W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic..			
DOA.W.6.2e	Establish and maintain a formal style.			
DOA.W.6.2f	Provide a concluding statement or selection that follows from the information or explanation presented.			
DOA.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in DOA.W.6.1-3.)			<h3>Suggested Scaffolds</h3> <ul style="list-style-type: none"> Pre-assess knowledge of writing skills Peer and self-editing Modeling Mini-lessons Note-taking Student/teacher conferencing Review previous unit Whole group discussions Differentiation (instruction/assessment)
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 new approach. (Editing for conventions should demonstrate command of DOA.L.6.1-3.)			
DOA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			
DOA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and 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 evidence from literary or informational texts to support analysis, reflection, and research.			
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.			



Unit 3 – Literary/Informative Continued:

Standards		Materials	Assessment
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 topics, texts, and issues, 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.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
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.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
DOA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
DOA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
DOA.L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.		
DOA.L.6.3b	Maintain consistency in style and tone.		
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.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		

Suggested Cross Curricular and Catholic Social Teaching Links

- Through writing messages to pen pals around the world (e-mail or traditional) students grow in their understanding that we are all one human family. (Social Studies, Written Communication.)
- Students participate in essay contests or activities around Earth Day and Arbor Day, expressing their responsibilities as guardians of God’s Creation. (S.S., Sci., Health)
- Students write essays comparing the government of ancient civilizations with modern ones, analyzing how governments have met their responsibility to promote human dignity and protect human rights. (Social Studies, Written Communication)
- Students analyze and retell (dramatize) Old Testament and Gospel stories. (Language Arts, Religion)
- Students analyze and retell (dramatize) Old Testament and Gospel stories. (Oral Communication, Religion)

6th Grade Writing



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Unit 4: Literary/Research Simulation Task

Standards		Suggested Materials	Assessment	
DOA.W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	<ul style="list-style-type: none"> • Graphic organizer • School writing rubric • List of signal (transition) words • Dictionary and thesaurus 	<ul style="list-style-type: none"> • Given a rubric, the student will write a well-organized, three paragraphs, personal narrative. • Writing Portfolios • Student's ability to use the writing process to produce a final published paragraph. • Student's ability to use a dictionary and/or thesaurus. • Student's ability to respectfully listen and respond to what others have written. • Student's ability to transition from one paragraph to another. 	
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.			
DOA.W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			
DOA.W.6.1d	Establish and maintain a formal style.			
DOA.W.6.2f	Provide a concluding statement or section that follows the information or explanation presented.			
DOA.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in DOA.W.6.1-3.)			
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 new approach. (Editing for conventions should demonstrate command of DOA.L.6.1-3.)			
DOA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			Suggested Scaffolds <ul style="list-style-type: none"> • Pre-assess knowledge of writing skills • Peer and self-editing • Modeling • Mini-lessons • Note-taking • Student/teacher conferencing • Review previous unit • Whole group discussions • Differentiation (instruction/assessment)
DOA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and 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 evidence from literary or informational texts to support analysis, reflection, and research.			
DOA.W.6.9a	Apply grade 6 Reading standards to literary nonfiction (e.g., "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").			
DOA.W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "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").			
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.			

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Unit 4 – Literary/Research Simulation Task Continued:

Standards		Materials	Assessment
DOA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
DOA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
DOA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
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.6.6	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.		

Suggested Cross Curricular and Catholic Social Teaching Links

- Through writing messages to pen pals around the world (e-mail or traditional) students grow in their understanding that we are all one human family. (Social Studies, Written Communication.)
- Students participate in essay contests or activities around Earth Day and Arbor Day, expressing their responsibilities as guardians of God’s Creation. (Social Studies, Science, Health)
- Students write essays comparing the government of ancient civilizations with modern ones, analyzing how governments have met their responsibility to promote human dignity and protect human rights. (Social Studies, Written Communication)
- Students analyze and retell (dramatize) Old Testament and Gospel stories. (Language Arts, Religion)
- Students analyze and retell (dramatize) Old Testament and Gospel stories. (Oral Communication, Religion)