

Reading Standards for All Text Types	
ELA-Key Ideas and Details	KINDERGARTEN
SCRIPTURE	
<i>Dear Children, let us not love with words or speech but with actions and in truth.</i> 1 John 3:18	
STANDARD	
R.K.1 As a means to discovering the Truth, with prompting and support, ask and answer questions about key details within all types of text.	
EXAMPLES OF TEXT	
Scripture , Literature , Parables , Saints	
Essential Questions	
Activities	

Reading Standards for All Text Types	
<i>ELA-Key Ideas and Details</i>	KINDERGARTEN
SCRIPTURE	
<i>That same day Jesus went out of the house and sat by the lake. Such large crowds gathered around him that he got into a boat and sat in it, while all the people stood on the shore. Then he told them many things in parables...</i> Matthew 13:1-3	
STANDARD	
R.K.2 In search of Truth, Beauty and Goodness, with prompting and support, retell familiar stories, identify the main topic and retell key details.	
EXAMPLES OF TEXT	
Scripture , Literature , Parables , Saints	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	KINDERGARTEN
SCRIPTURE	
<i>Whoever walks in integrity walks securely, but whoever takes crooked paths will be found out.</i> Proverbs 10:9	
STANDARD	
R.K.3a With prompting and support, identify characters, settings, and major events in story. (Identify the goodness of the characters, identify the workings of the Holy Spirit through the actions of the characters, find the beauty in the setting or major events)	

R.K.3b Describe the connection between two individual events, ideas or pieces of text. (Identify how God’s plan is revealed through multiple events)
EXAMPLES OF TEXT
Scripture , Literature , Parables , Saints , Informational Text
Essential Questions
Activities

Reading Standards for All Text Types	
<i>ELA-Craft and Structure</i>	KINDERGARTEN
SCRIPTURE	
<i>The revelation of Your words sheds light; It gives understanding to the simple.</i> Psalm 119:130	
STANDARD	
R.K.4 Discovering our faith through religious text and literature, students will ask and answer questions about unknown words within the text.	
EXAMPLES OF TEXT	
Scripture , Parables , Literature and Saints	
Essential Questions	
Activities	

Reading Standards for All Text Types	
<i>ELA-Craft and Structure</i>	KINDERGARTEN
SCRIPTURE	
<i>For in it is revealed the righteousness of God is from faith to faith, as it is written, the one who is righteous by faith will live.</i> Romans 1:17	
STANDARD	
R.K.5 Develop a good religious foundation (Catholic worldview) and social sense through exposure of various types of texts and identifying the front cover, back cover and title page of a book.	
EXAMPLES OF TEXT	
Scripture , Literature , Parables , Prayer	
Essential Questions	
Activities	

Reading Standards for All Text Types	
<i>ELA-Integration of Knowledge and Ideas</i>	KINDERGARTEN
SCRIPTURE	
<i>All scripture is God-breathed and useful for teaching, rebuking, correcting, and training in righteousness, so the man of God may be totally equipped for every good work.</i> 2 Timothy 3:16-17.	
STANDARD	
R.K.6 Presenting the ideas or information from the Catholic worldview with prompting and support, name the author and illustrator of different types of texts, and define the role of each in telling the story or	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
<i>ELA-Integration of Knowledge and Ideas</i>	KINDERGARTEN
SCRIPTURE	
<i>Jesus said, Let the little children come to me, and do not prevent them, for the kingdom of Heaven belongs to such as these.</i> Matthew 19:14	
STANDARD	
R.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear; what/how is the person, place, thing, idea or moment in the text depicted in the illustrations.	
EXAMPLES OF TEXT	
Scripture , Literature , Parables , biblical illustrations and text	
Essential Questions	
Activities	

Reading Standards for All Text Types	
<i>ELA-Range of Reading and Level of Text Complexity</i>	KINDERGARTEN
SCRIPTURE	
<i>I set a bow in the clouds to serve as a sign of the covenant between me and the Earth.</i> Genesis 9:13	
STANDARD	
R.K.9.a Finding the beauty and goodness in parables, bible stories and scripture with prompting and support compare and contrast the adventures and experiences of characters in	

familiar literature and bible stories.
R.K.9.b Identify basic similarities in and differences between two texts on the same topic (EXAMPLES: in illustrations, descriptions, or procedures)
EXAMPLES OF TEXT
Scripture , Literature , Saints , Parables
Essential Questions
Activities

Reading Standards for All Text Types	
<i>ELA-Range of Reading and Level of Text Complexity</i>	KINDERGARTEN
SCRIPTURE	
<i>He replied, Rather, blessed are those who hear the word of God and observe it.</i> Luke 11:28	
STANDARD	
R.K.10 With open minds and hearts for Jesus’ calling, actively and respectfully engage in group readings from multiple types of text including scripture and parables with purpose and understanding.	
EXAMPLES OF TEXT	
Scripture , Literature , Saints , Parables	
Essential Questions	
Activities	

Reading Standards: Foundational Skills	
<i>ELA-Print Concepts</i>	KINDERGARTEN
SCRIPTURE	
<i>When the Lord had finished speaking to Moses on Mount Sinai, he gave him the two tablets of the covenant, the stone tablets inscribed by God’s own finger.</i> Exodus 31: 18	
STANDARD	
FS.K.1 Using scripture, religious text, prayer, literature and informational text demonstrate an understanding of the organization and basic features of print.	
K.1a Follow words from left to right, top to bottom, and page by page.	
K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	
K.1c Understand that words are separated by spaces in print.	
K.1d Recognize and name all upper- and lowercase letters of the alphabet.	
EXAMPLES OF TEXT	
Scripture , Literature , Prayers	

Essential Questions	
<u>Activities</u>	

Reading Standards: Foundational Skills	
<i>Phonological Awareness</i>	KINDERGARTEN
SCRIPTURE	
<i>Pleasing words are a honeycomb, sweet to the taste and invigorating to the bones.</i> Proverbs 16:24	
STANDARD	
<p>FS. K.2 Through the recitation of the Angel of God prayer, daily readings and homily at Mass, students will demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>K.2a Recognize and produce rhyming words.</p> <p>K.2b Count, pronounce, blend and segment syllables in spoken words.</p> <p>K.2c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>K.2d Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVS ending with -l, -r, or -x.)</p> <p>K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	
EXAMPLES OF TEXT	
<u>Scripture</u> , <u>Literature</u> , <u>Saints</u> , <u>Parables</u>	
Essential Questions	
<u>Activities</u>	

Reading Standards: Foundation Skills	
<i>Phonics and Word Recognition</i>	KINDERGARTEN
SCRIPTURE	
<i>Grass withers, the flowers wilts, but the word of our God stands forever.</i> Isaiah 40:8	
STANDARD	
<p>FS. K.3 Utilizing scripture, religious text, prayers, and parables know and apply grade-level phonics and word analysis skills in decoding words, found in all text.</p> <p>K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sounds for each consonant.</p> <p>K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>K.3c Read common high-frequency words by sight (EXAMPLES: the, of, to, you, she,</p>	

my, is, are, do, does). K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ
EXAMPLES OF TEXT
Scripture , Literature , Parables
Essential Questions
Activities

Reading Standards: Foundational Skills	
<i>Fluency</i>	KINDERGARTEN
SCRIPTURE	
<i>The Lord God took the man and settled him in the Garden of Eden to cultivate and care for it.</i> Genesis 2:15	
STANDARD	
FS. K.4 Using children’s bibles or religious content emergent-readers find purpose and understanding of the text.	
EXAMPLES OF TEXT	
Scripture , Literature , Saints	
Essential Questions	
Activities	

Language Standards	
Conventions of Standard English	KINDERGARTEN
SCRIPTURE	
<i>He said in reply, “It is written: ‘One does not live on bread alone, but by every word that comes forth from the mouth of God.’”</i> Matthew 4:4	
STANDARD	
L. K.1 While practicing and teaching any Bible stories, lives of saints, Mass readings or universal prayers of the Church apply all skills (L.K.1a-1f). Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.K.1a Print upper- and lowercase letters.	
L.K.1b Use frequently occurring nouns and verbs.	
L.K.1c Form regular plural nouns orally by adding -s or -es (EXAMPLES: dog, dogs; wish, wishes).	
L.K.1d Understand and use question words (interrogatives) (EXAMPLES: who, what, where, when, why, how).	
L.K.1e Use the most frequently occurring prepositions (EXAMPLES: to, from, in, out, on, off, for, of, by, with).	
L.K.1f Produce and expand complete sentences in shared language activities.	
EXAMPLES OF TEXT	

Scripture , Saints , Literature , Parables	
Essential Questions	
Activities	

Language Standards	
Conventions of Standard English	KINDERGARTEN
SCRIPTURE	
<i>Keep on doing what you have learned and received and heard and seen in me. Then the God of peace will be with you. Philippians 4:9</i>	
STANDARD	
<p>L. K.2 Within the practice and teaching of any Bible stories, lives of saints, Mass readings and universal prayers of the Church apply all of the skills (L.K.2a-2d) by demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2a Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2b Recognize and name end punctuation.</p> <p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
EXAMPLES OF TEXT	
Scripture , Saints , Literature , Parables	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	KINDERGARTEN
SCRIPTURE	
<i>Let the word of Christ dwell within you richly, as in all wisdom you teach and admonish one another with psalms, hymns and spiritual songs, with gratitude in your hearts to God. Colossians 3:16</i>	
STANDARD	
<p>L.K.4 Using scripture and other religious literature, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. All of the skills (L.K.4a-4b) can be applied within the practice and teaching of any Bible stories, lives of saints, Mass readings and universal prayers of the Church.</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (EXAMPLE: knowing duck is a bird and learning the verb to duck).</p> <p>L.K.4b Use the most frequently occurring inflections and affixes (EXAMPLES: -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	
EXAMPLES OF TEXT	
Scripture , Religious Literature , Parables , Mass readings, Prayers	

Essential Questions	
<u>Activities</u>	

Language Standards	
Vocabulary Acquisition and Use	KINDERGARTEN
SCRIPTURE	
<i>It happens that there are many different languages in the world, and none is meaningless. . 1</i> Corinthians 14:10	
STANDARD	
L. K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. All of the skills (L.K.5a-5d) can be applied within the practice and teaching of any Bible stories, lives of saints, Mass readings and universal prayers of the Church.	
L.K.5a Sort common objects into categories (EXAMPLES: shapes, foods, items found in a Church) to gain a sense of the concepts the categories represent.	
L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
L.K.5c Identify real-life connections between words and their use (EXAMPLES: note places at school that are colorful, people participating in the Mass).	
L. K.5d Distinguish shades of meaning among verbs describing the same general action (EXAMPLES: walk, march, strut, prance) by acting out the meanings.	
EXAMPLES OF TEXT	
Scripture, Religious Literature, Mass readings, Prayers	

Essential Questions	
<u>Activities</u>	

Language Standards	
Vocabulary Acquisition and Use	KINDERGARTEN
SCRIPTURE	
<i>Let your speech be gracious seasoned with salt so that you know how you should respond to each one.</i> Colossians 4:6	
STANDARD	
L. K.6 With the beauty of the Truth in mind, use words and phrases acquired through conversations; reading and being read to, responding to texts Bible stories, the lives of saints, and participation in Mass.	
EXAMPLES OF TEXT	
Scripture, Religious Literature, Mass readings	
Essential Questions	
<u>Activities</u>	
Writing Standards	
<i>Text Types and Purposes</i>	KINDERGARTEN
SCRIPTURE	
<i>Amen, I say to you, whoever does not accept the kingdom of God like a child will not enter it.</i>	

Mark 10:15
STANDARD
W. K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which the writer tells a reader the topic or the name of the book about which he/she is writing and state an opinion or preference about the Bible story, Bible character, parable, or saint.
EXAMPLES OF TEXT
Scripture , Literature , Saints
Essential Questions
Activities

Writing Standards	
<i>Text Types and Purposes</i>	KINDERGARTEN
SCRIPTURE	
<i>Jesus spoke to them again, saying, "I am the Light of the world; whoever follows Me will not walk in the darkness, but will have the Light of life." John 8:12</i>	
STANDARD	
W. K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which the writer names his or her topic, supplies some information about the topic, including the life of Jesus, Mary, and the lives of the saints.	
EXAMPLES OF TEXT	
Scripture , Literature , Saint books	
Essential Questions	
Activities	

Writing Standards	
<i>Text Types and Purposes</i>	KINDERGARTEN
SCRIPTURE	
<i>Dear in the dyes of the Lord is the death of His devoted. Psalm 116:15</i>	
STANDARD	
W. K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, including Bible stories and the lives of the saints, tell about the events in the order in which they occurred and provide a reaction to what happened.	
EXAMPLES OF TEXT	
Scripture , Literature , Saint books	
Essential Questions	
Activities	

Writing Standards	
<i>Production and Distribution of Writing</i>	KINDERGARTEN
SCRIPTURE	
<i>For the leader; according to Lilies a maskil of the Korahites. A love song. Psalm 45:1</i>	
STANDARD	
W. K.5 Strengthen writing using bible stories and stories of saints, with guidance and support from adults respond to questions and suggestions from peers and add details.	
EXAMPLES OF TEXT	
Scripture , Saints , Parables	
Essential Questions	
Activities	

Writing Standards	
<i>Production and Distribution of Writing</i>	KINDERGARTEN
SCRIPTURE	
<i>The human heart plans the way, but the Lord directs the steps. Proverbs 16:9</i>	
STANDARD	
W. K.6 Using Bible stories and stories of the saints, explore a variety of digital tools to produce and publish writing with guidance from adults and including in collaboration with peers.	
EXAMPLES OF TEXT	
Scripture , Saints , Literature , Parables	
Essential Questions	
Activities	

Writing Standards	
<i>Research to Build and Present Knowledge</i>	KINDERGARTEN
SCRIPTURE	
<i>Two are better than one; they get a good wage for their toil. Ecclesiastes 4:9</i>	
STANDARD	
W. K.7 Participate in shared research and writing projects by exploring a number of books about Jesus, Mary, favorite saints, or by a favorite author, and express opinions about them.	
EXAMPLES OF TEXT	
Scripture , Literature , Saint books	
Essential Questions	
Activities	

Writing Standards	
<i>Research to Build and Present Knowledge</i>	KINDERGARTEN
SCRIPTURE	
<i>While they were eating, he took bread, said the blessing broke it and gave it to them, and said, Take; this is my body. Mark 14:22-25</i>	
STANDARD	
W. K.8 With guidance and support from adults, recall information from experiences such as Mass, a baptism, a wedding, funeral, Adoration, a Bible story, or life of a saint or gather information from provided sources to answer a question about the above experiences.	
EXAMPLES OF TEXT	
Scripture , Saint Books	
Essential Questions	
Activities	

Speaking and Listening Standards	
<i>Comprehension & Collaboration</i>	KINDERGARTEN
SCRIPTURE	
<i>The king takes delight in honest lips, and whoever speaks what is right he loves. Proverbs 16:13</i>	
STANDARD	
SL.K.1 Using Bible stories, stories about angels, the lives of the saints, personal experiences being Catholic, participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.1a Follow Virtuous Behavior Formation expectations for discussions (EXAMPLE: listening to others and taking turns speaking about the topics and texts under discussion). K.1b While being respectful and remembering that everyone is a child of God, continue a conversation through multiple exchanges.	
EXAMPLES OF TEXT	
Scripture , Saints , Literature , Parables	
Essential Questions	
Activities	

Speaking and Listening Standards	
<i>Comprehension & Collaboration</i>	KINDERGARTEN
SCRIPTURE	
<i>He replied, "Rather, blessed rather are those who hear the word of God and observe it." Luke 11:28</i>	
STANDARD	

SL. K.2 Read aloud prayers, bible stories, information presented orally at Mass or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
EXAMPLES OF TEXT
Scripture , Saints , Literature , Parables
Essential Questions
Activities

Speaking and Listening Standards	
<i>Comprehension & Collaboration</i>	KINDERGARTEN
SCRIPTURE	
<i>Call to me and I will answer you; I will tell you great things beyond reach of your knowledge.</i> Jeremiah 33:3	
STANDARD	
SL. K.3 Discovering and searching for the Truth, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
EXAMPLES OF TEXT	
Scripture , Saints , Literature , Parables	
Essential Questions	
Activities	

Speaking and Listening Standards	
<i>Presentation of Knowledge and Ideas</i>	KINDERGARTEN
SCRIPTURE	
<i>My people will abide in a peaceful habitation, in secure dwellings, and in quiet resting places.</i> Isaiah 32	
STANDARD	
SL. K.4 Describe familiar people like priests, deacons, the pope or places such as school, church, adoration chapel, prayer corner, and things such as Rosary, Bible, other sacramental objects, and events like baptism, wedding, funeral, Mass, holy/feast days and, with prompting and support, provide additional detail.	
EXAMPLES OF TEXT	
Literature , Religion book	
Essential Questions	
Activities	

Speaking and Listening Standards

<i>Presentation of Knowledge and Ideas</i>	KINDERGARTEN
SCRIPTURE	
<i>I love the Lord, who listened to my voice in supplication, who turned an ear to me on the day I called; he heard my cry for mercy. Because he turned his ear to me, I will call on him as long as I live. Psalm 116:1-2</i>	
STANDARD	
SL. K.5 Keeping in mind the beauty in the Truth, add drawings or other visual displays to descriptions as desired to provide additional details about Bible stories, the life of Jesus, and the lives of the saints.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Speaking and Listening Standards	
<i>Presentation of Knowledge and Ideas</i>	KINDERGARTEN
SCRIPTURE	
<i>Similarly if you, because of speaking in tongues, do not utter intelligible speech, how will anyone know what is being said? For you will be talking to the air. 1Corinthians 14:9</i>	
STANDARD	
SL. K.6 Speak audibly and express thoughts, feelings and ideas clearly	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Scripture

Creation Story – Gen 1:1-2,4, Gen 2:6-25

Annunciation- Luke 1:28-38

Birth of Jesus -Matthew 1:18-25, Luke 2:1-20,

Jesus with the Children- Luke 18:15-17

Michael the Archangel- Luke; 1:26-36

God calls us to live as a holy family. (4th commandment)- Exodus 20:1-21

Virtues

Virtues are holy habits

Literature R.K.1

God Made it For You!: The Story of Creation by: Charles Lehmann

The Creation Story for Children by: Helen Haidle

Get to Know Mary...a Biography for Kids by: Nancy I. Sanders

Mary the Mother of Jesus by: Tomie de Paola

Jesus at the Temple by: Elizabeth Broughton

Favorite Parables from the Bible: Stories Jesus Told by: Nick Butterworth & Mick Inkpen

Literature R.K.2

Pop-up Parables and Other Bible Stories by: Helen H. Moore, Carmen Sorvillo

God Made it For You!: The Story of Creation by: Charles Lehmann

Mary the Mother of Jesus by: Tomie de Paola

Jesus at the Temple by: Elizabeth Broughton

Literature R.K.3

The Story of Jesus by Jane Werner Watson

If Jesus Lived Inside My Heart by Jill Norman Lord

Just Like Mary by Rosemarie Gortler

Literature R.K.4

Know Your Bible for Kids; All About Jesus by Donna K. Maltese

All About Mary Mother of Jesus; Children's Jesus Book by Baby Professor

Loyola Kids Book of Saints by Amy Welborn

Picture Book of Saints by Lawrence G. Lavisk

Literature R.K.5

The Creation Story for Children by Helen Haidle Illustrated by David Haidle

7 Days of Creation (God Counts Series) by Mindy Macdonald

Treasure Tree: A collection of stories and poems based on the Bible by Martin Smith and Illustrated by Josh Williams

Spark Story Bible Psalm Book: Prayers and Poems by Naomi J. Krueger

Literature R.K.6

The Creation Story for Children by: Helen Haidle

Get to Know Mary...a Biography for Kids by: Nancy I. Sanders

Jesus Loves Me by: Kimberly Bennet

The 10 Commandments for Little Ones by: Allia Zobel Nolan

Literature R.K.7

The Story of Jesus Golden Book by: Jane Werner Watson

The Ten Commandments for Children by: Lois Rock

The Story of the Good Samaritan Arch Books by: Teresa Olive

The Parable of the Lost Sheep Arch Books by: Claire Miller

The Parable of the Seeds by: Joanne Baber

Literature R.K.9

The Creation Story for Children by Helen Haidle Illustrated by David Haidle

7 Days of Creation (God Counts Series) by Mindy Macdonald

Goodnight, Ark Board by Laura Sassi Illustrated by Jane Chapman

Noah's Ark Board book by Lucy Cousins

Literature R.K.10

You Are Special by Max Lucado

Jacy's Search for Jesus by Max Lucado

God Gave Us Heaven by Lisa T. Bergern

What Happens When I Talk to God? The Power of Prayer for Boys and Girls by Stormie Omartian

Literature FS.K.1

Who Was Jesus by Ellen Morgan

The Wedding at Cana by Joanne Bader

The Nativity Story by Juliet David

The Ten Commandments for Children by Mary Lane McGinnis

Literature FS.K.2

Nursery Rhymes and Bible Stories with Eli the Bear by M.K. Daniels

The Nursery Rhyme Bible by Elizabeth Stillwagon

The Bible-Time Nursery Rhyme by Emily Hunter

Literature FS.K.3

Just Like Mary by Donna Piscitelli

Little Acts of Grace by Rosemarie Gortler

The Ten Commandments, I Obey God by Rev. Lovasik & Rev. Winkler

The Parables of Jesus for Kids by Jim and Vicki Coy

The Growing Reader Phonics Bible by: Joy MacKenzie

Literature FS.K.4

God Made it for You! The Story of Creation by Charles Lehmann Illustrated by Kathleen Kemly

The Creation Story for Children by Helen Haidle Illustrated by David Haidle

7 Days of Creation (God Counts Series) by Mindy Macdonald

Jesus Loves the Little Children by Debby Anderson

Christmas in the Manger by Nola Buck and Illustrated by Felicia Bond

The Story of Christmas by Patricia A. Pingry and Illustrated by Rebecca Thornburgh

Literature L.K.1

The Creation Story for Children by Helen Haidle Illustrated by David Haidle

7 Days of Creation (GodCounts Series) by Mindy Macdonald

Treasure Tree: A collection of stories and poems based on the Bible by Martin Smith and Illustrated by Josh Williams

Spark Story Bible Psalm Book: Prayers and Poems by Naomi J. Krueger

Literature L.K.2

The Creation Story for Children by Helen Haidle Illustrated by David Haidle

7 Days of Creation (GodCounts Series) by Mindy Macdonald

Treasure Tree: A collection of stories and poems based on the Bible by Martin Smith and Illustrated by Josh Williams

Spark Story Bible Psalm Book: Prayers and Poems by Naomi J. Krueger

Literature L.K.4

Literature L.K.5

365 Read-Aloud Bedtime Bible Stories for Kids by: Daniel Partner

Read and Share Bible: Over 200 Best-Loved Bible Stories by: Gwen Ellis

Book of Saints by: Amy Welborn

Mass Book for Children by: Rosemarie Gortler and Donna Piscitelli

My Picture Missal Picture Book by: Rev. Lawrence G. Lovasik

Literature L.K.6

365 Read-Aloud Bedtime Bible Stories for Kids by: Daniel Partner

Read and Share Bible: Over 200 Best-Loved Bible Stories by: Gwen Ellis

Book of Saints by: Amy Welborn

Mass Book for Children by: Rosemarie Gortler and Donna Piscitelli

My Picture Missal Picture Book by: Rev. Lawrence G. Lovasik

All About Mary Mother of Jesus; He Is Risen! the Story of Easter Children's Jesus Book by: "Baby Professor"

The Story of Christmas by: Patricia A. Pingry
Loyola Kids Book of Saints by: Amy Welborn

Picture Book of Saints by: Lawrence G. Lovasik

Literature W.K.1

The Story of Jesus by Jane Werner Watson

If Jesus Lived Inside My Heart by Jill Norman Lord

Just Like Mary by Rosemarie Gortler

Literature W.K.2

Illustrated Life of Jesus by Rev. Lawrence G. Lovasick

The Life of Jesus, Catholic Classics for Children

Miracles of Jesus by Pamela Broughton

The True Story of St. Nicholas by Foster Eich

Book of Saints by Amy Welborn

Book of Saints by Rev. L. Lovasik and Rev. J. Winkler

Literature W.K.3

God Gave Us the World by Lisa Tawn Bergren

God Made It for You: The Story of Creation by Charles Lehmann

Children of the Bible, Jesus in the Temple by Patricia A. Pingrey

The Story of Mary by Patricia A. Pingrey

Literature W.K.6

The Creation Story for Children by Helen Haidle Illustrated by David Haidle

7 Days of Creation (God Counts Series) by Mindy Macdonald

Goodnight, Ark Board by Laura Sassi Illustrated by Jane Chapman

Noah's Ark Board book by Lucy Cousins

Literature L.K.4

The Beginner's Bible: Timeless Children's Stories

God Made it For You!: The Story of Creation by: Charles Lehmann

The Life of Jesus, Catholic Classics for Children

Miracles of Jesus by Pamela Broughton

Jesus at the Temple by: Elizabeth Broughton

Mary the Mother of Jesus by: Tomie de Paola

Pop-up Parables and Other Bible Stories by: Helen H. Moore, Carmen Sorvillo

Illustrated Life of Jesus by Rev. Lawrence G. Lovasick

The True Story of St. Nicholas by Foster Eich

Book of Saints by Amy Welborn

Book of Saints by Rev. L. Lovasik and Rev. J. Winkler

Literature SL.K.1

Loyola Kids Book of Saints by Amy Welborn

Picture Book of Saints by Lawrence G. Lavisk

Read with Me Bible for Toddlers by Doris Wynbeek Rikker

Let's Chat about the Bible by Karen H. Whiting and Eira Reeves

Literature SL.K.2

Literature SL.K.3

The Creation Story for Children by Helen Haidle Illustrated by David Haidle

7 Days of Creation (God Counts Series) by Mindy Macdonald

Treasure Tree: A collection of stories and poems based on the Bible by Martin Smith and Illustrated by Josh Williams

Spark Story Bible Psalm Book: Prayers and Poems by Naomi J. Krueger

Literature SL.K.4

Dear Pope Francis by: Pope Francis

Child's Guide to the Rosary by: Elizabeth Ficocelli

The Illustrated Rosary for Children by: Victor Hoagland

I Pray the Rosary! by: Margaret Rose Scarfi

At Your Baptism by: Carrie Steenwyk and John D. Witvliet

Child's Guide to Mass by: Sue Stanton

Kids' Book of Bible Feast Days and Their Secrets to the Future by: Ramona Wood

Literature SL.K.5

God Made it For You!: The Story of Creation by: Charles Lehmann

Mary the Mother of Jesus by: Tomie de Paola

Jesus at the Temple by: Elizabeth Broughton

Pop-up Parables and Other Bible Stories by: Helen H. Moore, Carmen Sorvillo

Book of Saints by Amy Welborn

Book of Saints by Rev. L. Lovasik and Rev. J. Winkler

Literature SL.K.6

The Creation Story for Children by: Helen Haidle

Jesus Loves Me by: Kimberly Bennet

The Story of Jesus by Jane Werner Watson

If Jesus Lived Inside My Heart by Jill Norman Lord

Just Like Mary by Rosemarie Gortler

Get to Know Mary...a Biography for Kids by: Nancy I. Sanders

The 10 Commandments for Little Ones by: Allia Zobel Nolan

Saint Books

Loyola Kids Book of Saints by Amy Welborn

Picture Book of Saints by Lawrence G. Lavisk

The Story of Jesus (Little Golden Book) by: Jane Werner Watson

The Story of Mary by: Patricia A. Pingrey

The Wedding at Cana by: Joanne Bader

Parable R.K.1

Parable of the Rich Fool- Luke 12:15-21

Parables R.K.2

The Good Samaritan-Luke 10:25-37

Parable of the Sower-Matthew 13:1-23

Parables R.K.3, R.K.4

The Prodigal Son-Luke 15:11-32

Parable of the Faithful Servant-Luke 12:42-48

Parables R.K.5

The Prodigal Son – Luke 15:11-32,

The Seed and the Sower – Matthew 13:18-23

Parables R.K.7

The Good Samaritan-Luke 10:25-37

The Parable of the Lost Sheep-Luke 15:3-7

Parable of the Sower-Matthew 13:1-23

Parables R.K.9

Prodigal Son Luke 55

Rich Fool Luke 12

Parables R.K.10

The Sower and the Seed Matthew 13:1-23

God's Kingdom is a Treasure Matthew 13:44

The Story of Talents Matthew 25:14-30

The Good Neighbor Luke 10: 25-37

Parables FS.K.3

The Prodigal Son-Luke 55

The Lost Coin-Luke 15:8-10

The Mustard Seed-Luke 13:18-19

Parables L.K.1

Why Jesus Told Parables (Matthew 13:10-17)

The Story of the Soils (Matthew 13:3-9, 18-23)

Stories of the Kingdom (Matthew 13:24-33)

God's Kingdom is a Treasure (Matthew 13:44)

The Unforgiving Servant (Matthew 18:21-35)

Parables L.K.2

Why Jesus Told Parables (Matthew 13:10-17)

The Story of the Soils (Matthew 13:3-9, 18-23)

Stories of the Kingdom (Matthew 13:24-33)

God's Kingdom is a Treasure (Matthew 13:44)

The Unforgiving Servant (Matthew 18:21-35)

Parables W.K.5

Parable of the Hidden Treasure Matthew 13:44

Parable of the Growing Seed Mark 4:26-29

Parable of the Good Samaritan Luke 10:25-40

Parables W.K.6

Lost Things Get Found Luke 15:1-32

The Story of Soils Matthew 13:3-9, 18-23

Parables L.K.4

The Good Samaritan-Luke 10:25-37

Parable of the Sower-Matthew 13:1-23

Parables SL.K.1 AND SL.K.2

Why Jesus Told Parables (Matthew 13:10-17)

The Story of the Soils (Matthew 13:3-9, 18-23)

Stories of the Kingdom (Matthew 13:24-33)

God's Kingdom is a Treasure (Matthew 13:44)

The Unforgiving Servant (Matthew 18:21-35)

Which Son Obeyed? (Matthew 21:28-32)

The Story of the Talents (Matthew 25:14-30)

The Good Neighbor (Luke 10:25-37)

Lost Things Get Found (Luke 15:1-32)

Parables SL.K.3

Why Jesus Told Parables (Matthew 13:10-17)

The Story of the Soils (Matthew 13:3-9, 18-23)

Stories of the Kingdom (Matthew 13:24-33)

God's Kingdom is a Treasure (Matthew 13:44)

The Unforgiving Servant (Matthew 18:21-35)

Kindergarten Saints

St. Mary

St. Nicholas

St. Michael the Archangel

St. Gabriel

Guardian Angels

Prayers

Angel of God

Prayer before meals

Prayers of Thanksgiving Meditation (quiet time) Participates in the Stations of the Cross

Activities-R.K.1

1. The Rich Fool: A key lesson in the parable is that our material possessions will not last eternally. Brainstorm with your students a list of their favorite things and write these items on paper. Then, discuss which of these things will last into eternity. Discuss with your children that physical things will not remain, but qualities such as love and hope will.

2. <http://christianpreschoolprintables.com/creation-preschool-printables/>

Activities-R.K.2

1. Act out some of the parables in the Bible and discuss the message.

2. <http://www.biblefunforkids.com/2012/08/parable-of-sower.html>

Activities-R.K.3

1. Compare/Contrast characteristics of self to Jesus, Mary, characters from parables, or saints.

2. Bible Wise (Kids' Corner) [The Spoiled Princess](#)...a retelling of the Prodigal Son for Kindergarten girls.

3. [Boy and Girl Bible Characters](#)

Activities-R.K.4

1. Starting with a scripture passage, ask the class what words they don't know. Explain what they mean and retell/rewrite the scripture as a class in their own words to help them understand. Explain why it is important to ask about unfamiliar words.

2. In your literature example for the lesson, find a page with an unfamiliar word. Rewrite the sentence as a class making it Kindergarten ready.

Activities-R.K.5

Every time you read a book, practice as a class determining what type of text you will be reading and point out the front cover, back cover and title page.

Activities-R.K.6

Look to Him and be Radiant-<http://www.looktohimandberadiant.com/2015/05/honoring-mary-collection-of-ideas.html>

The Catholic Toolbox-<http://catholicblogger1.blogspot.com/2010/03/ten-commandments-activities.html>

Activities-R.K.7

1. <https://www.pinterest.com/pint80/rk7-common-core-relationship-of-illustrations-and/?lp=true>
2. <https://www.teacherspayteachers.com/Product/Describing-Infering-with-Picture-of-the-Day-Reading-Photos-Closely-Vol-2-1705504>
3. <https://betterlesson.com/lesson/568601/sentence-picture-match-and-write>

Activities-R.K.9

Using a Venn Diagram or Frame compare and contrast the story of Creation to the story of Noah's Ark

Identify characters who portray the virtue of the week.

Find a parable that would teach a lesson to a character in the text.

Activities-R.K.10

Choose a bible story, parable, scripture or story about a saint to read to the whole class. Throughout the story stop to ask questions about the story that will help guide the students to the important meaning or "secret message" that Jesus and God want us to learn from the story.

Activities-FS.K.1

1. <http://www.fcrr.org/studentactivities/kg.htm>

Activities-FS.K.2

1. Rhyming Activity- Create “God’s Creation Flash Cards” by using a list of rhyming animals.

For example: rat/bat/cat, bug/slug, moose/goose, guppy/puppy, bee/flea, dog/frog

First have students match rhyming picture cards. When done, hold up a card and see if they can produce the rhyming word.

2. Syllable Activity- Feed God’s Creations (Animals)- Have picture cards with animal pictures on them (alligator, octopus, bird). Have three boxes labeled 1, 2, 3. Have students feed the cards in the box labeled 1 if the animal has one syllable, 2 if the animal has two syllables and so on.
3. Mystery Bag- Place a 6-8 miniature animals in a bag. Students take turns pulling animals out of the bag and tell their partner what the beginning sound is for each animal. ie. alligator /a/
4. Name Change- Refer back to Genesis 2:18-23 explaining how Adam named all the animals. Explain to the students we are going to play a fun game of renaming the animals by changing the first sound only. Have a stack of alphabet cards omitting the vowels and animal picture cards. Choose an animal card fist. Discuss with the class the beginning sound. If it is a picture of a dog, discuss that the beginning sound is /d/. Next have a student pick a consonant card. Let’s say it is a Tt. Practice as a class the /t/ sound and then put it front of /og/, making the new name for the animal /t//o//g/. The students will love creating new animal names.

Activities-FS.K.3

1. Bible Phonics-<https://www.pinterest.com/allisoncarlhall/bible-phonics/?lp=true>
2. Phonics by The Book: Beginning Reader Bible Curriculum-<http://thisreadingmama.com/free-reading-curriculum/phonics-by-the-book-beginning-reader-curriculum/>
3. <https://www.amazon.com/Bible-Phonics-B-C-Alphabet-Workbook/dp/0989462706>

Activities-FS.K.4

1. After reading with emergent readers, be sure to check for comprehension by asking for the following?

Who were the characters? How are the characters showing goodness?

What was the setting (when and where the story takes place)? Where is the beauty in the setting?

What was the problem and how was it solved? Did the problem get solved in a Christ-like way?

What was the plot?

What was the main idea? What is God's message?

Why did the author write this story?

Activities L.K.1

1.a- Provide students opportunities to develop fine motor skills. For example, play-doh, sand, wiki sticks, legos, etc. Use Catholic Handwriting books to help develop letter writing skills

1.b- Print out a parable and have students highlight reoccurring simple nouns and verbs.

1.c- Choose singular words in bible stories, prayers, journals and make plural. Next take plural words in bible stories, prayers and journals and make singular.

1.d- Make a poster together of the 5 W's and practice asking questions using those words.

1.e- Play a positional game having students place items (on, in, out, off, by) their desk.

1.f-Start with a simple sentence such as "The cat ran". Go around the room asking students to add descriptive words about the cat, then add descriptive words about how the cat ran creating a SUPER sentence.

Activities L.K.2

Use a daily bible scripture for the morning message having students correct it for capitalization, punctuation and simple spelling.

Activities L.K.3

Activities L.K.4

1. http://www.fcrr.org/studentactivities/v_012a.pdf

2. <https://betterlesson.com/lesson/531515/multiple-meaning-words>

Activities L.K.5

1. Provide picture of various people, things, places in the church/school environment and have students sort by category (religious, lay people, objects/symbols seen at Mass, school objects, etc.)

Activities L.K.6

Activities- W.K. 1

My favorite book is...

My favorite Bible story is...

My favorite saint is...

Activities- W.K. 2

Write/dictate a few facts about Jesus, Mary, St. Nicholas, the lives of the saints, etc. and illustrate.

Dictate three personal religious events from your own life (timeline) and illustrate each.

<http://www.catholicicing.com/?s=writing+about+jesus...>Teachings of Jesus Notebooking pages

<http://www.catholicicing.com/how-to-celebrate-st-nicholas-day-ideas-printables-and-more/>
...Write a letter to the Christ Child thanking him for some of the events that occurred in his life that have helped us in our own life journey. Set shoes out put the letter in for St. Nicholas to take.

Activities- W.K. 3

Divide an event (for example, Birth of Jesus) into four parts, put on cards, have the students sequence the event, discuss as a class, illustrate/or dictate a reaction to the event.

Read the Creation Story, have students draw God's beautiful creations and have them write about their favorite.

Talk about the importance of birthdays (what we do for birthdays, why we celebrate) and compare/contrast our birthdays with the birth of Christ. Discuss why God sent us his son and why Jesus' birthday is extra special. Have the students draw/write their reactions to his birth. Have the students dictate their reactions in a thank you note to God for sending his only son to save us from our sins.

Activities W.K. 5

Super Sentences- Start with basic sentences with a subject and a verb. For example on white boards, have students write Mary is loving. As a class discuss what words you could add to the story to make the sentence "super sized" and with more details. After you make the sentence "Super", read a parable and have everyone start with a "little" sentence. Brainstorm a list of adjectives together as a class and have students create super sentences on independently. Check for understanding.

Activities W.K. 6

In small group, have children create a story about Jesus as a group using the listed Apps below. After working together in a group, allow students to create their very own story. When everyone is done, allow each student to present their stories using the Smartboard.

Apps for Ipads or Iphones

Puppet Pals

Sock Puppets

Story Creator

Activities W.K. 7

-Jesus crafts to accompany writing...

<https://www.pinterest.com/explore/jesus-crafts/?lp=true>

-Mary crafts to accompany writing...

<http://www.dosmallthingswithlove.com/2015/05/31-crafts-for-mary.html>

-Saints crafts to accompany writing...

<http://www.catholicicing.com/saint-post-directory/>

Activities W.K. 8

-Have the parents and students fill out a questionnaire about his/her baptism (name and meaning of name if one, date, Godparents, church, etc.) and share with the class. Bring a photo to share too.

-Do the same as above for a special Mass, wedding, funeral, the students have attended.

-Research and write about a favorite Bible story or favorite saint, make a saint craft, and share.

Activities SL.K. 1

Using "Let's Chat about the Bible" discussion starter or journal, discuss with the class the importance of communication and the roles of everyone during a discussion (listener, speaker, thinker) and how roles change in different situations for example (PE, Art, Mass, Catechesis, etc.)

Activities SL.K. 2

Before Mass, explain to the students you want them to be detectives and find the answer to a secret question. Tell students to be active listeners during Mass and find the answer to a specific question about the daily reading. If they can whisper the correct answer upon return from Mass they can move their clip, get a star or whatever reward system you have in your classroom.

Activities SL.K. 3

Create a chart with question words (5 W's)

Model ways to ask questions when help is needed

Encourage students to ask questions when in need of help

Activities SL.K. 4

[-https://betterlesson.com/lesson/521559/describing-a-memory](https://betterlesson.com/lesson/521559/describing-a-memory)

-have a journal specifically designed for this standard where students can describe or draw people, things, places, in the Catholic school environment

-have picture/vocabulary cards around the room with the priests' photos and names on them, as well as religious things in the church, places in the church and school

-provide pictures or actual objects and have the priest/deacon visit the classroom periodically and discuss these things/places around the church/school

[-https://www.teacherspayteachers.com/Browse/Core-Standard/SL.K.4](https://www.teacherspayteachers.com/Browse/Core-Standard/SL.K.4)

Activities SL.K. 5

[-http://www.hellokids.com/r_14/drawing-for-kids/drawing-lessons-for-kids](http://www.hellokids.com/r_14/drawing-for-kids/drawing-lessons-for-kids)

Activities SL.K. 6

Provide the students plenty of opportunities to share and speak in front of the class, as well as with each other in small groups.

Find short plays for small groups to present to the class.

Read, write, share poetry in small groups or individually.

https://betterlesson.com/common_core/browse/884/ccss-ela-literacy-sl-k-6-speak-audibly-and-express-thoughts-feelings-and-ideas-clearly

<https://www.opened.com/search?standard=K.SL.6>

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIRST GRADE
SCRIPTURE	
<i>Love does not delight in evil but rejoices with the truth.</i> 1 Corinthians 13:6	
STANDARD	
R.1.1 Ask and answer questions about key details in a text in which discovering the truth is found.	
EXAMPLES OF TEXT	
Scripture , Saints , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIRST GRADE
SCRIPTURE	
<i>But Jesus said, Let the little children come to me. Don't stop them, because the kingdom of heaven belongs to people that are like these children.</i> Matthew 19:14	
STANDARD	
R.1.2 Retell stories, identify the main topic, include key details, and demonstrate understanding of the central message or lesson from the Catholic perspective.	
EXAMPLES OF TEXT	
Scripture , Saints , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIRST GRADE
SCRIPTURE	
<i>Upon this rock, I will build my church.</i> Matthew 16:18	
STANDARD	
R.1.3 Describe characters, settings, and major events in a story, using key details. Describe the connection between two (biblical) individuals, (biblical) events, ideas, or pieces of information.	
EXAMPLES OF TEXT	
Scripture , Saints ,	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FIRST GRADE
SCRIPTURE	
<i>He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end. Ecclesiastes 3:11</i>	
STANDARD	
R.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses through truth beauty and goodness.	
Examples of Text	
Prayers , Saints , Scripture	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FIRST GRADE
SCRIPTURE	
<p>LORD...</p> <p><i>Make me an instrument of your peace; where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is darkness, light and where there is sadness, joy.</i></p> <p>Prayer of Saint Francis of Assisi</p>	
STANDARD	
R.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. Know and use various text features (EXAMPLES: headings, tables of contents, icons, glossaries, electronic menus,) to locate key facts or information in a text.	
EXAMPLES OF TEXT	
Scripture , Saints , Songs	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FIRST GRADE

SCRIPTURE	
<i>Jesus told them a story to teach them that they should keep on talking with God and not give up.</i> Luke 18	
STANDARD	
R.1.6 Identify who is telling the story at various points in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text that shows truth beauty and goodness.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FIRST GRADE
SCRIPTURE	
<i>Your word is a lamp to my feet and a light for my path.</i> Psalm 119:105	
STANDARD	
R.1.7 Use illustrations and details in a story or text to describe its key ideas, characters, setting, events, morals or virtues.	
EXAMPLES OF TEXT	
Scripture Stories, Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FIRST GRADE
SCRIPTURE	
<i>If we tell God our sins, He will forgive us and make us clean again.</i> 1 John 1:9	
STANDARD	
R.1.8 Identify the reasons an author gives to support points in a text that reflect our Catholic faith.	
EXAMPLES OF TEXT	
Moses Story	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FIRST GRADE

SCRIPTURE
<i>So they went into the ark to Noah, by twos of all flesh in which was the breath of life. Those that entered, male and female of all flesh, entered as God had commanded him; and the Lord closed it behind Him. Genesis 7:15-16</i>
STANDARD
R.1.9 –Compare and contrast the adventures and experiences of characters in stories. Identify basic similarities in and differences between two texts on the same topic (EXAMPLES: in illustrations, descriptions, or procedures).
EXAMPLES OF TEXT
Scripture , Literature
Essential Questions
Activities

Reading Standards for All Text Types
ELA-Range of Reading and Level of Text Complexity FIRST GRADE
SCRIPTURE
<i>Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you. Matthew 7:7</i>
STANDARD
R.1.10 With prompting and support, read prose, poetry and informational texts of appropriate complexity for grade one that seek to promote our Catholic traditions.
EXAMPLES OF TEXT
Scripture , Literature , Books about the life of Jesus or the lives of Saints
Essential Questions
Activities

Reading Standards: Foundational Skills
Print Concepts FIRST GRADE
SCRIPTURE
<i>For God has not given us a spirit of fear, but of power and of love and of a sound mind. 2 Timothy 1:7</i>
STANDARD
FS 1.1 Demonstrate understanding of the organization and basic features of print including the Bible. 1.1a Recognize the distinguishing features of a sentence (EXAMPLES: first word, capitalization, ending punctuation).
EXAMPLES OF TEXT
Children’s Bible, Saint Books, Church Missal, Prayer Books
Essential Questions
Activity

Reading Standards: Foundational Skills	
Phonological Awareness	FIRST GRADE
SCRIPTURE	
<i>Call to Me and I will answer you, and show you great and mighty things which you do not know.</i> Jeremiah 33.3	
STANDARD	
<p>FS 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken consonant blends.</p> <p>1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
EXAMPLES OF TEXT	
Readings at Mass, Universal Prayers of the Church, Children’s Bible Stories	
Essential Questions	
Activity	

Reading Standards: Foundational Skills	
Phonics and Word Recognition	FIRST GRADE
SCRIPTURE	
<i>Those who seek the Lord, shall not lack any good thing.</i> Psalm 34:10	
STANDARD	
<p>FS. 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.3a Know the spelling-sound correspondence for common consonant digraphs.</p> <p>1.3b Decode regularly spelled one-syllable words.</p> <p>1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>1.3d Use knowledge that every syllable must have a vowel sounds to determine the number of syllables in a printed word.</p> <p>1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1.3f Read words with inflectional endings.</p> <p>1.3g Recognize and read grade-appropriate irregularly spelled words.</p>	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Reading Standards: Foundational Skills	
Fluency	FIRST GRADE
SCRIPTURE	
<i>Fear not, for I am with you. I am your God. I will strengthen you. I will help you. I will uphold you with my righteous right hand.</i> Isaiah 41:10	
STANDARD	
<p>FS. 1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>1.4a Read on-level text with purpose and understanding.</p> <p>1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.4c Use context to confirm or self-correct word recognition and understanding, rereading successive readings.</p>	
EXAMPLES OF TEXT	
Literature, Children’s Bibles, Scripture , Mass Readings	
Essential Questions	
Activity	

Language Standards	
Conventions of Standard English	FIRST GRADE
SCRIPTURE	
<i>If you believe, you will receive whatever you ask for in prayer.</i> Matthew 21:22	
STANDARD	
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1a Print all upper- and lowercase letters.</p> <p>L.1.1b Use common, proper, and possessive nouns.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (EXAMPLES: He hops. We hop).</p> <p>L.1.1d Use personal, possessive, and indefinite pronouns (EXAMPLES: I, me, my; they, them, their; anyone, everything).</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (EXAMPLES: Yesterday I walked home. Today I walk home. Tomorrow I will walk home).</p> <p>L.1.1f Use frequently occurring adjectives.</p> <p>L.1.1g Use frequently occurring conjunctions (EXAMPLES: and, but, or, so, because).</p> <p>L.1.1h Use determiners (EXAMPLES: articles, demonstratives).</p> <p>L.1.1i Use frequently occurring prepositions (EXAMPLES: during, beyond, toward).</p> <p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</p>	
EXAMPLES OF TEXT	
Scripture, Saint Books, Mass Readings, Prayers	
Essential Questions	

[Activities](#)

Language Standards	
Conventions of Standard English	FIRST GRADE
SCRIPTURE	
<i>Thus says the Lord, the God of Israel, Write all the words which I have spoken to you in a book.</i> Jeremiah 30:2	
STANDARD	
L. 1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none">L.1.2a Capitalize dates and names of people.L.1.2b Use end punctuation for sentences.L.1.2c Use commas in dates and to separate single words in a series.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
EXAMPLES OF TEXT	
Skills can be applied within the practice and teaching of Bible stories, lives of saints, Mass readings and universal prayers of the church.	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FIRST GRADE
SCRIPTURE	
<i>Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person.</i> Colossians 4:6	
STANDARD	
L. 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies <ul style="list-style-type: none">L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.L.1.4c Identify frequently occurring root words (EXAMPLE: look) and their inflectional forms (EXAMPLE: looks, looked, looking)	
EXAMPLES OF TEXT	
Scripture , Prayers , Mass Readings	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FIRST GRADE
SCRIPTURE	
<i>Be on your guard: stand firm in the faith; be courageous; be strong. Do everything in love.</i> Corinthians 16:13-14	
STANDARD	
<p>L. 1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings</p> <p>L.1.5a Sort words into categories (EXAMPLES: colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5b Define words by category and by one or more key attributes (EXAMPLES: a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L.1.5.c Identify real-life connections between words and their use (EXAMPLES: note places at home that are cozy).</p> <p>L.1.5d Distinguish shades of meaning among verbs differing in manner (EXAMPLES: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (EXAMPLES: large, gigantic) by defining or choosing them or by acting out the meanings.</p>	
EXAMPLES OF TEXT	
Scripture , Saint Books, Mass Readings, Prayers	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FIRST GRADE
SCRIPTURE	
<i>For where two or three have gathered together in My name, I am there in their midst.</i> Matthew 18:20	
STANDARD	
<p>L. 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts and participation in Mass, including using frequently occurring conjunctions to signal simple relationships (EXAMPLE: because).</p>	
EXAMPLES OF TEXT	
Scripture , Saint books, Mass readings	
Essential Questions	
Activities	

Writing Standards

Text Types and Purposes	FIRST GRADE
SCRIPTURE	
<i>But the Lord is faithful. He will give you strength and protect from the Evil One (the devil).</i> 2 Thessalonians 3:3	
STANDARD	
W.1.1 Write opinion pieces in which students introduce the topic or name the book about which they are writing, state an opinion, supply a reason for the opinion and provide some sense of closure and to reflect Catholic morals.	
EXAMPLES OF TEXT	
Scripture , Bible Stories	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	FIRST GRADE
SCRIPTURE	
<i>We love because He first loved us.</i> 1 John 4:19	
STANDARD	
W. 1.2 Write informative/explanatory texts in which students name a topic, supply some facts about the topic, and provide some sense of closure from the Catholic perspective.	
EXAMPLES OF TEXT	
Bible Stories , Saints	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	FIRST GRADE
SCRIPTURE	
<i>He is not here! For He has been resurrected, just as He said. Come and see the place where He lay.</i> Matthew 28:6	
STANDARD	
W. 1.3 Write narratives in which students recount two or more appropriately sequenced events, include some details regarding what happened, use temporal (chronological) words to signal event order and provide some sense of closure.	
EXAMPLES OF TEXT	
Bible Stories	
Essential Questions	
Activities	

Writing Standards	
Production and Distribution of Writing	FIRST GRADE
SCRIPTURE	
<i>When His parents saw Him, they were astonished. His mother said to Him, Son, why have you treated us like this? Your father and I have been anxiously searching for you. Why were you searching for me? He asked. Didn't you know I had to be in my Father's house? Luke 2:48-49</i>	
STANDARD	
W. 1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
EXAMPLES OF TEXT	
Scripture , Bible Stories	
Essential Questions	
Activities	

Writing Standards	
Production and Distribution of Writing	FIRST GRADE
SCRIPTURE	
<i>We love because He first loved us. 1 John 4:19</i>	
STANDARD	
W. 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
EXAMPLES OF TEXT	
Bible Stories , Saints , Books	
Essential Questions	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FIRST GRADE
SCRIPTURE	
<i>My dear brothers and sisters, always be more willing to listen than to speak. Don't become angry easily. A person's anger does not help him live right like God wants. James 1:19-20</i>	
STANDARD	
W. 1.7 Participate in shared research and writing projects (EXAMPLES: explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)	
EXAMPLES OF TEXT	
Saint Books , Bible Stories	
Essential Questions	

[Activities](#)

Writing Standards	
Research to Build and Present Knowledge	FIRST GRADE
SCRIPTURE	
<i>I am the good shepherd, and I know My own and My own know Me, even as the Father knows Me and I know the Father; and I lay down My life for the sheep. John 10</i>	
STANDARD	
W. .1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question from the Catholic perspective.	
EXAMPLES OF TEXT	
Bible stories , Saints	
Essential Questions	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FIRST GRADE
SCRIPTURE	
<i>Let everything that has breath praise the Lord. Psalm 150:6</i>	
STANDARD	
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups	
SL.1.1a Listen to others with care, speaking one at a time about the topics and texts under discussion.	
SL.1.1b Build on others' conversations by responding to the comments of others through multiple exchanges.	
SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.	
Scripture , Bible Stories	
Essential Questions	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FIRST GRADE
SCRIPTURE	
<i>Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you. Matthew 7:7</i>	
STANDARD	

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally through other media.	
EXAMPLES OF TEXT	
Bible stories , Mass readings	
Essential Questions	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FIRST GRADE
SCRIPTURE	
<i>Trust in the Lord forever, for the Lord God is an everlasting rock. Isaiah 26:4</i>	
STANDARD	
SL. 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood or identify the Catholic perspective.	
EXAMPLES OF TEXT	
Scripture , Bible Stories	
Essential Questions	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIRST GRADE
SCRIPTURE	
<i>Remember those who led you, who spoke the word of God to you; and considering the result of their conduct, imitate their faith. Hebrews 13:7</i>	
STANDARD	
SL. 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly based on the truth, beauty and goodness.	
EXAMPLES OF TEXT	
Bible Stories , Mass Readings, Saints	
Essential Questions	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIRST GRADE
SCRIPTURE	
<i>Your word is a lamp to my feet and a light to my path. Psalm 119:105</i>	
STANDARD	

SL. 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings from the Catholic perspective.
EXAMPLES OF TEXT
Scripture , Bible Stories
Essential Questions
Activities

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIRST GRADE
SCRIPTURE	
<i>I can do all things through Him who strengthens me.</i> Philippians 4:13	
STANDARD	
SL. 1.6 Produce complete sentences when appropriate to task and situation.	
EXAMPLES OF TEXT	
10 Commandments , Saints	
Essential Questions	
Activities	

First Grade Scriptures

Visitation; Luke 1:39-56

Visitation of the Shepherds; Luke 2:15-20

Presentation; Luke 2:22-38

Flight into Egypt; Matthew 2:13-18

Egypt to Nazareth; Matthew 2:19-23

Jesus in the Temple; Luke 2:41-52

Jesus Baptism; Matthew 3:13-17

Adam and Eve; Genesis 1:24-31

Abraham and Isaac; Genesis 17:17-19

Joseph and his brothers; Genesis 5:1-10

Noah; Genesis 7:6-23

Moses; Exodus 2:1-10

David;

Scripture R.1.3

Easter story

Scripture R.1.5

Life of St. Francis of Assisi

Birth of Jesus

Old Testament

New Testament

Scripture R.1.5

Abraham and Isaac Genesis - 17:17-19

Joseph and his brothers Genesis - 5:1-10

Noah Genesis - 7:6-23

Moses - Exodus 2:1-10

Virtues

Prudence

First Grade Saints

St. Peter

St. Anne

St. Joachim

St. Joseph

St. Nicholas

Additional Saints

R.1.2--John the Baptist

R.1.3 Peter, the first pope/present pope
Holy Family/our family

R.1.4 Holy Family
Jesus
Peter

R.1.5 St. Francis of Assisi
Jesus

L.1.5 Mary
Joseph
Francis of Assisi
John the Baptist

First Grade Prayers

Hail Mary

Glory Be

Intro Our Father

Prayers before Meals

Intro after meals--school choice

Prayers of Thanksgiving

Develop personal relationship with Jesus

Petitions Meditation (time with Jesus)

Participates in the Stations of the Cross

Songs

Christmas hymns

Commandments

God calls us to live as a holy family. (4th commandment)

Literature R.1.1

It's Not Fair by Carl Sommer

The Doorbell Rang by Pat Hutchins

Jamaica Tag-Along by Juanita Havill

Literature R.1.2

Families by Ann Morris

Today I was Baptized by Dianne Ahern

Love You Forever by Robert Munsch

Tell Me About the Night I Was Born by Jamie Lee Curtis

The Strangers at the Manger by Lisa M. Hendey

Literature R.1.3

Lost in Peter's Tomb by Dianne Ahern

The Man Who Never Died: The Life and Adventures of Saint Peter, the First Pope by Gerald T. Brennan

Literature R.1.6

Book of Saints by Loyola Press

Book of Heroes by Loyola Press

Religion textbook

Literature R.1.7

Mary by Brian Wildsmith

Joseph by Brian Wildsmith

The One O'Clock Miracle by Alison Mitchell

God Gave Us Heaven by Lisa T. Bergren

The Legend of the Candy Cane by Lori Walburg

Literature R.1.9

Noah's Ark by Linda Faulkin and the Metropolitan Museum of Art

The Story of Noah an Alice in Bibleland storybook

Safe at Last!: The Story of Moses and the Red Sea by Patricia L. Nederveld
I Can Read - Moses Leads the People -

Literature R.1.10

Saint Francis by Brian Wildsmith

Saint Francis of Assisi: A Life of Joy by Robert F. Kennedy, Jr.

Brother Sun, Sister Moon: The Life and Stories of St. Francis by Margaret Mayo

The Song of Saint Francis by Tomie dePaola

Saint Francis and the Wolf by Richard Egielski

Francis, the Poor Man of Assisi by Tomie dePaola

Brother Juniper by Diane Gibfried

Brother Wolf of Gubbio: A Legend of Saint Francis by Colony Elliott Santangelo

The Good Man of Assisi by Mary Joslin and Alison Wisenfeld

Song of the Sun: Canticle of the Sun by St. Francis, illustrated by Elizabeth Orton Jones

Literature FS.1.1

Literature FS.1.2

The Beginner's Bible Daniel and the Lions (I Can Read! / The Beginner's Bible)

Moses, God's Brave Servant: Biblical Values (I Can Read! / Dennis Jones Series)

Noah and God's Great Promise: Biblical Values (I Can Read! / Dennis Jones Series)

Zacchaeus Meets Jesus (I Can Read! / Bible Stories)

The Prodigal Son (I Can Read! / Bible Stories)

Literature FS.1.3

Literature FS.1.4

Literature L.1.1

Literature L.1.2

Daily readings specified for that date

Literature L.1.3

Literature L.1.4

Daily readings specified for that date

Literature L.1.5

Literature L.1.6

Book of Saints-Loyola Press

Book of Heroes-Loyola Press

Mass readings---Daily readings specified for that date

Literature W.1.1

Abraham, Sarah, and Isaac by Joanne Bader

I Can Read! Adam and Eve, God's First People, by Dennis G. Jones

I Can Read! Joseph and His Brothers by Zondervan

The Usborne Book of Bible Stories

Literature W.1.2

Literature W.1.3

Little Bible Heroes Easter by Victoria Kovacs

God Gave Us Easter by Lisa Tawn Bergren

What is Easter by Michelle Medlock Adams

Literature W.1.4

Literature W.1.5

Baby Jesus Visits the Temple, by Arch Books

The Usborne Book of Bible Stories retold by Heather Amery

Jesus at the Temple and Other Bible Stories By: [Rebecca Glaser](#)

Clopper and the Lost Boy: The Story of Jesus and His First Visit to the Temple by Emily King

Literature W.1.6

Literature W.1.7

Just Like Mary by Rosemarie Gortler, Donna Piscitelli

Mary the Mother of Jesus by Tommie DePaula

Literature W.1.8

Daisy Gets Lost by Chris Raschka

Literature SL.1.1

Books about Saints

Children's Bible with pictures

Literature SL.1.2

Daily mass readings for the specific date

Literature SL.1.3

Books about Saints

Children's Bible with pictures

Literature SL.1.4

Daily mass readings for that specific date

Literature SL.1.5

Books about Saints

Children's Bible with pictures

Literature SL.1.6

Activities R.1.1

Activity 1

Fair Treatment (Suggested for all grades)

Materials: Sack of candy

Bring a sack of candy containing 5 less than the total number of students in the class. Pass the sack around and tell everyone they can take one. When the students discover the unfair situation and that there is not enough candy for everyone, discuss the following questions:

1. How did those students that did not get the candy feel? How about those that did?
2. What would be the fair solution to the problem?
3. Can you think of another situation when people might feel left out or rejected?

Activity 2

Sing About Justice and Fairness (Suggested for grades K-2)

Materials: None

(Sing to the tune of "You Are My Sunshine")

Justice and Fairness, Justice and Fairness, Treat others kindly, respect the rules.

Stand up for people who are mistreated, Make a difference in the world.

Activity 3

Journal: Think of a few decisions you have made, and write about how those decisions affected other people.

Activities R.1.2

Activity 1

LESSON OVERVIEW

All families are called to be holy, each in their own way spreading the light of Christ. In this lesson, the children learn the names of the members of the Holy Family. Then, they consider ways that the members of the Holy Family acted in love and how their own families may choose loving actions as well. This lesson aims to stir up love within the members of the family so that they might then go and spread that love to others.

OBJECTIVES

Students will

1. Name the members of the Holy Family
2. Show how all families are called to imitate the Holy Family

MATERIALS

Nativity figures of Jesus, Mary, and Joseph, or religious art image of the Holy Family; coloring page of the Holy Family; white board or black board and appropriate writing utensils for it

PROCEDURE (15-20 MINUTES)

1. Opening Prayer: Say a simple prayer to the Holy Family. Recommended prayer: *“Jesus Mary and Joseph, we love you. Please be with us and each of our families in a special way today. Amen.”*
2. Pre-Assessment: Ask the children what they already know about families. (Family is a man and a woman united in marriage and their children, members of a family have a mission to share God’s love)
3. Motivator: Show the Nativity figurines of Jesus, Mary, and Joseph or the image of the Holy Family and name each person with the children.
4. Content & Key Points:
 - a. Together, Jesus, Mary, and Joseph make up the Holy Family.
 - b. Mary was Jesus’s mother. Discuss ways that Mary was a good mother (loved and cared for Jesus, fed him, made his clothes, protected him, taught him).
 - c. Jesus’ Father is God, but Joseph loved and cared for him while he was on earth. That is why he is called Jesus’ “foster father.” Discuss ways that Joseph was good foster father (protected Jesus; provided food, clothing, shelter for Jesus and Mary; worked hard; spent time with Jesus; taught him how to be a carpenter).

Allow the children time to share stories about how their mothers and fathers care for them.

5. Methods & Strategies That Develop the Lesson: Give the children time to draw their own picture of the Holy Family or to color a coloring page of the Holy Family.
6. Conclusion & Reinforcement Closure: Invite the children to share their pictures of the Holy Family. Review again the names of the members of the Holy Family and their roles.

Closing Prayer: *“Jesus, Mary, and Joseph, dear Holy Family. Bless our families. We want to be like you. Make us holy. Amen.”*

Activity 2

Journal Activity - Students will pick a story about Jesus’ life. They will need to write 4-5 sentences retelling that event in their journal.

Activities R.1.3

Activity 1

Use a compare/contrast graphic organizer for looking at the different between Peter and Judas in the Easter story. Discuss with students things that made them similar (Judas betrayed Jesus, Peter denied Jesus 3 times) and things that made them different (Judas ended up killing himself, Peter became first Pope)

Activity 2

Create a "lap book" about St. Peter. It can include facts about St. Peter's life, pictures of St. Peter and St. Peter's Basilica, and a short writing about St. Peter.

Activity 3

Create St. Peter's key using bread dough

Activities R.1.4

Activity 1

"Adorable Adjective"

Introduction (*10 minutes*)

- On the board, write several phrases with adjectives. For example: "fuzzy caterpillar," "scruffy pirate," "happy puppy," or "sweet apple." Write at least eight sets.
- Tell the students that they will learn about adjectives. Explain that adjectives are words that describe, or tell about, other words.
- Draw their attention to the board, slowly and deliberately read each set of words.
- Go back to the first phrase. Point to the adjective and draw a line underneath it. Tell the students that this word is an adjective because it describes the noun beside it.
- Repeat this process with the next two phrases.
- From the fourth phrase onward, let the students identify each adjective.

Explicit Instruction/Teacher Modeling (*10 minutes*)

- Use a piece of tape or magnet to display one of the printed images on the board.
- Below the image, write a word that describes it. For example, you could write "colorful" underneath a picture of a parrot.
- Put up another image. Now, let the students give you words that describe that image. Allow them to use adjective phrases as well, e.g. "sharp beak."
- Write each accurate suggestion below the image.
- Take one of the adjectives or adjective phrases and use it in a sentence. For example, "The parrot has a very sharp beak." Underline the adjective and (if applicable) circle the noun it describes.
- Repeat this process for the other suggestions.

Guided Practice/Interactive Modeling (*15 minutes*)

- Organize the class into equal groups.
- Place the rest of the printed images face-down on a table and fan them out.
- Have each group select a captain.
- Walk to each group and let its captain choose a sheet.
- Once each group has a picture, have the captains turn the sheets over.

- Ask students to think about words that describe their pictures and discuss their words with their group members.
- Have them write their words within the margins of the sheet.
- After about 10 minutes, let the captains show their pictures and read the adjectives each group member wrote.
- Give each group a small notebook. Tell them to choose two of their words to use in sentences, and have them write the sentences in their notebooks.
- Visit groups as they work, giving assistance or comments where necessary.

Independent Working Time (*15 minutes*)

- Have students choose images from the remaining sheets to describe independently.
- Each student should write at least three adjectives or adjective phrases and use at least two of them in sentences.
- Remind students to underline the adjectives and circle the words they describe. Walk around the room to give assistance as needed.

Activity 2.

Sensory Poems

What It Is: A sensory poem, or five-senses poem, describes how a poet perceives what something looks like, tastes like, smells like, feels like, and sounds like. It does not need to rhyme.

What To Do: Discuss how we are wonderfully made by God and He has given us many gifts. Review the five senses with your students and introduce the concept of a sensory poem. Give each student a clipboard, sheet of paper, and pencil. Have students write the following poem starter on their papers:

I see _____.

I taste _____.

I smell _____.

I feel _____.

I hear _____.

Then take a walk around your school while encouraging students to look for one particular thing they can describe in their poems. Remember that the poem must address all five senses, including taste, so you might want to stay close to the lunchroom. Students can draw or take notes on their clipboard of what they sense during the walk. Return to the classroom and have students complete their poems by filling in the blank lines. Students should peer-edit one another's work and help make revisions. Then it's time to publish. Hand out blank paper for

students to rewrite their poems—this time without the sentence starters. Invite volunteers to read their poems aloud and have classmates guess what object the poet is describing.

Activities R.1.5

Activity 1

Read a story called *Saint Francis and the Wolf* by Richard Egielski, discuss the life of St. Francis, stress that he was an Italian saint, make wolf paw cookies, color a picture of St. Francis and then make Olive Oil Pizza Dough

Activity 2 –

Write a report about Saint Francis of Assisi using text features

Activities R.1.6

Activity 1

Suzanne Slade’s, *What If There Were No Bees?: A Book About the Grassland Ecosystem*, captures readers through its cause-and-effect plot. Students begin by learning about pollination, ecosystems, and food chains. Then, in a clever twist, Slade describes what would happen to these ecosystems if one animal, the honey bee, were simply removed. This text helps scholars learn about ecosystems and food chains, but there is also a message in this story: Bees are important and should stick around. Help students draw conclusions that each ecosystem is uniquely created by God and each creature is important.

Similarly, Martin Jenkins creates a beautiful picture book detailing the background and history of extinct and endangered animals. In *Can We Save the Tiger?* students are exposed to stunning illustrations of tigers, emus and other animals. They learn facts about these animals, yet, they also learn how to prevent the extinction of current endangered species. Like Slade, Jenkins has a purpose: tigers (and other animals!) are in danger, but are worth saving. Students can use these two books to compare and contrast points of view with students.

Activity 2

Students pick a favorite book they have read or are reading in class. Students then describe with words an illustration in the story. Then, their partner has to find the illustration based on their clues.

Activities R.1.7

Activity 1 -

Use the illustrations and details in the story to complete the character trait map describing the main character in the story.

Character Traits

Choose a character from a book you are reading. Describe his, her, its traits using the F.A.S.T. acronym and this organizer.

Feelings	Actions
Sayings	Thoughts


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Activity 2

Chose a story to read with the class that has a clear problem and solution. Use the illustrations and details in the story to complete the story map.

Story Elements Name _____

Book Title: _____

Setting		Characters
Problem		Solution
Beginning	Middle	end
favorite part		

Created by First Grade Buddies

Activities R.1.8

Activity 1 -

Materials:

Brown paper bags or brown wrapping paper

Markers, colors, pens or pencils

Scissors

A bible for each child, if possible

Before Class Prep:

1. Fold paper in half.
2. Freehand the shape of half of the tablet on the paper leaving one edge along the fold.
3. Cut out the tablet being sure not to cut on the fold line.
4. Open the paper like a book.

Although I used a roll of brown paper wrapping, I drew my tablet about the size of a normal grocery bag. This gave the kids ample space to write out all ten commandments and it makes an impressive presentation this large. I find it easier for time's sake to pre-cut the tablets before class day.

Instructions:

Help each child locate the Ten Commandments in a bible. Ask them to copy the commandments onto their tablet using their preferred writing utensil. Now the fun part...ask them to wad the paper into a ball. Next, smooth it out to their liking. The Ten Commandments.

Activities R.1.9

Activity 1:

Learning Goal

Compare and contrast the experiences of Noah's family with the experiences of the animals on the arc.

Duration

Approximately 50 minutes

Teacher Modeling

I will introduce students to compare and contrast. Compare means to find similarities or things that are the same. I will give a few examples of things that are the same in the classroom. For example, George and Carlos have the same color shirt; it is blue. Contrast means to find differences or what is different. I will give a few examples. For example, Gina and Leah have different color hair. Gina has black hair and Leah has blond hair. I will

introduce a Venn diagram and state its purpose as organizing similarities and differences. I will use a Venn diagram to compare and contrast a book and a notebook.

Think Check

Ask: "How did I compare and contrast two people?" Students should respond that you thought about how the two people were similar and how they were different.

Guided Practice

We will use a Venn diagram to compare and contrast two pictures from the story. We will talk about the pictures, identifying things that we see in the pictures that are the same and things that are different. For example, both pictures are outside. That is the same, so we will put it in the middle of my Venn diagram. One picture has four people and one picture has three people. That is a difference.

Independent Practice

You will work with a partner to complete a Venn diagram, comparing and contrasting Noah's families experience with the experiences of the animals on the arc.

Activity 2:

After reading the scripture story of Moses and the Pharaoh and Moses parting the Red Sea, compare Moses' experiences with God in each story. Use 2 paper plates to create a venn diagram to record student ideas.

Activities R.1.10

Activity 1

Make a Zoo: Among other things, St. Francis is the patron saint of zoos and animals. Using your favorite media – paint, play dough and accessories, pipe cleaners, or simply a box of recyclable odds and ends – have children create their own animals. Then, recite the Prayer of St. Francis for Animals and Pets:

Good St. Francis, you loved all of God's creatures. To you they were your brothers and sisters. Help us to follow your example of treating every living thing with kindness. St. Francis, Patron Saint of animals, watch over my pet and keep my companion safe and healthy. Amen.

Activity 2

Popsicle Stick Puppets: After sharing some stories about St. Francis and animals such as birds, wolves, fish, rabbits and monkeys, set out popsicle sticks, glue, scissors, paper, markers or crayons and any other bits and pieces of art supplies you might have handy, such as cloths craps, feathers, brown paper bags, googly eyes and yarn. Have children craft puppets to retell the stories.

Activity 3

St. Francis Symbols Hunt: Draw sketches of the symbols of St. Francis (birds and animals, bag of gold and rich raiment at his feet, winged crucifix with five rays, stigmata, crown of thorns, lighted lamp, fiery chariot, birds, deer, fish, skull, wolf and fire), use clip art to make them, or, better still, have children draw their own representations of them. Then, hide these around the house. Have children try to find them.

Activities FS.1.1

Activity 1 - Give the students a copy of the Lord's Prayer. Have them use a highlighter to highlight every word that has a capital letter. Ask them why they think these words begin with a capital. Have them circle all the words that refer to God. Ask them why they begin with a capital letter.

Activity 2 - Put students with partner and give each pair a copy of a Children's Bible. Have a scavenger hunt with them and ask them to find each of the following.

- question mark
- exclamation point
- period
- capital letter at the beginning of a sentence
- Jesus
- a name beginning with a capital letter
- the name of a place beginning with a capital letter

Activities FS.1.2

Activity 1

Choose an *I Can Read Book* from the list above. Using highlighting tape, have students identify words with one syllable and two syllable sounds. Pick out some 3 syllable words and write the list on the board. Together break the word apart and practice blending sounds to pronounce unknown words.

Suggested word list:

1 Syllable - God, man, love, Ark, hope, day, night

2 Syllable - Jesus, Mary, Joseph, heaven, Noah, Jonah, helper, prayer, power, comfort, holy, power

3 Syllable - Rosary, beauty, trustworthy, comforting, creative

Activities FS.1.3

Activities

1. Students can play a game called Name Bus/Sound Bus. It is a word sort game where students will put one syllable words or words with final -e or vowel combinations onto the busses that make that sound. So for example; the word, cat, goes on the Sound Bus because it makes a short sound but the word "lake" would go on the Name Bus because it says its name.
2. Students compare and contrast words that have one or two syllables using a Venn Diagram. What do we notice about each word that makes it the same or different? After students have understood that each syllable has to have a vowel, then students may begin an "I Spy" Game. Students will use a highlighter and find all the vowels in a multisyllable word. After they have done that, then in groups they determine how they will divide the word into syllables. Then they will come together as a class and with the help of the teacher they will correct answers.

Activities F S.1.4

Activity 1:

Discuss with the class what a fluent reader looks and sounds like. Model reading a story from a Children's Bible. Have students pick a short story or assign them a book that is at their individual reading level. Have them practice reading the story to a partner. Then have the partner video them reading the story aloud. Student can then watch and listen to their video so they can hear how fluently they are reading.

- Using the same book you can time and see how many words they can read in a minute.

Activities L.1.1

Activities:

- Outline their bodies and use adjectives to describe how God created them unique and special
- Labeling proper and common nouns found in the Church
- Highlighting nouns and verbs within scripture passage

- Creating a collage of nouns, verbs, adjectives found in newspapers and magazines
- Students will piece together mixed up Bible verses provided by teacher.
- Create a 3-5 sentence story using a picture prompt from a children's Bible regarding Mary

Activities L.1.2

1. Every morning have students complete a Daily Oral Language lesson, in which the teacher finds a sentence from a Bible story or prayer. Students have to correct the mistakes made by the teacher.
2. Students practice their readings for weekly Mass

Activities L.1.3

Activities L.1.4

1. Shades of Meaning-using paint samples students start with a basic adjective and then build upon that adjective. Creating a whole list of words that can describe the most basic adjective. The students will create a whole list of words to be used in their writing for the rest of the school year.
2. **Objectives**

At the end of the session, the students must be able to:

Differentiate between cause and effect.

Identify the cause and effect in a given situation.

3. **Motivation**

To motivate your first graders, you can show interesting video clips or pictures that depict different people and situations. Some examples are:

A crying child

A dirty river

A big crowd in the mall

Ask the students why they think the child is crying or why the river is dirty or why there is a big crowd gathered in the mall. Write down all their answers on the board, arranged in a concept web, with the subject of the video or picture in the center. Afterwards, create another concept web as a class, this time asking them what they think will happen next.

4. **Discussion**

Cause and effect lessons for first grade should be presented and explained in a simple manner, with many examples and exercises involved. After completing the motivation activity, explain to the students that the first concept web represents possible causes for the video clip or picture, while the second one shows the possible effects. Then make a separate chart with two columns for cause and effect. Under "cause", write "why it happened". Under "effect", write "what happened". Give examples that the students can relate to very well, such as things that possibly happen to them in school or at home. Here are some examples:

Cause: Alex did not study for the test- Effect: Alex got a low grade

Cause: Jill forgot to eat breakfast- Effect: She has a stomach ache in school

Cause: The students won the contest- Effect: They had a celebration party

You may do some follow-up activities to reinforce the learning:

Let the students read a story or you may discuss a story as a class. Then together, identify the different cause-and-effect situations in the story.

Give each student a picture or a sentence, and let them look for the classmate who has a related picture or sentence. After finding their partners, each pair must identify which one is the cause and which one is the effect.

Activities L.1.5

Activity 1:

Make a stack of cards for each of the following categories with one word per card.

Who - Noah, God, family, sons, animals, people

Action - storming, raining, crying, build, told, scared

What - flood, Ark, clouds, rainbow, days,

Function Word - at, a, an, his, the, her, on, off, until, over, in

Punctuation - (.), (?)

1. Place the "who," "action," and "what" word cards face up in separate stacks. Place the function word and punctuation cards face up in rows. Provide each student with paper.
2. Working in pairs, students select a card from each stack and place them in sentence order (i.e., "who," "action," and "what").
3. Read the words on the cards (e.g., "Noah builds Ark"). Identify and insert function words and punctuation cards needed to make a meaningful sentence (e.g., at, the, ".").
4. Read the sentence (i.e., "Noah built an Ark.") and record on paper. If the sentence is silly, put a 😊 next to it.

5. Continue until at least five sentences are recorded.

Activity 2:

Students find, record, and discuss words of interest in a scripture passage.

1. Place passage at the center. Provide the student with a Word Wise bookmark and student sheet.
2. Students read the text, find, and discuss words that are interesting, new, different, unusual, funny, difficult, or important.
3. Write the scripture title, words of interest, and page numbers on the Word Wise bookmarks.
4. Choose five words from the Word Wise bookmark and complete the Word Wise student sheet. Write sentences using the words on the back of the page. (See Below)

Word Wise Bookmark	
Name	
Title	
Word	Page

Word	Page	Meaning
1.		
2.		
3.		
4.		
5.		

Activities L.1.6

1. Students will participate in the weekly Mass. They will lead the Mass in which they will partake in readings, responsorial psalm, and prayers of the faithful. They will have correct responses during the parts of the Mass.
2. Students will listen to daily Bible stories and stories of the lives of Saints. They will be able to retell these stories to their own classmates, parents, and other members of the school community.

Activities W.1.1

Activity 1

Read the scripture story of Abraham and Isaac aloud to the class. Discuss what Abraham must have been feeling when God asked him to sacrifice his own son. Isaac was the son Abraham had prayed and waited for for so long. Ask students what they would have done if they were in Abraham's shoes. Do you think Abraham did the right thing? Have them write 3-4 sentences supporting their opinion.

Activity 2

Read the story of Joseph and his brothers aloud to the class. Discuss with the students how Joseph's older brothers are angry with him, so they sell him as a slave. But many years later, Joseph is the king's assistant. Now his brothers need his help. Will Joseph forgive them? Have students write 3-4 sentences supporting whether they think Joseph will forgive them.

Activities W.1.2

Activities

1. Teacher will have students pick a topic about St. Francis of Assisi. They will complete a graphic organizer answering certain questions that they can find about Saint Francis. For example: Where he lives? What was his job? How did he become a Saint? Students will then be guided by the teacher to write an introductory paragraph, a second paragraph with information about Saint Francis and a closing paragraph. The whole report will be guided and lots of examples provided by the classroom teacher.

Activities W.1.3

Activity 1:

After reading a children's story about Easter, have the students draw four events that happened in the correct order leading up to Jesus' resurrection. When they complete their pictures, have them write a sentence for each using chronological words to signal the order of events.

Activity 2:

Make resurrection rolls - <https://weloveteachgrow.com/2013/03/25/resurrection-roll-recipe-and-bible-story/>

What you'll need:

- 1 package of crescent rolls
- 8 large marshmallows (plus extras to snack on while you're waiting for the rolls to bake!)
- 3 Tablespoons melted butter
- 3 Tablespoons sugar plus 1 Tablespoon cinnamon
- Parchment paper
- Baking sheet
- Bible (or use the "script" below)

How It's Done:

Start by preheating your oven to 350 degrees. While the oven is preheating, get out your Bible and open up to John 19 or find the Easter story in a children's Bible (my favorite is the Jesus Storybook Bible). Below you'll find the "script" for how I told the story to David (he's only 2 years old, so I kept it simple for him).

Say: "Even though Jesus was perfect and had never sinned—he had never ever done anything wrong— some people did not like him. They wanted to hurt Jesus because he said he was God. They made Jesus carry a cross and they killed him. This made God very sad, but it was all part of His great rescue plan. When Jesus died, his friends took his body off the cross."

Do: Give your child a marshmallow

Say: "This marshmallow represents Jesus' body. Jesus died for you and for me, because we have sinned and we need to be rescued from our sin."

Say: "After Jesus died, his friends came and they put special oil and spices on Jesus' body to get him ready for burial."

Do: Roll the marshmallow in melted butter, then in cinnamon sugar

Say: "Next, Jesus' friends wrapped his body in special cloths—almost like a mummy! Jesus had died, and they were getting his body ready to bury."

Do: Roll the cinnamon-sugar marshmallow up in a crescent roll (it won't look like a crescent roll). Press all of the seams **firmly**. Repeat for each of the crescent rolls. Place the rolls on a parchment paper-lined baking sheet.

Say: "Next, they laid Jesus' body in a tomb. A tomb is like a big cave carved out of rock. Then big, strong soldiers rolled a heavy rock in front of the tomb so nobody could get in or out of the tomb. They even put a special seal over the entrance so they would know if anybody tried to move the rock that was in front of the entrance. Soldiers stood in front of the tomb to guard it day and night."

Do: Put the rolls in the oven and set your timer for 10-12 minutes. Let the rolls bake until they are golden-brown. You can even let them stand guard in front of your oven "tomb" with a toy sword.

Say: "Jesus was dead in the tomb for three days. Let's count to three: one, two, three. How many days was he in the tomb? That's right, three days."

Do: When the rolls are done baking, take them out of the oven and let them cool (I let mine cool for about 20 minutes, and that was perfect). The marshmallow will probably have exploded out of your rolls, but that's to be expected (that's why we put down the parchment paper!). While you are waiting for the rolls to cool, have the students write 4-5 sentences sequencing the steps that you used to make the resurrection rolls. Make sure they include sequence words in their sentences.

After the rolls have cooled...

Say: "Three days after Jesus had died, an angel of God appeared to one of Jesus' friends. He told her that Jesus was alive! Jesus' friends decided to look in the tomb where they had put Jesus' body, but when they did, it was empty! Jesus had risen! And still today, Jesus is alive. Today he lives in heaven with God."

Do: Cut open one of the rolls. The marshmallow has melted, so the "tomb" is now empty.

Do: Eat your yummy rolls!

Say: "These rolls are sweet, just like the love of God. God made you and he loves you very much. And some day, if you choose to love and follow God, you will be able to spend forever and ever in heaven with him and Jesus. The Bible tells us that Jesus is our Great Rescuer. The Bible tells us that the only way to Heaven is through loving and believing in Jesus. We celebrate Easter, because Jesus died and rose again so that we could have a way to Heaven."

Activities W.1.4

Activities W.1.5

Activity 1:

Read aloud a story about Jesus in the Temple and discuss the problem and solution in the story. Have students retell the story in their words. Each student will then read their story to a peer and the peer will ask questions they have and offer one suggestion of a detail that the writer could add to his/her paper.

Activities W.1.6

Activities

1. Taking the written information that was used in Writing Lesson 1.2. Create a word document that the students can use, with the help of their peers and guidance by their teacher.
2. Students may also create PowerPoint slides about the life of Saint Francis working with their peers and guidance by their teacher.

Activities W.1.7

Activity 1:

Explain to the students what it means to do research on a topic. Read a variety of stories about Mary's life to the students. Discuss with them some of the main events that happened in Mary's life. Have students write 4-5 sentences about something new that they learned about Mary. They can draw a picture for each to illustrate their sentence.

Activities W.1.8

Activity

1. Read the story *Daisy Gets Lost*. Activate prior knowledge in students asking them if they have ever been lost? Discuss the story. Then read the Bible story about Jesus being lost in the Temple. Fill out a compare and contrast graphic organizer to you being lost and Jesus being lost. Also compare Daisy being lost. Ignite a whole class discussion about the differences and similarities in Daisy, Jesus and themselves.

Activities SL.1.1

Activity 1:

As the book is read aloud, students will be able to write down facts and questions independently on post its. Students should try and write at least one fact they learned about bats and one question they thought of from the story. After the story, students will put their post its on chart paper, with one side being new facts and the other questions. The students and teacher will review the facts and try to answer or research the questions.

Activity 2:

Partner your students up and have them sit next to each other on the carpet. Begin reading a scripture passage from the Bible. Stop after you have read the first main event and ask students to predict what you think will happen next. Tell your students - *Person 1 - you are the speaker. Tell your partner what you think and speak in complete sentences. Person 2- you are the listener. Ask your partner why they think that and what their evidence is.*" After student partners have had a chance to talk, discuss as a class. You can really make students think after the first student responds. You can ask, *"What do you think about what she just said. What is your evidence?"*

Then you'll continue reading and stop after the next main event. Ask the students, *"What will happen next? Person 2 - you are the speaker now. Tell your partner what you think and speak in complete sentences. Person 1 - you are the listener. Ask your partner why they think that and what their evidence is."* After partners have talked, discuss as a class. Finish the story and have students share one question with each other that they have about the story that was read. Discuss questions they come up with as a class.

Activities SL.1.2

Activities

1. Show students how to ask good questions (how, what, when). Using a Bible story as a guide, look at the pictures or listen to the story and ask questions to yourself as you are

reading to the students. Students will then have time for guided practice. They will then look at a page and the picture only and need to come up with 3 questions on their own for themselves and their partner to answer together. Then come back together and discuss the questions that were asked during their guided practice time.

Activities SL.1.3

Activity 1: Interview with Priest

Invite your Parish Priest to come to your classroom to talk to you students about why he decided to become priest. Have students write 2 questions they have about becoming a Priest ahead of time and prepare them to ask these questions when the Priest finishes talking. Encourage them to ask questions after listening when they need clarification on something they don't understand.

Activity 2:

Guide students to compose a list of 5-7 questions they have about being a Catholic. Students will then interview a parent, grandparent, or other influential person in their life by asking them the questions they composed. Students will report back to the class 3 important points they learned from their interview in the form of a poster or mini-book.

Activities SL.1.4

Activities

Title: Writing an opinion piece

Subject: Writing

Grade Level: 1st grade (age 6-7)

Time Duration: 30 min.

Materials: Chart paper, markers, paper, pencils

Objective: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Anticipatory Set:

How many of you have heard of the word "opinion"? Can you tell us where or how you heard it? What do you think it means?

Chart student answers on chart paper as they answer.

Direct Instruction:

“Opinion” means to tell others what you think about something.

For example, “It is my opinion that Chocolate ice cream is the best flavor.” But not everyone will have the same opinion.

(Ask students.... “Student: What is your opinion about chocolate ice cream?” Tell them they can answer: “I think that chocolate ice cream is _____”.

Now, when I tell my opinion, I need to give reasons why I think the way I do.

“I think chocolate ice cream is the best flavor because it is sweet and tastes great on a hot day”.

I gave two reasons here. Can you tell what they are?

(Now, practice with another student who volunteers to come to the front of the class)

When we speak or write, we should use this format: (have this posted for students to look at).

In my opinion, I think that _____. One reason for this is _____.
Another reason is _____. This is why I think _____.

Guided Practice:

In pairs, students will tell their partner their opinion about the best TV show and tell two reasons why. Teacher will walk around and correct/help as needed.

After about 5-7 minutes, ask for students to share out what their partner said. Be sure students speak in complete sentences and use the format given.

Activities SL.1.5

Activity 1:

The scripture passage will be completed as a shared reading. Students will practice fluency and accuracy with the class. Independently the students will create illustrations for the scripture passage in a booklet form. The words will already be written, but the students will add

drawings. After finishing the booklet they will practice reading the scripture passage independently and with partners to practice accuracy and fluency.

Activity 2:

Three scripture passages will be chosen. The students will work with each other in small groups. Each group will read and study a different scripture passage from the Bible. Students will gather important information to share with the class. They will be able to choose to present their information in a poster format or a booklet.

Activities SL.1.6

Activities

Procedure Day One:

Write sentences and fragments on the board. For example:

1. The dog.
 2. A cat ran up a tree.
 3. Pizza.
 4. Jack skipped up the hill.
 5. The shiny blue car.
 6. yelled
- Say, "Today we are going to talk about what makes a sentence. We all know what words are. A sentence is a group of words that is complete in itself. Let's look at what I have written on the board and you will see what I mean."
 - "In each sentence there should be a noun or subject, which means a person, place, thing or idea. Also there should be a verb, which describes what the noun is doing or what the noun is. Discuss each example and lead the students to understand that the sentence at least has a subject and a verb.

Activity:

1. Give the students the magazines, scissors, glue stick, and 4"x4" construction paper. Allow only 15 minutes for them to find two nouns, cut them out and glue them to the construction paper. You may want to hold up a magazine and give them a few examples.
2. Gather the papers and place them face down on the floor or table. Instruct students to choose one square and return to their desks.
3. Instruct the students to look at their nouns and come up with one verb that tells what the noun is doing or what the noun is. Have each student stand and share. Then ask another student to put the words together in a short sentence.

For example:

1. The picture is a baby
2. The person holding the picture says a verb: crying
3. Another student says, "The baby is crying."

Procedure Day Two:

- Say, "You remember that yesterday we talked about sentences. Writing a sentence is like making a sandwich. The bread is the noun or subject. The meat is the verb. You need both. But sometimes we like to have more things on the sandwich: lettuce, mayonnaise, ketchup or cheese. For a sentence, extra words that describe the subject or the verb can be added."
- Hold up a few of the cards from yesterday. Ask for suggestions of words that could describe the nouns. For example, you could say the *shiny* car or the *furry* cat. Write a few examples on the board as you brainstorm. Next ask for verbs, words that describe what the noun is or is doing. For example, "The shiny car stopped." Now think of words to describe the verb. How did the car stop? Quickly? Slowly?
- Say, "Do you think the extra words make the sentences more interesting? Are they still complete sentences? How do you know? Notice that when I have written the complete sentence I put a capital (upper case) letter at the beginning and a punctuation mark at the end. That can be a period, a question mark or an exclamation mark."

Activity:

- Place the cards on the floor facedown again. Students should choose a card. The assignment is to write a sentence about the picture using a noun (subject), adjective (to describe the noun), verb, adverb (describes the verb). Remember to use a capital letter and punctuation at the end of the sentence. Bring papers individually to share with the teacher.

Extra Activities:

1. When writing a paragraph on the board, write each sentence with a different color marker. This way the students can visualize each complete sentence.
2. Write a complete sentence on a sentence strip. Then cut it into segments. Pass out the pieces and ask those few holding the pieces to put them in order to make a complete sentence. Present it to the class.
3. Create a Word Wall with words listed in categories: noun, verb, adjective and adverb. Change the words with the change of seasons, themes and holidays

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SECOND GRADE
SCRIPTURE	
<i>Teach me Your way, O Lord; I will walk in Your truth.</i> Psalm 86:11	
STANDARD	
R.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details and Catholic beliefs in a text, thereby discovering the truth.	
EXAMPLES OF TEXT	
Scripture , Saints , Literature ,	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SECOND GRADE
SCRIPTURE	
<i>And He spoke to them at length in parables...</i> Matthew 13:3	
STANDARD	
R.2.2a. Recount stories, including scripture and specific parables from the Bible. R.2.2b. Determine the central message, lesson, moral, or virtue of chosen examples. R.2.2c. Identify the main topic of a multi-paragraph text as well as the focus on specific paragraphs within the text.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SECOND GRADE
SCRIPTURE	
<i>And the one who searches hearts knows what is the intention of the Spirit, because it intercedes for the holy ones according to God's will.</i> Romans 8:27	
STANDARD	
R.2.3 a. Describe how characters in a story, especially saints showing the law of love and the Holy Spirit's guidance to respond to major events and challenges.	
R.2.3 b. Describe the connection between a series of historical events, scientific ideas or concepts, steps in technical procedures in a text and sequence of the Mass, and the events of	

Holy Week beginning with Palm Sunday.
EXAMPLES OF TEXT
Scripture , Saints
Essential Questions
Activities

Reading Standards for All Text Types	
ELA-Craft and Structure	SECOND GRADE
SCRIPTURE	
<i>Therefore, we aspire to please him, whether we are at home or away.</i> 2 Corinthians 5:9	
STANDARD	
R.2.4 a. Describe how words and phrases (EXAMPLES: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a prayer, the book of Psalms, story, poem or song.	
R.2.4 b. Determine the meaning of words and phrases in informational and religious text relevant to a grade 2 topic or subject area.	
EXAMPLES OF TEXT	
Scripture , Prayers , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	SECOND GRADE
SCRIPTURE	
<i>But all things must be done properly and in an orderly manner.</i> 1 Corinthians 14:40	
STANDARD	
R.2.5 a. Describe the overall structure of a biblical or literary story, including describing how the beginning introduces the story and the ending concludes the action.	
R.2.5 b. Know and use various text features (EXAMPLES: the biblical chapter and verse format (sacramental), captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
EXAMPLES OF TEXT	
Scripture , Saints	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	SECOND GRADE
SCRIPTURE	
<i>But this is why I have let you survive: to show you* my power and to make my name resound throughout the earth!</i> Exodus 9:16	
STANDARD	
R.2.6 a. Acknowledge differences in the points of view of saints and other characters, including by speaking in a different voice for each character when reading dialogue aloud.	
R.2.6 b. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (EXAMPLES: the gospels, saints' biographies, the Ten Commandments).	
EXAMPLES OF TEXT	
Scripture , Saints , The Ten Commandments	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>Then Peter approaching asked him, Lord, if my brother sins against me, how often must I forgive him? As many as seven times? Jesus answered, I say to you, not seven times but seventy-seven times.</i> Matthew 18: 21-22	
STANDARD	
R.2.7 a. Use information gained from the illustrations and words in a print or digital text including the stories of Christ's love and forgiveness to demonstrate understanding of its characters, setting, or plot	
R.2.7 b. Explain how specific images (EXAMPLES: illustrations, icons, statues, relics, a diagram showing how a machine works) contribute to and clarify a text.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>While they were eating, he took bread, said the blessing, broke it, and gave it to them, and said, Take it; this is my body. Then he took a cup, gave thanks, and gave it to them, and they all drank from it. He said to them, This is my blood of the covenant, which will be shed for</i>	

<i>many.</i> Mark 14: 22-24
STANDARD
R.2.8 Describe how reasons support specific points the author makes in a text. (EXAMPLES: describe the reasons we recognize Jesus' Real Presence in the Eucharist).
EXAMPLES OF TEXT
Scripture
Essential Questions
Activities

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>Each one should test their own actions. Then they can take pride in themselves alone, without comparing themselves to someone else, for each one should carry their own load. Nevertheless, the one who receives instruction in the word should share all good things with their instructor.</i> Galatians 6: 4-6	
STANDARD	
R.2.9 Compare and contrast two or more versions of the same story (EXAMPLES: Cinderella stories, different gospel accounts) by different authors or from different cultures or the most important points presented by two texts on the same topic. (EXAMPLES: compare and contrast the Liturgy of the Word and the Liturgy of the Eucharist, sins vs. mistakes).	
EXAMPLES OF TEXT	
Scripture , Saints , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	SECOND GRADE
SCRIPTURE	
<i>Through him all things were made; without him nothing was made that has been made.</i> John 1:3	
STANDARD	
R.2.10 By the end of the year, read and comprehend literature, including stories, poetry and informational texts, including history/social studies, science, and technical texts proficiently, with scaffolding as needed to reach the highest level of the students' God-given ability.	
EXAMPLES OF TEXT	
Scripture , Literature ; Books about Jesus or books about the lives of Saints	

Essential Questions	
Activities	

Reading Standards: Foundation Skills	
Phonics and Word Recognition	SECOND GRADE
SCRIPTURE	
<i>And if anyone takes words away from this prophetic book, God will take away his share in the tree of life and in the holy city described in this book. Revelation 22:19</i>	
STANDARD	
<p>FS.2.3 Know and apply grade-level phonics and word analysis skills in decoding words in text, including the Bible, prayers, and other religious stories.</p> <p>2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.3b Know spelling-sound correspondence for additional common vowel teams.</p> <p>2.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2.3d Decode words with common prefixes and suffixes.</p> <p>2.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.3f Recognize and read grade-appropriate irregularly spelled words.</p>	
EXAMPLES OF TEXT	
Scripture , Prayers , Scripture	
Essential Questions	
Activities	

Reading Standards: Foundational Skills	
Fluency	SECOND GRADE
SCRIPTURE	
<i>The fearful heart will know and understand, and the stammering tongue will be fluent and clear. Isaiah 32:4</i>	
STANDARD	
<p>FS.2.4 Read with sufficient accuracy and fluency in prayers, Mass responses and Mass readings to support comprehension. All of the fluency skills can be applied within the teaching of any Bible story or other religious text, life of Jesus, lives of the saints, sacramental preparation, and prayers.</p> <p>2.4a Read on-level text with purpose and understanding.</p> <p>2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2.4c Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	
EXAMPLES OF TEXT	

Prayers , Scripture , stories of the life of Jesus
Essential Questions
Activities

LANGUAGE STANDARDS	
Conventions of Standard English	SECOND GRADE
SCRIPTURE	
<i>Pleasing words are a honeycomb, sweet to the taste and invigorating to the bones.</i> Proverbs 16:24	
STANDARD	
<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. All of the skills can be applied within the practice and teaching of any Bible story, religious text, lives of the saints, sacramental preparation, parts and readings of the Mass and prayers.</p> <p>L.2.1a Use collective nouns (EXAMPLES: group, Church).</p> <p>L.2.1b Form and use frequently occurring irregular plural nouns (EXAMPLES: feet, children, teeth, mice, fish).</p> <p>L.2.1c Use reflexive pronouns (EXAMPLES: myself, ourselves).</p> <p>L.2.1d Form and use the past tense of frequently occurring irregular verbs (EXAMPLES: sat, hid, told).</p> <p>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1f Produce, expand, and rearrange complete simple and compound sentences (EXAMPLES: The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy).</p>	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

LANGUAGE STANDARDS	
Conventions of Standard English	SECOND GRADE
SCRIPTURE	
<i>The Lord said to Moses: Come up to me on the mountain and, while you are there, I will give you stone tablets on which I have written the commandments intended for their instruction.</i> Exodus 24:12	
STANDARD	
<p>L. 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. All of the skills can be applied within the practice and</p>	

teaching of any Bible story, religious text, lives of the saints, sacramental preparation, parts and readings of the Mass and prayers.

L.2.2a Capitalize holidays, product names, and geographic names, pronouns and nouns referring to God.

L.2.2b Use commas in greetings and closings of letters.

L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2d Generalize learned spelling patterns when writing words (EXAMPLES: cage → badge; boy → boil).

L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

EXAMPLES OF TEXT

Essential Questions

[Activities](#)

LANGUAGE STANDARDS

Knowledge of Language

SECOND GRADE

SCRIPTURE

For to the one who pleases God, he gives wisdom and knowledge and joy; Ecclesiastes 2:26

STANDARD

L. 2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. All of skills can be applied within the practice teaching of any Bible story, religious text, lives of the saints, sacramental preparation, parts and readings of the Mass and prayers.

L.2.3a Compare formal and informal uses of English.

EXAMPLES OF TEXT

Essential Questions

[Activities](#)

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

SECOND GRADE

SCRIPTURE

The whole world had the same language and the same words. Genesis 11:1

STANDARD

L. 2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. All of the skills can be applied within the practice and teaching of any Bible story, religious text, lives of the saints, sacramental preparation, parts and readings of the Mass and prayers.

<p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (EXAMPLES: happy/unhappy, tell/retell).</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (EXAMPLES: addition, additional).</p> <p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (EXAMPLES: birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
EXAMPLES OF TEXT
Essential Questions
Activities

LANGUAGE STANDARDS	
Vocabulary Acquisition and Use	SECOND GRADE
SCRIPTURE	
<i>Golden apples in silver settings are words spoken at the proper time. Proverbs 25:11</i>	
STANDARD	
<p>L. 2.5a Identify real-life connections between words and their use (EXAMPLE: describe foods that are spicy or juicy).</p> <p>L.2.5b Distinguish shades of meaning among closely related verbs (EXAMPLES: toss, throw, hurl) and closely related adjectives (EXAMPLES: thin, slender, skinny, scrawny).</p>	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

LANGUAGE STANDARDS	
Vocabulary Acquisition and Use	SECOND GRADE
SCRIPTURE	
<i>But you, beloved, remember the words spoken beforehand by the apostles of our Lord Jesus Christ... Jude 1:17</i>	
STANDARD	
<p>L. 2.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe (EXAMPLE: When other</p>	

kids are happy that makes me happy).	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	SECOND GRADE
SCRIPTURE	
<i>He said this to test him, because he himself knew what he was going to do. Luke 6:6</i>	
STANDARD	
W.2.1 Write opinion pieces in which students introduce the topic or book about which they are writing, supply reasons that support the opinion, use linking words (EXAMPLES: because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
EXAMPLES OF TEXT	
Scripture , Scripture , Literature	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	SECOND GRADE
SCRIPTURE	
<i>Apply your heart to discipline and your ear to words of knowledge. Proverbs 23:12</i>	
STANDARD	
W. 2.2 Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section based on Catholic beliefs and values. (EXAMPLES: explain the sacraments and explain the importance of each.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	SECOND GRADE
SCRIPTURE	
<i>They devoted themselves to the apostles' teaching and to fellowship, to the breaking of bread and to prayer. Acts 2:42</i>	

STANDARD	
W. 2.3 Write narratives in which they recount a well-elaborated event (Easter Vigil, baptism, funeral, wedding) or short sequence of events (Reconciliation, verse and refrain of liturgical music) , include details to describe actions of the priest or deacon, thoughts, and feelings, use temporal (chronological) words to signal event order, and provide a sense of closure.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Writing Standards	
Production and Distribution of Writing	SECOND GRADE
SCRIPTURE	
<i>Thus says the Lord, the God of Israel. "Write all the words which I have spoken to you in a book."</i> Jeremiah 30:2	
STANDARD	
W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
EXAMPLES OF TEXT	
Scripture , Books about Saints	
Essential Questions	
Activities	

Writing Standards	
Production and Distribution of Writing	SECOND GRADE
SCRIPTURE	
<i>It seemed fitting for me as well, having investigated everything carefully from the beginning to write it out for you in consecutive order.</i> Luke 1:3	
STANDARD	
W. 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
EXAMPLES OF TEXT	
Scripture	
Essential Questions	
Activities	

Writing Standards	
Research to Build and Present Knowledge	SECOND GRADE
SCRIPTURE	
<i>Love the Lord, all his faithful people! The Lord preserves those who are true to him, but the proud he pays back in full. Psalm 31:24</i>	
STANDARD	
W. 2.7 Participate in shared research and writing projects	
EXAMPLES OF TEXT	
Books about Saints	
Essential Questions	
Activities	

Writing Standards	
Research to Build and Present Knowledge	SECOND GRADE
SCRIPTURE	
<i>Then the Lord God said, Behold, the man has become like one of us, knowing good and evil; and now, he might stretch out his hand, and take also from the tree of life, and eat, and live forever. Genesis 3:22</i>	
STANDARD	
W. 2.8 Recall information from experiences or gather information from provided sources (Bible, Catechism, encyclical) to answer a question.	
EXAMPLES OF TEXT	
Bible, Prayers	
Essential Questions	
Activities	

Speaking and Listening Standards	
Comprehension & Collaboration	SECOND GRADE
SCRIPTURE	
<i>When you assemble, one has a psalm, an instruction, a revelation, a tongue, or an interpretation. Everything should be done for building up. 1 Corinthians 14:26</i>	
STANDARD	
SL.2.1 Participate in collaborative conversations (using Bible stories and stories about the life of Jesus and the lives of the saints as well as personal experiences of being Catholic) with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.1a Follow Virtuous Behavior Formation expectations for respectful discussions	

<p>(EXAMPLES: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.</p> <p>SL.2.1b Being respectful and remembering that everyone is a child of God, build on others' talk in conversations by linking their comments to the remarks of others and using the Catholic perspective.</p> <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
EXAMPLES OF TEXT
Essential Questions
<u>Activities</u>

Speaking and Listening Standards	
Comprehension & Collaboration	SECOND GRADE
SCRIPTURE	
<i>They speak of the power of your awesome acts and recount your great deeds.</i> Psalm 145:6	
STANDARD	
SL. 2.2 Recount or describe key ideas or details from a text read aloud or from information presented orally (EXAMPLES: readings or the homily at Mass messages, or through other media.	
EXAMPLES OF TEXT	
Essential Questions	
<u>Activities</u>	

Speaking and Listening Standards	
Comprehension & Collaboration	SECOND GRADE
SCRIPTURE	
<i>I too will speak my part; I also will declare my knowledge!</i> Job 32:17	
STANDARD	
SL. 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic, religious belief/practice or examination of conscience.	
EXAMPLES OF TEXT	
Essential Questions	
<u>Activities</u>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>For by grace you have been saved through faith, and this is not from you; it is the gift of God.</i> Ephesians 2:8	
STANDARD	
SL. 2.4 Tell a story or recount an experience of being Catholic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (EXAMPLES: the sacraments, lives of the saints, bible stories.	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>He presented himself alive to them by many proofs after he had suffered, appearing to them during forty days and speaking about the kingdom of God.</i> Acts 1:3	
STANDARD	
SL. 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>that I may make it clear, as I must speak.</i> Colossians 4:4	
STANDARD	
SL. 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Scripture

Zaccheus; Luke 19: 1-10

Forgiving 70X7; Matthew 18-21-22

Found Sheep; Luke 15:4-7

Found Coin; Luke 15:8-10

Forgiving Father; Luke 15:11-32

Good Shepherd; John 10:1-21

Law of Love; John 14:23-30

Loaves and Fish; John 6:1-15

Last Supper; Matthew 26:17-29

Centurion Servant; Luke 7:1-10

Virtues

Prudence

Justice

Saints

Theresa the Little Flower (The Little Flower, October 1)

Francis of Assisi (Conversion, October 4)

Patrick (March 17)

Lucia of Dos Santos (October 13)

First Communion

Tarcisius (August 5)

Gemma Galgani (Patron of First Communicants, April 11)

Clare of Assisi (August 11)

Blessed Imelda Lambertini (May 13)

Reconciliation

Padre Pio (Confessors, September 23)

Damien of Molokai (Law of Love, October 11)

Additional Saints

Holy Spirit-Blessed Trinity

The three children of Fatima: Jacinta, Francisco, St. Lucia

Prayers

Our Father

Act of Contrition

Intro Fatima Prayer

Prayer after meals –school choice

Prayers of Thanksgiving

Personal Petitions

Contrition

Meditation

Time in Adoration

Participates in the Stations of the Cross

Songs

Commandments

The great commandments (love God, love Neighbor)

Apply all 10 Commandments(Reconciliation age appropriate examination of conscience)

Sacraments

Baptism

Reconciliation

Eucharist (Recognizing Jesus' Real Presence)

Literature R.2.1

Literature R.2.2

Why By Richard Torrey

The Rat by Jim LaMarche

First Day Jitters by Julie Danneberg

Fly Away Home by Eve Bunting

Literature R.2.3

Literature R.2.4

Two Bad Ants by Chris Van Allsburg

Owl Moon by Jane Yolen- matches activity 1

My Best Friend is as Sharp as a Pencil by Hanoch Piven

Skin Like Milk, Hair of Silk What are Similes and Metaphors? by Brian P. Clearly

Literature R.2.5

Literature R.2.6

Literature R.2.7

Literature R.2.8

Literature R.2.9

Literature R.2.10

The Little Flower: The Story of St. Therese of the Child Jesus (Saints Lives) by Windeatt

Literature FS.2.3

Literature FS.2.4

Literature L.2.1

Literature L.2.2

Literature L.2.3

Literature L.2.4

Literature L.2.5

Literature L.2.6

Literature W.2.1

Duck! Rabbit! by Amy Krouse Rosenthal

Literature W.2.2

Child's Guide to the Seven Sacraments by Elizabeth Ficocelli

The Sacrament is for Me by Jessica B. Ellingson

Literature W.2.3

Literature W.2.5

Books about Saints

Patrick: Patron Saint of Ireland by Tomie dePaola

Saint Patrick's Day by Gail Gibbons

Saint Patrick's Day in the Morning by Eve Bunting

Literature W.2.6

Literature W.2.7

Literature W.2.8

Literature SL.2.1

Literature W.2.2

Literature W.2.3

Literature W.2.4

Literature W.2.5

Literature W.2.6

Activities R.2.1

Activity 1 Main Idea Bags

Materials:

*Ziploc Bags

*Pictures

Give students a ziploc bag filled with pictures that all have a common theme or “main idea”. students list the items in their bag and figure out what all the items have in common and how they can be used. Finally they have to come up with a main idea sentence for their bag.

Activity 2

Read one of the following stories:

Why By Richard Torrey

The Rat by Jim LaMarche

First Day Jitters by Julie Danneberg

Fly Away Home by Eve Bunting

Students then make a graphic organizer about the story

In one or two words, they write what the story was mostly about

Then in a sentence they write what about the it (what they had wrote previous above)

Then students recall the most important part and rewrite a main idea sentence in their own words.

Activities R.2.2

Activity 1

Students pick one of the five bible stories listed above. Students then write 4 sentences retelling the main idea from the Bible story in their journal.

Activity 2

Parable of the The Lost Sheep activity

https://www.water.cc/sites/all/themes/lwi/media/pdf/hh-lwc/lwi_hh_livingwell_lesson_ParableLostSheep.pdf

Materials:

3 cups (not clear cups)

one small toy sheep that will fit under the cups (a small stone or rock could represent the sheep)

.

1. Explain to the children you will tell them a parable about sheep. A parable is a simple story that teaches a lesson. Jesus told parables to help make his instructions easier to understand and remember. These stories are in the Bible, God’s Word.

2. Recite Luke 15:6 to the children several times. Have them repeat it back to you before beginning the activity. Have the children cover their eyes. Hide the toy sheep under one of the cups and re-arrange the cups. Have the children open their eyes, explain that you have lost your sheep and ask if they will help you find him. He is under one of the cups. Before they guess, they must repeat Luke 15:6. When someone guesses correctly, he gets to hide the sheep before the next guess. If he guesses incorrectly, someone else may try. Keep playing until someone finds the sheep.

Activities R.2.3

Activity 1: Who am I? People at Church/ File Folder Game: (for younger students)

<http://www.orgsites.com/md/church-crafts-and-activities/WhoamIYoungerGameBoard.pdf>

Who am I? File Folder Game: (for younger students)- Place your markers on START. The player rolls the die and follows the directions. If you land on a space with a person's job description (even if you were told to go back) you read it out loud and you must say who that person is. (If they cannot read, the teacher or someone else can read it for them). If you are correct, you stay where you are. If you are not correct, you go back two spaces and read that job description and say who that person is. If you are correct, you stay where you are. If you are not correct, you go back two spaces, etc. If you land on a picture of a person(s) you must say who that person is. Same rules apply for the picture identification as well. The first person to move around the board and land on FINISH wins. Continue playing to find out who comes in second, third, fourth, etc. place

Activity 2: Banner

Students make a banner as a group or individual project using symbols for the events of Holy Week beginning with Palm Sunday.

Activities R.2.4

Activity 1 Figurative Language Scavenger Hunt through Text

Source: <http://thisreadingmama.com/figurative-language-text-hunt/>

As a class briefly discuss the term *figurative language* and what it means. Introduce it, what it means and an example.

1. First, read *Owl Moon* aloud so we could enjoy it and so that comprehension of the story was solid.

2. Introduce the graphic organizer and explained its purpose. Choose a simple two column graphic organizer, labeled *Extraordinary Text* and *Ordinary Text*. Explain to the class we would be going back through the book to see if we could find places where the author using extraordinary language to explain something.

3. First modeled it for class. Turn to the first page and re-read it aloud. When on the first page with text about the trees standing like giant statues, I said, “Hmmm. I know that trees aren’t really giant statues. What is the author really telling me?” “I think the author is really trying to say that the trees didn’t move. They were very still. That’s sure is an interesting way to say it, don’t you think? “I’m going to write down what the text says right there in this column that says *Extraordinary Text* because I think that’s a pretty extraordinary way to say that the trees didn’t move.” *I copied the text straight from the book for that column.* “And what the author is really trying to say is that the trees didn’t move. They were still. So the author could have just said, ‘The trees did not move.’ I’m going to write that in the *Ordinary Text* column, because that’s a pretty ordinary way of saying it.”

4. Then fill out the chart together. We did this throughout the text, finding extraordinary ways the author used text {figurative language} and then writing the ordinary way of saying it.

5. Finally wrap it up. When you are finished with our chart, ask the class “So why do you think authors use figurative language {extraordinary text}?”

Good Response: “Because it makes us want to read more. It’s more interesting to us.”Teacher adds, “I also think that it helps us picture what the author is saying in our head much easier.”

Activity 2 - Second Grade Memory work verses and poetry

Source: <http://ourhomeontherange.blogspot.com/2012/07/second-grade-memory-work-bible-verses.html>

Have memory books with 2nd grade bible verses, prayers.

Practice reciting them, then students try to fill in the blanks to familiar bible scriptures

Activities R.2.5

Activity 1: Text Feature Booklet

http://www.teacher2teacherhelp.com/wp-content/uploads/ExpositoryTextFeaturesBooklet_13A6A/TextFeaturesBooklet.pdf

After discussing text features, each student gets to create their own text feature booklet. Each page has the Text Feature at the top of the page. Followed with the definition provided below. Finally the biggest rectangle on the paper is the example where students will illustrate with that particular text features means. Photocopy one for each student and bind. As each text feature is studied, have students glue or draw an example in the box. The following lists the information on each page of the booklet:

- **Table of contents:** A table of contents gives the heading and beginning page number of each section in a book.
- **Heading:** A heading tells you what the section is about.
- **Photograph:** A photograph is a picture made with a camera that shows how things look in real life.
- **Label:** A label is a word that tells about a picture.
- **Caption:** A caption is a sentence that tells about a picture.
- **Bold Print:** Bold print shows you new or important words.
- **Colored Print:** Colored print shows you new or important words.
- **Glossary:** A glossary lists new or important words and shows or tells what they mean.
- **Index:** An index tells you what page to find information in a book. It is in ABC order.
- **Diagram:** A diagram is a labeled picture that shows the parts of something.
- **Size Comparison Diagram:** A size comparison is a diagram that compares the size of one thing to another.
- **Pictograph:** A pictograph is a graph that uses pictures to show and compare information.
- **Bar Graph:** A bar graph is a graph that uses bars to show and compare information.
- **Map:** A map is a picture that shows the location of things or places.
- **Table:** A table is a chart of information used to compare things.
- **Timeline:** A timeline is a chart that shows events in order.

Activity 2

Choose a scripture story from above

Give students a piece of paper, tell them to fold it in half hot dog style, then fold into thirds. Have students cut up the first flaps of the paper. They are to write Beginning, Middle, End on each flap. Inside they write the most important thing that happened first, middle and end in the bible story.

Activities R.2.6

Activity 1: Point of View

First, discuss point of view and make an anchor chart for students to refer back to.

Next grab pictures off of the internet (type in things like "learning to ride a bike" and "scored a soccer goal.") and glued them each to a piece of large construction paper. Then separated the page into five different sections. Perspectives, First Person Point of View, and then the three types of Third Person point of view.

Next discuss about how similar perspective and point of view are, but that they are still a little bit different. The students got into pairs and were assigned one of the pictures. The first round, they wrote all the different perspectives that were possible in the picture. Then, they rotated to a new picture, and they all wrote a brief narrative of what was happening in the picture in first person point of view using one of the perspectives they had identified. Have students rotate around until they all had practice writing in each of the points of view. This is a good way to help them see the difference between perspective and point of view.

Activity 2 : Journal

Have students take out their writing journey and have them write the main idea of a particular gospel story or the greatest commandments.

Activities R.2.7

Activity 1: Character Trait Frames

Materials: A Bad Case of Stripes, large construction paper, markers

Introduce Character Traits. Read aloud A Bad Case of Stripes and discuss as a class inside vs outside traits. Activity: Students describe themselves and their friends and family using the character trait words. Directions: take a large piece of white construction paper and cut a large hole in the middle. Then title the frame and wrote colorful character traits around the frames.

Activity 2

Have students take a bible verse and break it down by characters, plot and setting in a journal.

Activities R.2.8

Activity 1: Main Idea Bags with Objects

Materials: five large grocery bags filled with various items & graphic organizers

Fill each bag with similar ideas and the kids had to figure out what the main idea could be as well as the topic.

Example, do the following bag together. Inside the bag were the following items: a mixing bowl, cake mix, sprinkles and icing, and a cake pan.

Ask students: What do you think the main idea is? Baking a cake? or maybe items needed to bake a cake? The topic was cakes.

Activity :Each group of students gets one bag filled with items and each student gets a graphic organizer. Together they work on figuring out the main idea and supporting details. Student's then fill out own graphic organizer. Once finished they write 4-5 sentences about their bag.

Activity 2

First - Read 2 different accounts of the Last Supper: Luke 22:14-20 and John 13:1-15.

(Also Mark 14:22- 24 and Matthew 26:18-28).

Discuss as a class- What details are mentioned in one account that are not mentioned in the other? Also talk about what it means to have Christ truly present within you. Lastly write about a relative or a friend of the family whom you all agree is a good example of the presence of Christ in your journal.

Activity 3: Jesus in the Eucharist- Art Project

This craft project is to help children understand that Jesus is truly present in the Holy Eucharist. Although Jesus is hidden, He is truly there. This reality is something very difficult for we as simple humans to comprehend. Sadly, it is a teaching of the Catholic Church which many Catholics do not have enough faith to believe. Lets help our children to believe, understand, and remember it.

Materials:

- Glue
- Scissors
- Clear tape
- Printable Chalice and Host
- Sheet of construction paper for the background (blue or black look nice)
- Decorative items like glitter/glitter glue, gems, sequins, etc.
- Crayons to color the chalice and Eucharist rays. (yellow, orange, & red)

Instructions:

If you are not using this printable as a coloring sheet, cut out your chalice and Eucharistic rays. Color them if you did not print them out on colored paper. Glue the chalice and rays onto the construction paper.

Now decorate the chalice and rays with the glitter, gems and sequins or whatever else you choose. You may also decorate the construction paper background, if desired.

Glue the Jesus resurrected circle on top of the Eucharistic ray circle. With a small piece of clear tape attach the Eucharist to create a door that opens to reveal the image of Jesus.

Through this art project, children can imagine how this simple bread and wine is truly Our Almighty Lord

Through this art project, children can imagine how this simple bread and wine is truly Our Almighty Lord, Jesus!

Activities R.2.9

Activity 1- Read Saint Francis of Assisi and Saint Patrick biography, and discuss as a class. Then use a Venn Diagram And compare Saint Francis of Assisi & St Patrick.

Activity 2- Create an anchor chart about Compare and Contrast. Discuss keywords on both sides as a class. Next use phases and hula hoops to complete activity.

Lay two hula hoops interlooped next to one another. Have students write down a word or phase about sins and do the same with the word mistakes. As a class read the cards and decided which side it belongs on.

Activities R.2.10

Activity 1

Begin the lesson by telling the class the story of St. Therese. Explain to the students, she was once a child like they are. Explain sometimes she found it to hard to be good and it is okay to find it hard to do good things, and sometimes we make mistakes. St. Therese discovered that in her own little wa she could do something good every day. Then each student will think of their own little way at home, at school, and in the world.

Activity 2: Instructions for Making Sacrifice Beads / Good Deed Beads – Text Instructions

St. Thérèse, the Little Flower, as a child, used a small string of beads in her pocket to help her count the gifts she did to offer to God. In this way she was able to advance in perfection daily. You too, can grow in holiness by following the example of the Little Flower.

Sacrifice Beads or Good Deed Beads are a string of ten beads, which can be pulled and remain in place. They are used to count the acts of love or sacrifices a person makes in a day for God. The string of beads helps a person to grow in virtue by challenging them to be faithful in making acts of love each day. Sacrifice Beads also have a fixed Our Father bead on the end of them and can double up as a rosary.

How to Make Sacrifice Beads / Good Deed Beads

Supplies Needed

25" (64cm) piece of cord (#9 twine)

11 beads (pony or wooden)

1 Miraculous Medal

1 Crucifix/Cross/Saint Medal

Step 1. Put the miraculous medal or the medal that you wish to use at the bottom of the set of sacrifice beads on the string and pull it to the middle.

Step 2. Take your first bead and pull the cord through the bead. Pull both pieces of cord in opposite directions until the bead is tight against the medal. Then tug at the cords until they are both the same length when you place them beside each other.

Step 3. Take the other end of the cord and pull it through the same bead but in the opposite side so that the string makes an X inside the bead.

Step 4. Pick-up your next bead and again form an X with the string through the bead. Pull both cords in opposite directions until the beads are tight against each other. Repeat this step until you have 10 beads in total.

Step 5. Leave about 3 bead lengths and tie a double knot or do a corded rosary knot (A corded rosary knot is the best knot to do. See instructions for a rosary knot below).

Step 6. Take your last bead (The Our Father Bead) and string both pieces of cord through the same side of the bead. Then tie a knot.

Step 8. Burn/melt your extra cord off as cutting it will cause it to fray. (Adult supervision required)

Step 7. Take your Cross, Crucifix or Medal and string both pieces of cord through the same side of it. Tie a knot, if possible do a double knot so that the knot ends up touching the knot you made in step 6. (This will keep your cross or medal on more securely).

Start pulling beads and doing acts of love!

How to Make a Corded Rosary Knot for Step 5

Step A. Leave about 3 beads length for the Corded Rosary knot.

Step B. Fold the cord over your index finger. Wrap the cord around your index finger so that the cord forms an X.

Step C. Wrap the cord twice more around the finger for a total of 2 times 3 loops), moving toward the palm of your hand.

Step D. Gently slide the resulting coils off your finger while maintaining their form.

Step E. Pull the end of the cord through these coils from the rear to the front. Very carefully, tighten the knot, pulling on the right side and maintaining the position of the knot with the left hand, (slowly) taking care to keep the coils in order, not letting the coils tangle or slip over one another. Once you are certain that the knot is correctly placed, pull to tighten.

“Without love, deeds – even the most brilliant, count as nothing” – St. Thérèse of Lisieux

Activities FS.2.3

Activity 1: T-Charts

Whenever there are two categories that make the same or similar sounds and they need to be sorted a t-chart is perfect. For example, when sorting words that have “ai” or “ay” a t-chart is perfect. Scratch paper from the recycle bin or a whiteboard are great to use to create t-charts. This type of sorting is a great assessment tool as well.

Long/ Short vowel example

“a”	“A”
cat	game
bat	lake

hat	cake
sat	late

Activity 2: Guess the Covered Word

Guess the Covered Word Guess the Covered Word is an activity which helps students learn to use meaning, word length, and onsets to figure out words. As students engage in this activity, they learn that none of the clues – meaning, beginning letters, or word length – is helpful by itself but together they become a valuable decoding strategy. 1. Write some sentences or a paragraph related to something students are studying or some topic of general interest, on a piece of chart paper. 2. Select one word per sentence which begins with consonant letters and cover that word with two town self-adhesive notes. One note should cover all the beginning letters up to the vowel (onset). The other note should cover the rest of the word (rime). 3. Read each sentence aloud and have students make three or four guesses without any letters revealed. Write down these guesses. 4. Remove the note that covers all the beginning letters. Erase any guesses which are no longer possible. Have students make additional guesses that make sense and have all the right beginning letters. 5. When the students cannot think of any more words that meet both criteria, reveal the rest of the word and see if the correct word was guessed.

Activity 3: Resource Search

A resource search is a way for students to find the pattern used in real world print that is used daily. Students use their notebooks or a sheet of paper to collect their words. They are given time to search for the pattern using resources in the room. Students may search in library books, textbooks, dictionaries, and anything posted on the walls of the room. Students collect as many words as they can and come back to share what they have found.

Activity 4

Students are read a bible story, as a class discuss the story. Divide students into groups and each group is given a verse and to sort each word into syllables or vowel sounds.

Activities FS.2.4

Activity 1: Echo Reading

First discuss Fluency is read with expression, fluent readers make connections, and sound natural. Echo reading allows children to practice proper phrasing and expression while building oral reading fluency. In echo reading, the teacher reads one sentence or paragraph (length can vary) at a time while the student follows along in the text with their finger. Once the teacher

pauses, the student echoes back the same sentence or paragraph following along with their finger so that you can be sure the student is actually reading and not simply copying you. The guided practice and support of the echo reading structure instills confidence in students aiming to develop greater reading proficiencies.

Activity 2: Paired Reading with Prayers or Bible Stories

In paired reading a capable reader and a struggling reader read in unison. The struggling reader indicates when they are ready to try reading alone. If the student makes an error, the capable reader provides the correct word. The pair then reads the sentence with that word in unison and continues reading.

Activity 3: Short phases

Take a bible story, passage or prayer and cut it up. Students take turn reading the phrases over and over for fluency.

Enrichment: Have student take all phases and put in chronological order.

Activities L.2.1

Activity:

1. Read these two stories together. Discuss, together, the similarities and differences of each story as Jesus tells them. Create a list of adjectives, adverbs, pronouns etc. found in these two stories. Now, using these lists - retell these stories in your own words. This could be written or spoken - finally, share with a partner in class.
2. Order of the mass - explain a time you were at mass. While discussing the order of the mass, ask the students to stop you by raising their hand when they hear a part of speech, or past tense verb. After modeling this example, give students a chance to play this game with a partner, while explaining a time they were at mass with their family.

Activities L.2.2

Activities L.2.3

Activity 1:

What are some informal uses of English? Texting language, emoji's etc. As a class or in small groups have the students come up with different examples they already know using such "modern/informal " uses of the language. Using these can they transfer them into correctly used language and writing?

Activity 2:

Look up word play games...for example: Word Games and Puzzles - Best of The Reader - use examples from this PDF.

Activity 3:

Using readings from the upcoming mass or daily mass, can the student rewrite the passage/passages using his/her own language, informal language and then using correct English language and conventions?

Activities L.2.4

Activity 1:

Use games to study meanings of words: Spelling City, Classroom Jeopardy, etc...

Activity 2:

Using compound words, such as those listed above, draw nonsense pictures of the compound word. Next, create silly sentences using the pictures of the compound words. Finally, put the two words together correctly to write a sentence using the compound word correctly.

Activity 3:

Find words with prefixes in the upcoming daily reading for mass or the reading for the weekend mass ahead. Highlight or list the words found in the text.

Activity 4:

Within the readings for mass texts, have each student write down or pull out words that are unknown to them. Have the student use a dictionary online or printed dictionary to find the meaning of the word. After students have finished, have them share out loud the new words they discovered!

Activities L.2.5

Activity:

Students find, record, and discuss words of interest in a scripture passage.

To begin: Students read the text and then discuss or write down words that are interesting, new, different, unusual, funny, difficult, or important.

Create a T-Chart or similar graphic organizer in order to keep words side by side. Come up with different words that mean the same thing as the words they have chosen.

Share this with a partner or small group and discuss other words mentioned by other students.

Activities L.2.6

Activity 1:

Use a web site such as openend.com find videos or other activities to have the students retell one of the stories they hear.

Activity 2:

After reading the daily readings for mass, or the psalm for the day, or a reading for the upcoming weekend mass, have students retell the passages to each other.

Activity 3:

Play the following game: Have half of the class leave the room - while the other half of the class watches a quick 3 minute video on Catholic Online about St. Theresa the Little Flower. Then, have the other half of the class come in - and in small groups or pairs, have the students who were in the room retell the story. If the other students have questions, allow time for this question/answer. Repeat by sending the other half of the class out of the room while the students in the classroom watch a short video on St. Damien of Molokai. Then, invite the other part of the class back into the room for the sharing/questions and answers. This is a fun activity to do with another class of the same grade level or even within a "faith family" group.

Activities W.2.1

Activity 1: Introduce, read, and sort

As a class read *Duck! Rabbit!* by Amy Krouse Rosenthal

After reading the book, Then separate students into two groups based on whether or not they think the animal in the book is a duck or a rabbit. The two groups then discuss the reasons for their opinion. Then create a class anchor chart detailing the reasons that support why it could be a duck, and why it could be a rabbit.

Activity 2: Candy Taste Test

Try this activity super slow! Like one piece of candy at a time, and we use our senses to describe everything - how it looks, feels, tastes, smells. After your class taste all 3 types of candy - have students SECRETLY circle the candy they liked best.

Then group students based on their favorite candy and they share the reasons for liking that candy better than the others. Then, pair students up with someone who had a different opinion, and they share their reasons and try to convince their partner why their preference was better.

Activity 3: Opinion writing about the story of Zacchaeus

Write about how he felt when Jesus chose him? Write about a time you felt the same way that Zacchaeus did.

Activities W.2.2

Activity 1: Writing own information story text step by step

Start by making a list of "expert topics" or topics students could write about without doing any research. Then after much discussion and deliberation, they chose a topic they knew a lot about, cared about and would be interesting to others. Then they spent time breaking our topic down into 3-5 subtopics, that would ultimately become the "chapters" in their books.

Next students write out a table of contents. They tried to think of clever ways to write the headings on their contents page so they would capture the attention of a reader. So instead of "What Dogs Eat" they might name their chapter, "Dinner Time!" After that, students worked on writing an introduction for their books. We reviewed how to write an introduction that introduces the topic while also captivating the reader. As part of the introduction, they made a list of special vocabulary words they would like to include in their books (they will make them "bold" within the text).

Next came our "descriptive" chapter. Students chose a chapter from their table of contents that would be best written with a descriptive structure. They then did a web as a prewriting activity before beginning their draft. During the several days that we worked on our descriptive chapters, students also practiced writing "partner sentences" to make their writing more clear and descriptive. Next comes the "sequential" chapter. Students chose a chapter from their table of contents that would be best suited to a sequential structure. They then did either a timeline or a flowchart as a prewriting activity before writing out a draft.

Then they chose a chapter that would work well with a compare/contrast structure. They worked on either a Venn diagram or a t-chart for pre-writing before writing out a draft. All along the way they have been doing sketches or draft illustrations to include in their books.

For their last 1-2 chapters, students will choose any of the three structures we have previously used to build their draft. We will finish up with a conclusion. After a few days are spent editing and revising our work, and adding some fancy illustrations, diagrams and photos, the students will end up with their very own published book!!

Activity 2: Students write about the sacraments

Graphic Organizer Layout

Topic: Sacraments

Opening Sentence: (introduction to sacraments)_____

7 Facts: Each sacrament has a sentence about the main idea about the sacrament (also is a fact)

{7 sentences total}

*Closing sentence about sacraments*_____

Once completed with writing, students illustrate a picture of their favorite sacrament.

Activities W.2.3

Activity 1: Mini-lesson- Sequence of Events

Use story Amazing Grace by Mary Hoffman

Start with reviewing sequence of events. Give students an example creative narrative text and then have them retell the story using these sequence words. Use the story *Amazing Grace* for this mini-lesson. After you retell the sequence of events using those order words, change those words to stronger transition words.

First *can be become* Immediately

Next *can be become* Now

Then *can be become* Meanwhile

Finally *can be become* Ultimately

After this mini-lesson, send students back to their seat to independently create a sequence of events for their own creative narrative.

Activity 2

Write the sequence of the Mass and categorizing the Liturgy of the Word and Liturgy of the Eucharist.

Activities W.2.5

Activity 1: Gallery Walk

Once students complete their writing piece, the students lay their paper on their desks. Next, the other students walked around the classroom and left post-it note comments at their desk about their writing.

Activity 2: Sharing and Author's Chair

This activity usually take 10 minutes and be done either by having the students read to the class a 'published book" or by children sharing their work in pairs. If peer editing is to be part of your classroom structure, careful introduction to a process such as TAG will be required. TAG stands for - tell one thing you liked about the story, ask one question, and give one suggestion. In Second Grade students may want to share a 'Work in Progress' or 'Revision' to get many different opinions for inspiration. Author's chair in the Second Grade Classroom is still important because stories will take longer to write and publish and the student's achievement needs to be celebrated.

Activity 3: Saint Writing

Students pick one saint to write about their life. Then pair students to edit each other's work. Finally review the paper with each student.

Activities W.2.6

Activity 1: Confer

Use iPad as a document camera. Next install the app Confer. Confer is an app that lets you record and track your students both individually and in small groups. This app can be used to teach Reading and Writing Workshop. The app allows you to take notes on individuals and small groups. You can view students by “tag”, “strength”, “teaching point”, or “next step”. Creating small flexible groups allows you to see at a glance what those students are working on, what reading level they are on, or what you need to do next with them. Confer also allows you to upload your data to a Gmail account as a spreadsheet or to upload to any iOS device or to Dropbox. Confer will help take formative assessments in writing and reading to the next level. You can quickly and easily collect data, have that data at your fingertips at all times, and then sort through that data to create impactful differentiation of my instruction. This app allows teaching to be more effective and personalized, leading to increased student achievement and engagement.

Mirror the iPad to the computer using AirPlay. The app allows you to click on a student’s name, to save comments, so if you want to say the same thing with another writer, I don’t have to type it all. Confer lets you upload photos so you can discuss with students.

Activity 2: Publish on the computer

First, create a word doc template that students can use to type their stories. For the first published book, have them create only the cover, title page, and materials need page in the document. They learn how to create text in a text box, change the font if desired and import a picture for their cover. We can print two copies and use one as a title page. Once printed, ask a parent volunteer to assemble pages in their book so they can write and illustrate their masterpiece. Students will be so eager to finish writing their edited text and add illustrations with special publishing tools (markers, twistables, glitter crayons etc.). Later in the year when students have more stamina, encourage them to type their entire text with the published book template.

Activities W.2.7

Activity 1: Year Project about Saints

Each month students read about a saint and write 5 to 6 sentences about their life, and what they did. Students illustrate a cover page, along with a table of contents page of the list of Saints and page number to place behind the cover. At the end of the year all the saint’s pages are compiled and binded together to be shared with the class

Activity 2: Sacraments Writing

Students are divided into seven groups. Each group receives a sacrament. The group researches and discusses their sacrament. Each member writes two sentences about the sacrament. Each group puts their sentences into paragraphs. Combine each group's sacrament paper and publish in a class book.

Extended: Students may illustrate sacraments, crafts, etc.

Activities W.2.8

Activity 1: Bible Verse Olympics - (could be used for verses, prayers, acclamations)

Have the children do different exercises as they say their verse. For example, touch your toes as you say the verse; do sit-ups as you say the verse; stand on one foot as you say the verse, etc. You could have contests to see who could do an activity the longest or most times, or you could give awards that state how many times/how long a child did a given activity!

Activity 2: Bible Tic-Tac-Toe

For two Teams. You will need pre made questions to play this game.

If playing in a class, divide class into two teams, "X's" and "O's". Draw a large Tic-Tac-Toe grid on the chalkboard and number the squares 1-9. Teams take turns answering questions called out by the teacher. Players may confer with their teammates to give an answer. If a correct answer is given, that player or team scores an "X" or "O" in one of the numbered positions of their own choosing on the grid. If a player/team is unable to answer a question, the opposing team may have an opportunity to answer it and score an "X" or "O". If no one is able to answer the question, the grid space remains blank and play continues as before. First player or team to get three in a row wins!

Activity 3: Journal --Examination of Conscience for Children

Have students pray then answer a few questions in their journal quietly.

Responsibilities to God:

Have I prayed every day?

Have I prayed my morning prayers and night prayers?

Have I prayed with my parents and family?

Have I been moody and rebellious about praying and going to church on Sunday?

Have I asked the Holy Spirit to help me whenever I have been tempted to sin?

Have I asked the Holy Spirit to help me do what is right?

Responsibilities to others:

Have I been obedient and respectful to my parents?

Have I lied or been deceitful to them or to others?
Have I talked back to parents, teachers or other adults?
Have I pouted and been moody?
Have I been selfish toward my parents, brothers, and sisters, teachers, or my friends and schoolmates?
Have I gotten angry at them? Have I hit anyone?
Have I held grudges or not forgiven others?
Have I treated other children with respect or have I made fun of them and called them names?
Have I used bad language?
Have I stolen anything? Have I returned it?
Have I performed my responsibilities, such as homework and household chores?
Have I been helpful and affectionate toward my family?
Have I been kind and generous with my friends?

Activities SL.2.1

Activity 1:

Read the story of the Centurion's Servant together. Discuss together how Jesus came to others - in a way each would recognize. In much the same way, when we have conversations with others, we need to remember they may need to hear what we are saying in a different way as well. Some may enjoy music, others reading, while others enjoy singing. All are gifts God has given each of us to share and express our own experiences with those around us.

Activity 2:

Discuss the life Saint Francis of Assisi. Examine what his life started out as and how it finished. Discuss his family's' role in his participation in the aspects of his life and how he needed something different in his life than what his father originally wanted for him.

Activity 3:

Find stories about differences in communication. Consider using stories told in a language other than English.

Activities SL.2.2

Activity 1:

Read a story about Our Lady of Fatima. (www.Fatima.org) Describe the main ideas and details found in the story. Discover together the messages revealed to the children.

Activity 2:

Small Group work: create a poster together including information about Our Lady of Fatima and present findings to the whole class together.

Activities SL.2.3**Activity 1:**

Read about Padre Pio's life - especially focusing on his childhood. (www.catholic.org)

Activity 2:

Allow the students, in small groups, to create questions for another small group, which include information from the childhood life of St. Padre Pio. After they have created their own questions, they swap questions with another group and answer, in complete sentences, from their questions.

Activities SL.2.4**Activity 1:**

Read these three stories together in class. Students choose one of the stories to place him/herself in. Using the story chosen, retell it now including oneself within the story. Be sure to include your role, relevant facts of the time, details etc. Share your story out loud to the class, or share together in small groups, or share with an older student from a "Faith Family" and receive feedback on how to improve or include other ideas into the story that would make it more interesting or fun to hear from a listener's' perspective.

Activity 2:

Tell or write a story about a time in your life, or the life of your family when faith/following Jesus really made a difference. Ask parents or older siblings about when they received their sacraments, or how they became Catholic.

Activities SL.2.5

Activity 1:

Read together the story of The Loaves and Fish.

Activity 2:

Small groups rewrite the story as a play then act it out while being audio taped. Students listen to their tape and re do the play a second time using more clearly pronounced words, or expressions. Add into this second play, displays or backgrounds to help with the setting of the story which could include posters, or other visual displays.

Activities SL.2.6

Activity 1:

Watch the short video of St. Clare on Catholic Online.

First, ask each student to write just one complete sentence telling about what they learned from the video. Next, have the students gather in small groups to share their sentence. In the small group each student is allowed to listen, help, and rewrite their own sentence. Also, at this time a student may choose to add more sentences to their own if they hear something new they found interesting from another student's ideas.

Come back together in larger group to hear each student say out loud their sentence/sentences.

Reading Standards for All Text Types	
ELA-Key Ideas and Details	THIRD GRADE
SCRIPTURE	
<i>This is why you must now acknowledge, and fix in your heart, that the Lord is God in the heavens above and on earth below, and that there is no other.</i> Deuteronomy 4:39	
STANDARD	
R.3.1 Discover the truth within the text by asking and answering questions to demonstrate understanding of the text, referring explicitly to the text as the basis for the answers.	
EXAMPLES OF TEXT	
Scripture , readings on the four marks of the Church , parables , third grade saint biographies, Literature reflecting Catholic morals/values	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	THIRD GRADE
SCRIPTURE	
<i>Either declare the tree good and its fruit good, or declare the tree rotten and its fruit rotten, for a tree is known by its fruit.</i> Matthew 12:33	
STANDARD	
R. 3.2.a Using literature that reflects the Catholic culture and world view describe characters in a story and explain how their actions contribute to the sequence of events referencing the importance of order as it relates to good and evil, right and wrong.	
R.3.2.b Using Catholic models in the field of history and science describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
EXAMPLES OF TEXT	
R.3.2.a Scripture , parables , third grade saint biographies, text identifying Catholic traits and virtues portrayed, Catholic morality, motivations, feelings or understanding of the Works of Mercy , Literature reflecting Catholic morals/values	
R.3.2.b Scripture , parables , third grade saint biographies, Mysteries of the Rosary , Stations of the Cross , the Triduum , Historical and scientific biographies reflecting Catholic individuals exhibiting Catholic morals/values	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	THIRD GRADE
SCRIPTURE	
<i>Not only that, but we even boast of our afflictions, knowing that affliction produces endurance, and endurance, proven character, and proven character, hope, and hope does not disappoint, because the love of God has been poured out into our hearts through the Holy Spirit that has been given to us.</i> Romans 5:3-5	
STANDARD	
R.3.3a Describe characters in a story (EXAMPLES: their traits, virtues portrayed, Catholic morality, motivations, feelings or understanding of the Works of Mercy), and explain how their actions contribute to the sequence of events.	
R.3.3b Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
EXAMPLES OF TEXT	
Scripture passage of Pentecost, Mysteries of the Rosary ; Stations of the Cross , the Triduum . All of the fluency skills can be applied within the teaching of any Bible story, psalm , religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	THIRD GRADE
SCRIPTURE	
<i>Your word is a lamp for my feet, a light for my path.</i> Psalm 119:105	
STANDARD	
R.3.4a Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language to better interpret the Bible and the World around us.	
R.3.4b Determine the meaning of general academic and domain-specific words and phrases in a text, including scriptural words and faith-based terms that are relevant to a grade 3 topic or subject area.	
EXAMPLES OF TEXT	
The parables of The Mustard Seed , The Prodigal Son , The Lost Sheep or other parables with literal language	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	THIRD GRADE
SCRIPTURE	
<i>This was according to the eternal purpose that he accomplished in Christ Jesus our Lord, in whom we have boldness of speech and confidence of access through faith in him.</i> Ephesians 3:11-12	
STANDARD	
R.3.5 Refer to parts of stories, dramas, poems, Scripture, Psalms and Catholic hymns when writing or speaking about a text, using terms such as book, chapter, verse, scene, and stanza; describe how each successive part builds on earlier sections.	
Use text features and search tools (EXAMPLES: key words, sidebars, hyperlinks, books, chapters and verses) to locate information relevant to a given topic or Scripture passage efficiently.	
EXAMPLES OF TEXT	
All of the fluency skills can be applied within the teaching of any Scripture , Bible story, psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

ELA-Craft and Structure	THIRD GRADE
SCRIPTURE	
<i>Think of what is above, not of what is on Earth.</i> Colossians 3:2	
STANDARD	
R.3.6 Students will be able to distinguish their own Catholic point of view from that of the narrator or those of the characters or author of a text.	
EXAMPLES OF TEXT	
All of the fluency skills can be applied within the teaching of any Scripture , Bible story, psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	THIRD GRADE
SCRIPTURE	
<i>Then the angel showed me the river of life-giving water, sparkling like crystal, flowing from the throne of God and of the Lamb down the middle of its street. On either side of the river grew the tree of life that produces fruit twelve times a year, once each month; the leaves of the trees</i>	

<i>serve as medicine for the nations.</i> Revelation 22:1-2
STANDARD
R.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (EXAMPLES: create mood, emphasize aspects of a character or setting) and use information gained from illustrations (EXAMPLES: maps, photographs) and the words in a text, including scripture, to demonstrate understanding of the text (EXAMPLES: where, when, why, and how key events occur as documented in biblical maps, where Saints lived/ministered, etc.)
EXAMPLES OF TEXT
Students could use visual depictions, pictures or paintings of the Mysteries of the Rosary , Stations of the Cross , and Pentecost. All of the fluency skills can be applied within the teaching of any Bible story, psalm, religious text, life of Jesus , and lives of the Saints .
Essential Questions
Activities

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	THIRD GRADE
SCRIPTURE	
<i>And they said, Believe in the Lord Jesus and you and your household will be saved.</i> Acts 16:31	
STANDARD	
R.3.8 Students will describe the logical connection between particular sentences and paragraphs in a all text types , including literature that includes the Catholic culture and worldview. (EXAMPLES: comparison, cause/effect, first/second/third in a sequence)	
EXAMPLES OF TEXT	
scripture , books on the lives of the saints or the events in the life of Jesus	
Essential Questions	
Activities	

ELA-Integration of Knowledge and Ideas	THIRD GRADE
SCRIPTURE	
<i>They shall teach my people to distinguish between sacred and profane and make known to them the difference between clean and unclean.</i> Ezekiel 44:23	
STANDARD	
R.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (EXAMPLES: in books from a series)	
Compare and contrast the most important points and key details presented in two texts on the same topic.	

EXAMPLES OF TEXT	
Use the six Gospel stories written by St. Luke . All of the fluency skills can be applied within the teaching of any Bible story, Psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	THIRD GRADE
SCRIPTURE	
<i>Everyone who listens to these words of mine and acts on them will be like a wise man who built his house on rock. Matthew 7:24</i>	
STANDARD	
R.3.10 By working to their highest God-given potential, students will, by the end of the year, independently and proficiently read and comprehend literature and informational texts, including stories, dramas, poetry, parables, scripture, Psalms and the gospels, history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band.	
EXAMPLES OF TEXT	
Mass responses , and daily Mass readings . All of the fluency skills can be applied within the teaching of any Bible story, psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Reading Standards: Foundational Skills	
ELA-Phonics and Word Recognition	THIRD GRADE
SCRIPTURE	
<i>For the Lord gives wisdom, from His mouth come knowledge and understanding. Proverbs 2:6</i>	
STANDARD	
FS.3.1 Know and apply grade-level phonics and word analysis skills in decoding words including the Bible, prayers, stories of the lives of the saints (REL 3.1) and other religious stories (REL 3.3). 3.1a Identify and know the meaning of the most common prefixes and derivational suffixes. 3.1b Decode words with common Latin suffixes. 3.1c Decode multi-syllable words. 3.1d Read grade-appropriate irregularly spelled words.	
EXAMPLES OF TEXT	
Parables , Literature reflecting Catholic morals/values. All of the fluency skills can be applied within the teaching of any Bible story, psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Question	

[Activities](#)

Reading Standards: Foundational Skills	
ELA-Fluency	THIRD GRADE
SCRIPTURE	
<i>Day unto day pours forth speech; night into night whispers knowledge. There is no speech, no words; their voice not heard. Psalms 19: 3-4</i>	
STANDARD	
F.3.2 By working to their highest God given potential students will be able to read with sufficient accuracy and fluency to support comprehension to develop a deeper understanding of multiple types of text. 3.2a Read on-level text with purpose and understanding. 3.2b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3.2c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
EXAMPLES OF TEXT	
Prayers , Mass responses , and daily Mass readings . All of the fluency skills can be applied within the teaching of any Bible story, psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Language Standards	
Conventions of Standard English	THIRD GRADE
SCRIPTURE	
<i>By faith we understand that the universe was ordered by the word of God. Hebrews 11:3b</i>	
STANDARD	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1b Form and use regular and irregular plural nouns. L.3.1c Use abstract nouns (EXAMPLE: childhood). L.3.1d Form and use regular and irregular verbs. L.3.1e Form and use the simple (EXAMPLES: I walked. I walk. I will walk.) verb tenses. L.3.1f Ensure subject-verb and pronoun-antecedent agreement. L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	

L.3.1h Use coordinating and subordinating conjunctions.
L.3.1i Produce simple, compound, and complex sentences.
EXAMPLES OF TEXT
Scripture , parables , Bible stories,
Essential Questions
Activities

Language Standards	
Conventions of Standard English	THIRD GRADE
SCRIPTURE	
<i>We know that all things work for good for those who love God, to those who are called according to His purpose. Romans 8:28</i>	
STANDARD	
L. 3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing to proclaim God’s word..	
L.3.2a Capitalize appropriate words in titles.	
L.3.2b Use commas in addresses.	
L.3.2c Use commas and quotation marks in dialogue.	
L.3.2d Form and use possessives.	
L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (EXAMPLES: sitting, smiled, cries, happiness).	
L.3.2f Use spelling patterns and generalizations (EXAMPLES: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Language Standards	
Knowledge of Language	THIRD GRADE
SCRIPTURE	
<i>Be eager to present yourself as acceptable to God, a workman who causes no disgrace, imparting the word of truth without deviation. 2 Timothy 2:15</i>	
STANDARD	
L. 3. 3 Use knowledge of language and its conventions when writing, speaking, reading, or	

listening. L.3.3a Choose words and phrases for effect. L.3.3b Recognize and observe differences between the conventions of spoken and written standard English
EXAMPLES OF TEXT
Daily Mass readings , scripture , parables , life of Jesus can be used for writing, speaking, reading or listening.
Essential Questions
Activities

Language Standards	
Vocabulary Acquisition and Use	THIRD GRADE
SCRIPTURE	
<i>Let the word of Christ dwell in you richly.</i> Colossians 3:16	
STANDARD	
L. 3.4 Using God’s gift of wisdom, students will determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (EXAMPLES: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (EXAMPLE: company, companion).	
L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	THIRD GRADE
SCRIPTURE	
<i>By wisdom a house is built, by understanding it is established; and by knowledge its rooms are filled with every precious and pleasing possession. The wise are more powerful than the strong, and the learned, than the mighty.</i> Proverbs 24:3-5	

STANDARD	
L 3.5 Demonstrate understanding of word relationships and nuances in word meanings. L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (EXAMPLES: take steps). L.3.5b Identify real-life connections between words and their use (EXAMPLES: describe people who are friendly or helpful). L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (EXAMPLES: knew, believed, suspected, heard, wondered).	
EXAMPLES OF TEXT	
Daily Mass readings , scripture , life of Jesus , parables , Bible stories	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	THIRD GRADE
SCRIPTURE	
<i>You shall love the Lord your God, with all your whole heart, and with all your whole being, and with all your whole strength.</i> Deuteronomy 6:5	
STANDARD	
L 3.6 To share God’s truth, students will acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (EXAMPLE: After dinner that night we went looking for them).	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	THIRD GRADE
SCRIPTURE	
<i>And this gospel of the kingdom will be preached throughout the world as a witness to all nations.</i> Matthew 24:14	
STANDARD	
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	

W.3.1b Provide reasons that support the opinion.
W.3. 1c Use linking words and phrases (EXAMPLES: because, therefore, since, for example) to connect opinion and reasons.
W.3.1d Provide a concluding statement or section
EXAMPLES OF TEXT
Mass responses , and daily Mass readings . All of the writing skills can be applied within the teaching of any Bible story, Psalm , religious text, life of Jesus , and lives of the Saints .
Essential Questions
Activities

Writing Standards	
Text Types and Purposes	THIRD GRADE
SCRIPTURE	
<i>Trust in the Lord with all your heart.</i>	Proverbs 3:5
STANDARD	
W. 3.2 With God’s word and Jesus’ teaching in mind, students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
W.3.2b Develop the topic with facts, definitions, and details.	
W.3.2c Use linking words and phrases (EXAMPLES: also, another, and, more, but) to connect ideas within categories of information.	
W.3.2d Provide a concluding statement or section.	
EXAMPLES OF TEXT	
All of the writing skills can be applied in any prayer , Mass Reading , or Mass response and within the teaching of any Bible story, Psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	THIRD GRADE
SCRIPTURE	
<i>...and you will be my witnesses in Jerusalem, throughout Judea and Samaria, and to the ends of the earth.</i>	Acts 1: 8
STANDARD	
W. 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	

<p>W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3c Use temporal words and phrases to signal event order.</p> <p>W.3.3d Provide a sense of closure.</p>
EXAMPLES OF TEXT
<p>Mass responses, and daily Mass readings. All of the writing skills can be applied within the teaching of any Bible story, Psalms, religious text, life of Jesus, and lives of the Saints.</p>
Essential Questions
Activities

Writing Standards	
Production and Distribution of Writing	THIRD GRADE
SCRIPTURE	
<p><i>Teach me wisdom and knowledge, for in your commandments I trust.</i> Psalm 119:66</p>	
STANDARD	
<p>W. 3.4 With guidance and support from adults, students will produce writing in which the development and organization are appropriate to task and purpose to reveal God’s truth.</p>	
EXAMPLES OF TEXT	
<p>All of the writing skills can be applied in any prayer, Mass Reading, or Mass response and within the teaching of any Bible story, Psalm, religious text, life of Jesus, and lives of the Saints.</p>	
Essential Questions	
Activities	

Writing Standards	
Production and Distribution of Writing	THIRD GRADE
SCRIPTURE	
<p><i>I am confident of this, that the one who began a good work in you will continue to complete it until the day of Christ Jesus.</i> Philippians 1:6</p>	
STANDARD	
<p>W. 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	
EXAMPLES OF TEXT	
<p>Mass responses, and daily Mass readings. All of the writing skills can be applied within the teaching of any Bible story, Psalm, religious text, life of Jesus, and lives of the Saints.</p>	
Essential Questions	

[Activities](#)

Writing Standards	
Production and Distribution of Writing	THIRD GRADE
SCRIPTURE	
<i>But if any of you lacks wisdom, he should ask God who gives to all generously and ungrudgingly, and he will be given it. James 1:5</i>	
STANDARD	
W. 3.6 While staying true to the teachings of the Church, and with guidance and support from adults, students will use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (EXAMPLE: saint reports (REL3.1))..	
EXAMPLES OF TEXT	
All of the writing skills can be applied in any prayer , Mass Reading , or Mass response and within the teaching of any Bible story, Psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Writing Standards	
Research to Build and Present Knowledge	THIRD GRADE
SCRIPTURE	
<i>The revelation of your words sheds light, gives understanding to the simple. Psalms 119:130</i>	
STANDARD	
W. 3.7 Conduct short research projects that build knowledge about a topic.	
EXAMPLES OF TEXT	
Life of Jesus , Third grade saints	
Essential Question	
Activities	

Writing Standards	
Research to Build and Present Knowledge	THIRD GRADE
SCRIPTURE	
<i>For the Lord gives wisdom; from His mouth come knowledge and understanding. Proverbs 2:6</i>	
STANDARD	
W. 3.8 While using Catholic morals and standards as a guide, students will recall information	

from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
EXAMPLES OF TEXT
All of the writing skills can be applied in any prayer , Mass Reading , or Mass response and within the teaching of any Bible story, Psalm, religious text, life of Jesus , and lives of the Saints .
Essential Questions
Activities

Writing Standards	
Range of Writing	THIRD GRADE
SCRIPTURE	
<i>God is with you in everything you do.</i> Genesis 21:22	
STANDARD	
W. 3.10 To show God’s beauty and truth, students will 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.	
EXAMPLES OF TEXT	
All of the writing skills can be applied in any prayer , Mass Reading , or Mass response and within the teaching of any Bible story, Psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	THIRD GRADE
SCRIPTURE	
Happy the one who finds wisdom, the one who gains understanding! Proverbs 3:13	
STANDARD	
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.	
SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.3. 1b Follow agreed-upon rules for discussions (EXAMPLES: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.3.1c Ask questions to check understanding of information presented, stay on topic,	

and link their comments to the remarks of others. SL.3.1d Explain their own ideas and understanding in light of the discussion.
EXAMPLES OF TEXT
Mass responses , and daily Mass readings . All of the speaking and listening standards can be applied within the teaching of any Bible story, psalm , religious text, life of Jesus , and lives of the Saints .
Essential Question
Activities

Speaking and Listening Standards	
Comprehension and Collaboration	THIRD GRADE
SCRIPTURE	
<i>Thus faith comes from what is heard, and what is heard comes thru the word of Christ.</i> Romans 10:17	
STANDARD	
SL. 3.2 In order to evangelize the Good News of Christ, students will determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
EXAMPLES OF TEXT	
All of the speaking and listening skills can be applied in any prayer , Mass Reading , or Mass response and within the teaching of any Bible story, Psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	THIRD GRADE
SCRIPTURE	
<i>Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.</i> Matthew 7:7	
STANDARD	
SL. 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
EXAMPLES OF TEXT	
Mass responses , and daily Mass readings . All of the speaking and listening standards can be applied within the teaching of any Bible story, psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Question	

[Activities](#)

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	THIRD GRADE
SCRIPTURE	
<i>Keep on doing what you have learned and received and heard and seen in me. Then the God of peace will be with you. Philippians 4:9</i>	
STANDARD	
SL. 3.4 In order to show God’s beauty, truth and goodness, students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
EXAMPLES OF TEXT	
All of the speaking and listening skills can be applied in any prayer , Mass Reading , or Mass response and within the teaching of any Bible story, Psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	THIRD GRADE
SCRIPTURE	
<i>One night in a vision the Lord said to Paul, “Do not be afraid. Go on speaking, and do not be silent.” Acts 18:9</i>	
STANDARD	
SL. 3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
EXAMPLES OF TEXT	
Mass responses , and daily Mass readings . All of the speaking and listening standards can be applied within the teaching of any Bible story, Psalm, religious text, life of Jesus , and lives of the Saints .	
Essential Questions	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	THIRD GRADE

SCRIPTURE
<i>My mouth is filled with your praise, shall sing your glory every day. Psalms 71:8</i>
STANDARD
SL. 3.6 To proclaim God’s truth, beauty, and goodness, students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
EXAMPLES OF TEXT
All of the speaking and listening skills can be applied in any prayer , Mass Reading , or Mass response and within the teaching of any Bible story, Psalm, religious text, life of Jesus , and lives of the Saints .
Essential Questions
Activities

Scripture

Mission of the twelve; Matthew 10:1-14

Healing of Peter's Mother-in-law; Luke 4:38-41

Healing of Lepers; Luke 5:12-16

Healing of Paralytic; Luke 5:17-26

Man with withered hand; Luke 6:6-11

Widow's Son; Luke 7:11-17

Mission of the 72; Luke 10:1-12

Pentecost; Acts 2:1-42

Gifts of the Holy Spirit; Isaiah 11 :2-3

Fruits of the Holy Spirit; Galatians 5:22-23

Additional Scripture

Daily Mass readings

<http://www.usccb.org/bible/readings/061317.cfm>

Mass responses/ Order of the Mass.

<http://www.usccb.org/prayer-and-worship/the-mass/order-of-mass/index.cfm>.

R.3.3-- The Two Houses, Luke 6:47-49; Matthew 7:24-27

The Closed Door, Luke 13:24-30

The Great Feast, Luke 14:16-24

The 10 Gold Coins, Luke 19:12-27; Matthew 25:14-30

Life of Jesus

Birth: ([Luke 2:1-20](#))

Baptism: ([Matthew 3:13-17](#); [Mark 1:9-11](#); [Luke 3:21-23](#))

First miracle: ([John 2:1-11](#))

Sermon on the Mount: ([Matthew 5:1-7:29](#))

Feeding of the 5000: ([Matthew 14:15-21](#); [Mark 6:34-44](#); [Luke 9:12-17](#); [John 6:5-13](#))

Transfiguration: ([Matthew 17:1-8](#); [Mark 9:2-8](#); [Luke 9:26-36](#))

Raising of Lazarus: ([John 11:1-44](#))

Triumphal entry: ([Matthew 21:1-11, 14-17](#); [Mark 11:1-11](#); [Luke 19:29-44](#); [John 12:12-19](#))

Last Supper: ([Matthew 26:1-29](#); [Mark 14:12-25](#); [Luke 22:7-20](#); [John 13:1-38](#))

Arrest at Gethsemane: ([Matthew 26:36-56](#); [Mark 14:32-50](#); [Luke 22:39-54](#); [John 18:1-12](#))

Crucifixion and burial: ([Matthew 27:27-66](#); [Mark 15:16-47](#); [Luke 23:26-56](#); [John 19:17-42](#))

Post-resurrection appearances: ([Matthew 28:1-20](#); [Mark 16:1-20](#); [Luke 24:1-53](#); [John 20:1-21:25](#); [Acts 1:3](#); [1 Corinthians 15:6](#))

Ascension: ([Mark 16:19-20](#); [Luke 24:50-53](#); [Acts 1:9-12](#))

Virtues

Prudence

Justice

Fortitude

Saints

Bernadette

John Bosco

Dominic Savio

Damien of Molokai

Katherine Drexel

St. Teresa of Calcutta (Mother Teresa)

Prayers

Intro Apostle's Creed

Four Marks of the Church

Intro Hail Holy Queen

Fatima Prayer

Mysteries of the Rosary

The Joyful Mysteries

1. **The Annunciation**
Mary learns that she has been chosen to be the mother of Jesus.
2. **The Visitation**
Mary visits Elizabeth, who tells her that she will always be remembered.
3. **The Nativity**
Jesus is born in a stable in Bethlehem.
4. **The Presentation**
Mary and Joseph take the infant Jesus to the Temple to present him to God.
5. **The Finding of Jesus in the Temple**
Jesus is found in the Temple discussing his faith with the teachers.

The Mysteries of Light

1. **The Baptism of Jesus in the River Jordan**
God proclaims that Jesus is his beloved Son.
2. **The Wedding Feast at Cana**
At Mary's request, Jesus performs his first miracle.
3. **The Proclamation of the Kingdom of God**
Jesus calls all to conversion and service to the Kingdom.
4. **The Transfiguration of Jesus**
Jesus is revealed in glory to Peter, James, and John.
5. **The Institution of the Eucharist**
Jesus offers his Body and Blood at the Last Supper.

The Sorrowful Mysteries

1. **The Agony in the Garden**
Jesus prays in the Garden of Gethsemane on the night before he dies.
2. **The Scourging at the Pillar**
Jesus is lashed with whips.

3. **The Crowning With Thorns**
Jesus is mocked and crowned with thorns.
4. **The Carrying of the Cross**
Jesus carries the cross that will be used to crucify him.
5. **The Crucifixion**
Jesus is nailed to the cross and dies.

The Glorious Mysteries

1. **The Resurrection**
God the Father raises Jesus from the dead.
2. **The Ascension**
Jesus returns to his Father in heaven.
3. **The Coming of the Holy Spirit**
The Holy Spirit comes to bring new life to the disciples.
4. **The Assumption of Mary**
At the end of her life on earth, Mary is taken body and soul into heaven.
5. **The Coronation of Mary**
Mary is crowned as Queen of Heaven and Earth.

Stations of the Cross

1. Jesus Is Condemned to Death.

Pontius Pilate condemns Jesus to death.

2. Jesus Takes Up His Cross.

Jesus willingly accepts and patiently bears his cross.

3. Jesus Falls the First Time.

Weakened by torments and by loss of blood, Jesus falls beneath his cross.

4. Jesus Meets His Sorrowful Mother.

Jesus meets his mother, Mary, who is filled with grief.

5. Simon of Cyrene Helps Jesus Carry the Cross.

Soldiers force Simon of Cyrene to carry the cross.

6. Veronica Wipes the Face of Jesus.

Veronica steps through the crowd to wipe the face of Jesus.

7. Jesus Falls a Second Time.

Jesus falls beneath the weight of the cross a second time.

8. Jesus Meets the Women of Jerusalem.

Jesus tells the women to weep not for him but for themselves and for their children.

9. Jesus Falls the Third Time.

Weakened almost to the point of death, Jesus falls a third time.

10. Jesus Is Stripped of His Garments.

The soldiers strip Jesus of his garments, treating him as a common criminal.

11. Jesus Is Nailed to the Cross.

Jesus' hands and feet are nailed to the cross.

12. Jesus Dies on the Cross.

After suffering greatly on the cross, Jesus bows his head and dies.

13. Jesus Is Taken Down From the Cross.

The lifeless body of Jesus is tenderly placed in the arms of Mary, his mother.

14. Jesus Is Laid in the Tomb.

Jesus' disciples place his body in the tomb.

Triduum

The Easter Triduum begins with the evening Mass of the Lord's Supper on Holy Thursday, reaches its high point in the Easter Vigil, and closes with Evening Prayer on Easter Sunday.

Corporal Works of Mercy

The Corporal Works of Mercy are these kind acts by which we help our neighbors with their material and physical needs.

feed the hungry
shelter the homeless
clothe the naked
visit the sick and imprisoned
bury the dead
give alms to the poor

Songs

Commandments

3rd Commandment as it relates to the Creed.

All 10 Commandments (Reconciliation examination of conscience)

Sacraments

Holy Orders

Matrimony as related to vocations

Participation in Reconciliation/Eucharist

Parables

<u>Parables of Jesus in Chronological Order</u>				
	Parable	Matthew	Mark	Luke
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 nd time, see #3)		4:21-22	8:16, 11:33
7	Rich man foolishly builds bigger barns			12:16-21

8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9
11	Sower and four types of soil	13:3-8, 18-23	4:3-8,14-20	8:5-8,11-15
12	Weeds among good plans (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		
21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14
37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 nd time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 nd time, see #8)		13:35-37	
45	Three servants given talents (also see #37)	25:14-30		

46	Sheep and goats will be separated	25:31-46		
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Four Marks of the Catholic Church

Four Marks of the Catholic Church

Bible Verses About the 'One, Holy, Catholic, and Apostolic Church'

...The Church is One

- John 10:16: Jesus prophesies that “there shall be one fold and one shepherd.”
- John 17:17-23: Jesus prays that his followers “may be one as we are one,” and “may be brought to perfection as one.”
- Ephesians 4:4-6: “There is one body, one Spirit... one Lord, one faith, one baptism, and one God and Father of us all...”
- 1 Corinthians 1:10: “I appeal to you... that there be no dissensions among you, but that you be united in the same mind and the same judgment.”
- Romans 16:17: “take note of those who create dissensions and difficulties”
- Philippians 2:2: be “...of same the mind, having the same love, being in full accord and of one mind.”
- Romans 12:5: “so we, who are many, are one body in Christ...”
- 1 Corinthians 12:13: “...by one Spirit we were all baptized into one body...”
- Colossians 3:15: “Let the peace of Christ rule in your hearts, to which indeed you were called in the one body.”

...The Church is Holy

- 1 Timothy 3:15: “...know how one ought to behave in the household of God, which is the church of the living God, the pillar and bulwark of the truth.”
- Colossians 1:18: “And he [Jesus] is the head of the body, the church...”
- 1 Peter 2:9-10: “But you are a chosen people, a royal priesthood, a holy nation, a people belonging to God... Once you were not a people, but now you are the people of God...”
- Ephesians 2:19-22: “Consequently, you are no longer foreigners and aliens, but fellow citizens with God’s people and members of God’s household, built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone. In him the whole building is joined together and rises to become a holy temple in the Lord. And in him you too are being built together to become a dwelling in which God lives by his Spirit.”

...The Church is Catholic ('universal' & 'of the fullness')

- Matthew 28:18-20: “And Jesus came and said to them, “All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age.”

- Mark 16:15-16: “And he said to them, “Go into all the world and proclaim the gospel to the whole creation. Whoever believes and is baptized will be saved, but whoever does not believe will be condemned.”
- John 14:26: “But the Helper, the Holy Spirit, whom the Father will send in my name, he will teach you all things and bring to your remembrance all that I have said to you.”
- John 16:12-13: “I still have many things to say to you, but you cannot bear them now. When the Spirit of truth comes, he will guide you into all the truth, for he will not speak on his own authority, but whatever he hears he will speak, and he will declare to you the things that are to come.”

...*The Church is Apostolic*

- Ephesians 2:19-20: “... but you are fellow citizens with the saints and members of the household of God, built upon the foundation of the apostles and prophets, Christ Jesus himself being the cornerstone,”
- Matthew 16:18-19: “And I tell you, you are Peter, and on this rock I will build my church, and the powers of death shall not prevail against it. I will give you the keys of the kingdom of heaven, and whatever you bind on earth shall be bound in heaven, and whatever you loose on earth shall be loosed in heaven.”
- Luke 22:28-30: “You [the apostles] are those who have continued with me in my trials; and I assign to you, as my Father assigned to me, a kingdom, that you may eat and drink at my table in my kingdom, and sit on thrones judging the twelve tribes of Israel.”
- John 15:16: “You [the apostles] did not choose me, but I [Jesus] chose you and appointed you that you should go and bear fruit and that your fruit should abide...”
- Matthew 28:16,18-20: “Now the eleven disciples went to Galilee... And Jesus came and said to them, “All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you; and lo, I am with you always, to the close of the age.”
- John 20:21-23: “Jesus said to them [the apostles] again, “Peace be with you. As the Father has sent me, even so I send you.” And when he had said this, he breathed on them, and said to them, “Receive the Holy Spirit. If you forgive the sins of any, they are forgiven; if you retain the sins of any, they are retained.”

Literature R.3.1

Literature R.3.2

Literature R.3.3

Literature R.3.4

Literature R.3.5

Literature R.3.6

Literature R.3.7

Literature R.3.8

Literature R.3.9

Literature R.3.10

Literature FS.3.1

Literature FS.3.2

Literature L.3.1

Literature L.3.2

Literature L.3.3

Literature L.3.4

Literature L.3.5

Literature L.3.6

Literature W.3.1

Literature W.3.2

Literature W.3.3

Literature W.3.4

Literature W.3.5

Literature W.3.6

Literature W.3.7

Literature W.3.8

Literature W.3.10

Literature SL.3.1

Literature SL.3.2

Literature SL.3.3

Literature SL.3.4

Literature SL.3.5

Literature SL.3.6

Activities R.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Activities R.3.2

Activities R.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Partner Reading with Retell

Partner Reading with Comprehension Check

Repeated Readings in individual, partner and small group settings

Activities R.3.4

Identify similes and explain their meaning.

Identify metaphors and explain their meaning.

Identify and describe similes and metaphors in poetry.

Activities R.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Partner Reading with Retell

Partner Reading with Comprehension Check

Repeated Readings in individual, partner and small group settings

Activities R.3.6

Make a Point of View Anchor Chart

First Person/Third Person/Omniscient

Read Fractured Fairytales and discuss the different points of view

Character Characteristics

Character Consideration

Character Connections

Check-A-Trait

Point of View Game

Read It, Write It, Tell It

Student Center Activities

Activities R.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Partner Reading with Retell

Partner Reading with Comprehension Check

Repeated Readings in individual, partner and small group settings

Activities R.3.8

Engage in a close reading of a select paragraph

Analyze and generate recipes

Select and complete an appropriate graphic organizer

Engage in word study

Develop a coherent paragraph using teacher-designed sentence strips

Engage in small group discussions

Generate a Reader's Response Entry

Student Center Activities

Activities R.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

Activities R.3.10

Reader's Theater Scripts and Plays

Oral Reading Fluency Passages

Strategy Success

Monitor and Mend

Show- U- Know

Reading Repair

Strategic Strategies

Monitoring for Understanding

Reading Comprehension

Student Center Activities

Activities FS.3.1

Know and apply grade-level phonics and word analysis skills in decoding words.

3.3a. Identify and know the meaning of the most common prefixes and derivational suffixes.

3.3b. Decode words with common Latin suffixes.

3.3c. Decode multisyllable words.

3.3d. Read grade-appropriate irregularly spelled words.

Partner Reading with Retell

Partner Reading with Comprehension Check

Repeated Readings in individual, partner and small group settings

Activities FS.3.2

Partner Reading with Retell (i.e. prayers, bible stories, scripture)

Partner Reading with Comprehension Check

Repeated Readings in individual, partner and small group settings

Activities L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

1b. Form and use regular and irregular plural nouns.

1c. Use abstract nouns (e.g., *childhood*).

1d. Form and use regular and irregular verbs.

- 1e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- 1f. Ensure subject-verb and pronoun-antecedent agreement.*
- 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 1h. Use coordinating and subordinating conjunctions.
- 1i. Produce simple, compound, and complex sentences.

Activities L.3.2

Daily grammar exercises

Student center activities

www.fcrr.org/studentactivities/language_23.htm

anchor charts that show each convention

Activities L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3a. Choose words and phrases for effect.*

3b. Recognize and observe differences between the conventions of spoken and written standard English.

Activities L.3.4

Locate and define domain specific vocabulary words using context clues and or glossary/dictionary/ or other technological resources.

Have students match words or phrases to definitions using manipulatives (i.e. puzzle pieces, pictures, memory game, crossword puzzles)

Implement the frayer model

Use study games to recall information (i.e. jeopardy, who wants to be a millionaire)

Activities L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

5b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

Activities L.3.6

Provide strategies and examples of using standard English

Provide speaking and writing opportunities during which students can strengthen command of the English language

Use grade appropriate language and vocabulary

Activities W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

1b. Provide reasons that support the opinion.

1c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

1d. Provide a concluding statement or section.

Activities W.3.2

W.3.2a – create an idea web, take notes (i.e. post its, note cards), support text with illustrations, introduce writing rubric

W.3.2b – use graphic organizer to add details, create outline

W.3.2c – create a word wall, use word rings, provide cloze activity for linking words

W.3.2d – peer edit using rubric, edit independently using rubric, write final draft

Activities W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

3c. Use temporal words and phrases to signal event order.

3d. Provide a sense of closure.

Activities W.3.4

Discuss purpose and audience

Complete pre-writing activities

Teach stages of the writing process

Teach process for drafting text

Activities W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Activities W.3.6

Create text using a word processing program

Collaborate with others (type and share text, peer edit)

Activities W.3.7

Conduct short research projects that build knowledge about a topic

Students will take notes and produce a written report about Jesus or a 3rd grade saint.

Activities W.3.8

Annotate text

Take notes

Sort information into categories

Teach strategies to determine credibility of sources

Activities W.3.10

Journal Writing

Religion Journal

Writing Prayers

Saint Prayers

Scripture Reflections

Bible Story Reflections

Activities SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on

3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

3.1d. Explain their own ideas and understanding in light of the discussion.

Activities SL.3.2

Use graphic organizers to determine main ideas and supporting details

Present information in diverse formats and media when finding main ideas and supporting details

Activities SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Activities SL.3.4

Create a presentation that includes appropriate facts and details (Saints project)

Use proper pacing

Watch examples of appropriate speakers

Follow an oral presentation rubric

Activities SL.3.5

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Activities SL.3.6

Model the use of standard English

Require students to talk in complete sentences

FOURTH GRADE ELA STANDARDS

(Click on the link to see specific details for each standard)

Reading Standards for All Text Types

[R.4.1](#) Discover the truth, beauty and goodness in the world through literature and informational text by identifying details and examples to explain what the text says explicitly and when drawing inferences from the text.

[R.4.2](#) Determine the main idea, theme, virtue or moral depicted in a story, drama, poem, parable or scripture passage using details from the text and summarizing the text to understand it's purpose in God's creation.

[R.4.3](#) Describe in depth the character, setting, and events in a story, drama, scripture passage or parable, drawing on specific details in the text to find the truth, beauty, and goodness in God's creation.

[R.4.4](#) Determine the meaning of general academic and domain-specific words or phrases, scriptural words and faith-based terms, as they are used in a text.

[R.4.5](#) To understand God's diverse beauty in the world explain the major differences and the overall structural elements between poems, drama, scripture, Psalms, and prose when writing or speaking about a text.

[R.4.6](#) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations, and firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided to find if it is in accordance with God's truth.

[R.4.7](#) Make connections between the text of a story, drama, and a visual or oral presentation of the text to identify where each version reflects specific descriptions and directions in the text in accordance to God's truth.

[R.4.8](#) Explain how an author and the Catholic Church use reason and evidence to support particular points in a text, including scripture.

[R.4.9](#) Compare and contrast the treatment of similar themes, topics and patterns of events in stories, myths, scripture, and traditional literature from different cultures to discover God's beauty and truth in the world.

[R.4.10](#) By working to their highest God-given potential, students will, by the end of the year, read and comprehend literature, including stories, dramas, poetry, parables, Psalms and the

gospels in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundation Skills

[FS.4.3](#) To understand God’s truth and beauty in the world know and apply grade-level phonics and word analysis skills in decoding words.

FS4.3a. – Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (EXAMPLES: roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

[FS. 4.4](#) To understand God’s goodness and truth in the world, read with sufficient accuracy and fluency to support comprehension.

FS.4.4a Read on-level text with purpose and understanding.

FS.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

FS.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standards

[L. 4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking to proclaim God’s word.

L.4.1a Use relative pronouns (EXAMPLES: who, whose, whom, which, that) and relative adverbs (EXAMPLES: where, when, why).

L.4.1b Form and use the progressive verb tenses (EXAMPLES: I was walking. I am walking. I will be walking).

L.4.1c Use modal auxiliaries (EXAMPLES: can, may, must) to convey various conditions.

L.4.1d Order adjectives within sentences according to conventional patterns (EXAMPLES: a small red bag rather than a red small bag).

L.4.1e Form and use prepositional phrases.

L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g Correctly use frequently confused words (EXAMPLES: to, too, two; there, their, they’re).

[L. 4.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing to proclaim the truth of the Lord.

L.4.2a Use correct capitalization.

L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

L. 4.3 In order to proclaim God’s truth and goodness in the world, use knowledge of language and it’s conventions when writing, speaking, reading, or listening.

L.4.3a Choose words and phrases to convey ideas precisely.

L.4.3b Choose punctuation for effect.

L.4.3c Differentiate between contexts that call for formal English (EXAMPLE: presenting ideas) and situations where informal discourse is appropriate (EXAMPLE: small-group discussion).

L. 4.4 In order to discover God’s truth, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4a Use context as a clue to the meaning of a word or phrase (EXAMPLES: definitions, examples, or restatements in text).

L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (EXAMPLES: telegraph, photograph, autograph).

L.4.4c Consult reference materials (EXAMPLES: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L. 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings for as Christ did in His Parable teachings.

L.4.5a Explain the meaning of simple similes and metaphors in context (EXAMPLE :as pretty as a picture).

L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L. 4.6 To share God’s truth, beauty, and goodness use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being, and that are basic to a particular topic

Writing Standards

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information to show God’s beauty and truth.

W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

W.4.1b Provide reasons that are supported by facts and details.

W.4.1c Link opinion and reasons using words and phrases (EXAMPLES: for instance, in order to, in addition).

W.4.1d Provide a concluding statement or section related to the opinion presented.

W. 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly to show God’s beauty and truth.

W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (EXAMPLE: headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c Link ideas within categories of information using words and phrases (EXAMPLES: another, for example, also, because).

W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e Provide a concluding statement or section related to the information or explanation presented.

[W. 4.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences to show God’s beauty and truth.

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e Provide a conclusion that follows from the narrated experiences or events.

[W. 4.4](#) Produce clear and coherent writing that glorifies the Lord, in which the development and organization are appropriate to task, purpose, and audience.

[W. 4.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing to glorify the Lord.

[W. 4.6](#) With some guidance and support from adults as well as collaboration with others, use technology, to produce and publish writing that glorifies the Lord. Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

[W. 4.7](#) Conduct short research projects that build knowledge of God’s creation through investigation of different aspects of a topic.

[W. 4.8](#) Recall relevant information from experiences or gather relevant information from print and digital sources that glorifies the Lord.

[W. 4.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research to shows God’s truth, beauty, and goodness.

W.4.9a Apply grade 4 reading standards to literature

W.4.9b Apply grade 4 reading standards to informational texts

W. 4. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences that reveals God’s truth.

Speaking and Listening Standards

SL.4.1 To proclaim God’s truth and goodness engage effectively in a range of collaborative discussions in the image of Christ (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL. 4.2 To proclaim God’s truth, beauty, and goodness paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL. 4.3 To understand God’s truth identify the reasons and evidence a speaker provides to support particular points.

SL. 4.4 In order to evangelize the Good News of Christ, report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL. 4.5 To show God’s beauty and truth add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL. 4.6 To speak God’s truth and goodness differentiate between contexts that call for formal English (EXAMPLE: presenting ideas) and situations where informal discourse is appropriate (EXAMPLE :small-group discussion); use formal English when appropriate to task and situation.

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FOURTH GRADE
SCRIPTURE	
<i>I believe I shall see the Lord’s goodness in the land of the living. Psalms 27:13</i>	
STANDARD	
R.4.1 Discover the truth, beauty and goodness in the world through literature and	

informational text by identifying details and examples to explain what the text says explicitly and when drawing inferences from the text.
EXAMPLES OF TEXT
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values
Essential Questions
<ul style="list-style-type: none"> • How does the text measure up in terms of Catholic worldview and values? • How does the text measure up in terms of Catholic morality and virtue? • How does the text measure up to God’s plan or expectations of it as revealed in Christ? • How do my examples and details show how this character is beautiful, truthful, or good? • How is the character beautiful, truthful, or good compared to the other characters in the book?
Activities

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FOURTH GRADE
SCRIPTURE	
<i>For I know well the plans I have in mind for you, says the Lord, plans for your welfare, not for woe! Plans to give you a future full of hope. Jeremiah 29:11</i>	
STANDARD	
R.4.2 Determine the main idea, theme, virtue or moral depicted in a story, drama, poem, parable or scripture passage using details from the text and summarizing the text to understand it’s purpose in God’s creation.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the text measure up to God’s plan or expectations of it as revealed in Christ? • How do my examples and details show how this character is beautiful, truthful, or good? • Does my summary show the beauty of the text? • How does the theme measure up in terms of Catholic worldview and values? • How does the main idea measure up in terms of Catholic morality and virtue? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FOURTH GRADE
SCRIPTURE	
<i>For this very reason, make every effort to supplement your faith with virtue, virtue with knowledge. 2 Peter 1: 5</i>	

STANDARD	
R.4.3 Describe in depth the character, setting, and events in a story, drama, scripture passage or parable, drawing on specific details in the text to find the truth, beauty, and goodness in God's creation.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the character's traits and actions measure up in terms of Catholic worldview and values? • How does the character, setting and events in the story measure up in terms of Catholic morality and virtue? • How does the character, setting and events measure up to God's plan or expectations of it as revealed in Christ? • What happens does not use their talents and gifts for the glory of the Lord? • How is this character's traits beautiful, truthful, or good? • How is the character's traits beautiful, truthful, or good compared to the other characters in the book? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FOURTH GRADE
SCRIPTURE	
<i>For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope.</i> Romans 15:4	
STANDARD	
R.4.4 Determine the meaning of general academic and domain-specific words or phrases, scriptural words and faith-based terms, as they are used in a text.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? • How does my knowledge of vocabulary reveal the truth and revelation of the Lord? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FOURTH GRADE

SCRIPTURE
<i>For as in one body we have many parts, and all the parts do not have the same function, so we, though many, are one body in Christ and individually parts of one another. Since we have gifts that differ according to the grace given to us, let us exercise them.</i> Romans 12:4-6
STANDARD
R.4.5 To understand God’s diverse beauty in the world explain the major differences and the overall structural elements between poems, drama, scripture, Psalms, and prose when writing or speaking about a text.
EXAMPLES OF TEXT
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values
Essential Questions
<ul style="list-style-type: none"> • Which of these (i.e. poems, dramas, scripture, psalms, and prose) is more beautiful and why? Why might others have thought this beautiful? • How do these texts (i.e. poems, dramas, scripture, psalms, and prose) attract in a way that pleases God and draws others closer to God?
Activities

Reading Standards for All Text Types	
ELA-Craft and Structure	FOURTH GRADE
SCRIPTURE	
<i>While we look not at the things which are seen, but at the things which are not seen; for the things which are seen are temporal, but the things which are not seen are eternal.</i> 2 Corinthians 4:18	
STANDARD	
R.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations, and firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided to find if it is in accordance with God’s truth.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • Where is there proportion and harmony between points of view? • What do the points of view reveal about the nature of what is seen? • How do these different points of view attract in a way that pleases God and draws others closer to God? 	
Activities	

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas	FOURTH GRADE
SCRIPTURE	
<i>Abide in Me, and I in you. As the branch cannot bear fruit of itself unless it abides in the vine, so neither can you unless you abide in Me. I am the vine, you are the branches; he who abides in Me and I in him, he bears much fruit, for apart from Me you can do nothing. John 15:4-5</i>	
STANDARD	
R.4.7 Make connections between the text of a story, drama, and a visual or oral presentation of the text to identify where each version reflects specific descriptions and directions in the text in accordance to God’s truth.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does this align with what we know from revelation? • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? • What other questions are raised after making connections between the text? 	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FOURTH GRADE
SCRIPTURE	
<i>Fixing our eyes on Jesus, the author and perfecter of faith, who for the joy set before Him endured the cross, despising the shame, and has sat down at the right hand of the throne of God. Hebrews 12:2</i>	
STANDARD	
R.4.8 Explain how an author and the Catholic Church use reason and evidence to support particular points in a text, including scripture.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the evidence and reasoning support the text? • How does the author’s evidence support Catholic worldview and values? • How does the author’s evidence support Catholic morality and values? • How does this align with what we know from revelation? 	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FOURTH GRADE
SCRIPTURE	

<i>Never pay back evil for evil to anyone. Respect what is right in the sight of all men.</i> Romans 12:17	
STANDARD	
R.4.9 Compare and contrast the treatment of similar themes, topics and patterns of events in stories, myths, scripture, and traditional literature from different cultures to discover God’s beauty and truth in the world.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • Where is there proportion and harmony between themes and topics? • What do the themes and topics reveal about the nature of what is seen? • How do these different themes and topics attract in a way that pleases God and draws others closer to God? 	
Activities	

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	FOURTH GRADE
SCRIPTURE	
<i>Pay close attention to yourself and to your teaching; persevere in these things, for as you do this you will ensure salvation both for yourself and for those who hear you.</i> 1 Timothy 4:16	
STANDARD	
R.4.10 By working to their highest God-given potential, students will, by the end of the year, read and comprehend literature, including stories, dramas, poetry, parables, Psalms and the gospels in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my comprehension of the text show the truth of what I am reading? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Reading Standards: Foundational Skills	
Phonics and Word Recognition	FOURTH GRADE
SCRIPTURE	
<i>All this, said David, the Lord made me understand in writing by His hand upon me, all the details</i>	

<i>of this pattern.</i> 1 Chronicles 28:19	
STANDARD	
<p>FS.4.3 To understand God’s truth and beauty in the world know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>FS4.3a. – Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (EXAMPLES: roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
EXAMPLES OF TEXT	
<p>Scripture, Fourth grade saints biographies, Parables, Literature reflecting Catholic morals/values</p>	
Essential Questions	
<ul style="list-style-type: none"> • How does my knowledge of phonics and word recognition reveal the truth and revelation of the Lord? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Reading Standards: Foundation Skills	
Fluency	FOURTH GRADE
SCRIPTURE	
<p><i>They read from the book, from the law of God, translating to give the sense so that they understood the reading.</i> Nehemiah 8:8</p>	
STANDARD	
<p>FS. 4.4 To understand God’s goodness and truth in the world, read with sufficient accuracy and fluency to support comprehension.</p> <p>FS.4.4a Read on-level text with purpose and understanding.</p> <p>FS.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>FS.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
EXAMPLES OF TEXT	
<p>Scripture, Fourth grade saints biographies, Parables, Literature reflecting Catholic morals/values</p>	
Essential Questions	
<ul style="list-style-type: none"> • How does my reading with sufficient accuracy show my God given talents and gifts? • What can happen to the beauty of a reading when it is not read fluently? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Language Standards

Conventions of Standard English	FOURTH GRADE
SCRIPTURE	
<i>My mouth will speak words of wisdom; the meditation of my heart will give you understanding.</i> Psalm 49:3	
STANDARD	
<p>L. 4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking to proclaim God’s word.</p> <p>L.4.1a Use relative pronouns (EXAMPLES: who, whose, whom, which, that) and relative adverbs (EXAMPLES: where, when, why).</p> <p>L.4.1b Form and use the progressive verb tenses (EXAMPLES: I was walking. I am walking. I will be walking).</p> <p>L.4.1c Use modal auxiliaries (EXAMPLES: can, may, must) to convey various conditions.</p> <p>L.4.1d Order adjectives within sentences according to conventional patterns (EXAMPLES: a small red bag rather than a red small bag).</p> <p>L.4.1e Form and use prepositional phrases.</p> <p>L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1g Correctly use frequently confused words (EXAMPLES: to, too, two; there, their, they’re).</p>	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How do my words proclaim God’s truth and beauty? • How does this align with what we know from revelation? 	
Activities	

Language Standards	
Conventions of Standard English	FOURTH GRADE
SCRIPTURE	
<i>Then He taught me, and He said to me, Take hold of my words with all your heart; keep my commands, and you will live.</i> Proverbs 4:4	
STANDARD	
<p>L. 4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing to proclaim the truth of the Lord.</p> <p>L.4.2a Use correct capitalization.</p> <p>L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p>	

EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • How do my choices when writing reveal the truth? • How does this align with what we know from revelation? 	
Activities	

Language Standards	
Conventions of Standard English	FOURTH GRADE
SCRIPTURE	
<i>Teach me good discernment and knowledge, For I believe in Your commandments. Psalm 119:66</i>	
STANDARD	
<p>L. 4.3 In order to proclaim God’s truth and goodness in the world, use knowledge of language and it’s conventions when writing, speaking, reading, or listening.</p> <p>L.4.3a Choose words and phrases to convey ideas precisely.</p> <p>L.4.3b Choose punctuation for effect.</p> <p>L.4.3c Differentiate between contexts that call for formal English (EXAMPLE: presenting ideas) and situations where informal discourse is appropriate (EXAMPLE: small-group discussion).</p>	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • How do my choices when writing, speaking, reading, and listening reveal the truth and knowledge of language? • How did I proclaim the truth and goodness when writing, speaking, reading, and listening in informal and formal situations? 	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FOURTH GRADE
SCRIPTURE	
<i>There are, perhaps, a great many kinds of languages in the world, and no kind is without meaning. 1 Corinthians 14:10</i>	
STANDARD	
<p>L. 4.4 In order to discover God’s truth, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	

<p>L.4.4a Use context as a clue to the meaning of a word or phrase (EXAMPLES: definitions, examples, or restatements in text).</p> <p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (EXAMPLES: telegraph, photograph, autograph).</p> <p>L.4.4c Consult reference materials (EXAMPLES: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p>
EXAMPLES OF TEXT
Scripture , Literature reflecting Catholic morals/values
Essential Questions
<ul style="list-style-type: none"> • How did the strategy chosen reveal the truth and revelation of the word and phrases? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines?
Activities

Language Standards	
Vocabulary Acquisition and Use	FOURTH GRADE
SCRIPTURE	
<i>These things I have spoken to you in figurative language; an hour is coming when I will no longer speak to you in figurative language, but will tell you plainly of the Father. John 16:25</i>	
STANDARD	
<p>L. 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings for as Christ did in His Parable teachings.</p> <p>L.4.5a Explain the meaning of simple similes and metaphors in context (EXAMPLE :as pretty as a picture).</p> <p>L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does figurative language, word relationships, and nuances demonstrate my understanding of God’s beauty? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Language Standards

Vocabulary Acquisition and Use	FOURTH GRADE
SCRIPTURE	
<i>Acquire wisdom! Acquire understanding! Do not forget nor turn away from the words of my mouth.</i> Proverbs 4:5	
STANDARD	
L. 4.6 To share God’s truth, beauty, and goodness use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being, and that are basic to a particular topic	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • When sharing how do my words show God’s beauty? • What can happen when beauty is not used for the glory of God? • Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Writing Standards	
Text Types and Purposes	FOURTH GRADE
SCRIPTURE	
<i>I too will answer my share, I also will tell my opinion.</i> Job 32:17	
STANDARD	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information to show God’s beauty and truth.	
W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	
W.4.1b Provide reasons that are supported by facts and details.	
W.4.1c Link opinion and reasons using words and phrases (EXAMPLES: for instance, in order to, in addition).	
W.4.1d Provide a concluding statement or section related to the opinion presented.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does creating an opinion piece show beauty and truth? • What does the point of view reveal to me about a writer’s truth and beauty? 	
Activities	

Writing Standards	
Text Types and Purposes	FOURTH GRADE
SCRIPTURE	

...explaining and giving evidence that the Christ had to suffer and rise again from the dead, and saying, This Jesus whom I am proclaiming to you is the Christ. Acts 17:3

STANDARD

W. 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly to show God’s beauty and truth.

W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (EXAMPLE: headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c Link ideas within categories of information using words and phrases (EXAMPLES: another, for example, also, because).

W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e Provide a concluding statement or section related to the information or explanation presented.

EXAMPLES OF TEXT

[Scripture](#), [Literature](#) reflecting Catholic morals/values

Essential Questions

- How does creating an informational piece of writing show beauty and truth?
- How do facts and examples show the integrity and truth in my informational writing?
- How does my word choice reflect the truth in my writing?

[Activities](#)

Writing Standards

Text Types and Purposes

FOURTH GRADE

SCRIPTURE

I pray that the fellowship of your faith may become effective through the knowledge of every good thing which is in you for Christ’s sake. Philemon 1:6

STANDARD

W. 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences to show God’s beauty and truth.

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e Provide a conclusion that follows from the narrated experiences or events.

EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does creating a narrative piece of writing show beauty and truth? • How do the characters in my writing show integrity and truth? • How does my word choice reflect the truth in my writing? 	
Activities	

Writing Standards	
Production and Distribution of Writing	FOURTH GRADE
SCRIPTURE	
<i>A good tree cannot produce bad fruit, nor can a bad tree produce good fruit. Matthew 7:18</i>	
STANDARD	
W. 4.4 Produce clear and coherent writing that glorifies the Lord, in which the development and organization are appropriate to task, purpose, and audience.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my writing glorify the Lord’s truth and beauty? • How does my word choice allow the audience to understand my writing? 	
Activities	

Writing Standards	
Production and Distribution of Writing	FOURTH GRADE
SCRIPTURE	
<i>But you, be sober in all things, endure hardship, do the work of an evangelist, fulfill your ministry. 2 Timothy 4:5</i>	
STANDARD	
W. 4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing to glorify the Lord.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my writing glorify the Lord’s truth and beauty? • How does the guidance and support from peers and adults show the glory of the Lord? 	
Activities	

Writing Standards	
Production and Distribution of Writing	FOURTH GRADE
SCRIPTURE	
<i>Commit your works to the Lord and your plans will be established. Proverbs 16:3</i>	
STANDARD	
W. 4.6 With some guidance and support from adults as well as collaboration with others, use technology, to produce and publish writing that glorifies the Lord. Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does using technology to publish my writing glorify the Lord’s truth and beauty? • How does the guidance and support from adults show the glory of the Lord? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FOURTH GRADE
SCRIPTURE	
<i>I have filled him with the Spirit of God in wisdom, in understanding, in knowledge, and in all kinds of craftsmanship. Exodus 31:3</i>	
STANDARD	
W. 4.7 Conduct short research projects that build knowledge of God’s creation through investigation of different aspects of a topic.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my research reveal the truth, integrity and beauty of the source? • In what way does plagiarism inhibit revealing the truth and the integrity of the writer? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FOURTH GRADE
SCRIPTURE	
<i>I will fetch my knowledge from afar, and I will ascribe righteousness to my Maker. Job 36:3</i>	
STANDARD	

W. 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources that glorifies the Lord.	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my research reveal the truth, integrity and beauty of the source? • In what way does plagiarism inhibit revealing the truth and the integrity of the writer? • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FOURTH GRADE
SCRIPTURE	
<i>Therefore we ought to support such men, so that we may be fellow workers with the truth. 3</i> John 1:8	
STANDARD	
W. 4. 9 Draw evidence from literary or informational texts to support analysis, reflection, and research to shows God’s truth, beauty, and goodness.	
W.4.9a Apply grade 4 reading standards to literature	
W.4.9b Apply grade 4 reading standards to informational texts	
EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my evidence reveal the truth, integrity and beauty of the source? • In what way does plagiarism inhibit revealing the truth and the integrity of the writer? • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? 	
Activities	

Writing Standards	
Range of Writing	FOURTH GRADE
SCRIPTURE	
<i>My words are from the uprightness of my heart, And my lips speak knowledge sincerely.</i> Job 33:3	
STANDARD	
W. 4. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences that reveals God’s truth.	

EXAMPLES OF TEXT	
Scripture , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> How does discipline help me reveal God's truth? 	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FOURTH GRADE
SCRIPTURE	
<i>Two are better than one because they have a good return for their labor. For if either of them falls, the one will lift up his companion. But woe to the one who falls when there is not another to lift him up. Ecclesiastes 4:9-10</i>	
STANDARD	
<p>SL.4.1 To proclaim God's truth and goodness engage effectively in a range of collaborative discussions in the image of Christ (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints , Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> What does my response to this reveal about me? How does my contribution reflect my God-given gifts and knowledge? When working with diverse partners how can I build my knowledge and understanding in a respectful way? Can the knowledge or situation under consideration be integrated with expanded by the knowledge from other academic disciplines? 	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FOURTH GRADE
SCRIPTURE	
Listen, for I will speak noble things; And the opening of my lips will reveal right things.	

Proverbs 8:6
STANDARD
SL. 4.2 To proclaim God’s truth, beauty, and goodness paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
EXAMPLES OF TEXT
Scripture , Fourth grade saints biographies, Parables , Literature reflecting Catholic morals/values
Essential Questions
<ul style="list-style-type: none"> • How does my research reveal the truth, integrity and beauty of the source? • In what way does plagiarism inhibit revealing the truth and the integrity of the writer? • Does the media and format in which I am presenting show the beauty of what I am proclaiming? • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline?
<u>Activities</u>

Speaking and Listening Standards	
Comprehension and Collaboration	FOURTH GRADE
SCRIPTURE	
<i>Behold, I waited for your words, I listened to your reasoning’s, while you pondered what to say.</i> Job 32:11	
STANDARD	
SL. 4.3 To understand God’s truth identify the reasons and evidence a speaker provides to support particular points.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints , Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How are the identified reasons showing God’s truth? • Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? • How do these reasons measure up in Catholic worldviews and values? • How do these reasons measure up to God’s plan or expectations of it as revealed in Christ? 	
<u>Activities</u>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FOURTH GRADE

SCRIPTURE	
<i>Go near and hear all that the Lord our God says; then speak to us all that the Lord our God speaks to you, and we will hear and do it.</i> Deuteronomy 5:27	
STANDARD	
SL. 4.4 In order to evangelize the Good News of Christ, report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints , Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How am I showing God’s truth? • How do these reasons measure up in Catholic worldviews and values? • How do these reasons measure up to God’s plan or expectations of it as revealed in Christ? • How can I make my presentation clear and precise to the audience to show the beauty of my work? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FOURTH GRADE
SCRIPTURE	
<i>But be filled with the spirit speaking to one another in psalms and hymns and spiritual songs, singing and making melody with your heart to the Lord.</i> Ephesians 5:18-19	
STANDARD	
SL. 4.5 To show God’s beauty and truth add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
EXAMPLES OF TEXT	
Scripture , Fourth grade saints , Parables , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How is the theme showing God’s truth? • How do my media formats enhance my presentation to show God’s beauty? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FOURTH GRADE
SCRIPTURE	
<i>Whoever speaks, is to do so as one who is speaking the utterances of God; whoever serves is to do so as one who is serving by the strength which God supplies; so that in all things God may be</i>	

glorified through Jesus Christ, to whom belongs the glory and dominion forever and ever. Amen.
1 Peter 4:11

STANDARD

SL. 4.6 To speak God’s truth and goodness differentiate between contexts that call for formal English (EXAMPLE: presenting ideas) and situations where informal discourse is appropriate (EXAMPLE :small-group discussion); use formal English when appropriate to task and situation.

EXAMPLES OF TEXT

[Scripture](#), [Fourth grade saints](#) biographies, [Parables](#), [Literature](#) reflecting Catholic morals/values

Essential Questions

- How is the theme showing God’s truth?
- How do my media formats enhance my presentation to show God’s beauty?

[Activities](#)

Scripture

Ten Commandments; Exodus 20: 2-17

Great Commandment; John 15:12

Sermon on the Mount; Matthew 5:1-12

Our Father; Luke 11:1-14

Pray Always; Thess. 5:17

Virtues

Prudence

Justice

Fortitude

Temperance

Saints

Francis Xavier

Gianna Molla

Charles Lwanga

Kateri Tekakwitha

Benedict and Scholastica

Andrew Kim Taegon

John XXIII

John Paul II

Mother Frances Xavier Cabrini

Prayers

(Continue development of understanding, reciting) Apostle's Creed

Four Marks of the Church

Hail Holy Queen

Intro Memorare

Prayers of Thanksgiving

Personal Petitions

Contrition

Prayer of Adoration/Praise

Time in Adoration

Meditation

Participates in the Stations of the Cross

Songs

Commandments

All 10 Commandments in detailed explanation.

All 10 Commandments (Reconciliation examination of conscience)

Sacraments

All sacraments categorized in service, healing or initiation.

Participation in Reconciliation/Eucharist

Parables

<u>Parables of Jesus in Chronological Order</u>				
	Parable	Matthew	Mark	Luke
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 nd time, see #3)		4:21-22	8:16, 11:33
7	Rich man foolishly builds bigger barns			12:16-21
8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9
11	Sower and four types of soil	13:3-8, 18-23	4:3-8,14-20	8:5-8,11-15
12	Weeds among good plants (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		
21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14

37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 nd time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 nd time, see #8)		13:35-37	
45	Three servants given talents (also see #37)	25:14-30		
46	Sheep and goats will be separated	25:31-46		

Literature R.4.1

Picture Books for Older Children-

Max Lucado books (If Only I had a Green Nose, You are Special)

The Book of Virtues for Young People by William J. Bennett

Tomi De Paulo- The Art Lesson

Patty Lovell- Stand Tall, Molly Lou Melon

Henry Cole- An Unspoken Story from the Underground Railroad

Novels-

Fish in a Tree - Lynda Mullaly Hunt

The Miraculous Journey of Edward Tulane- Kate DiCamillo

Number the Stars- Lois Lowry

Informational Texts-

Who is Mother Teresa?

Who is Martin Luther King?

So You Think You Want to Be President?- *Judith St George*

Literature R.4.2

Picture Books for Older Children-

Max Lucado books (If Only I had a Green Nose, You are Special)

The Book of Virtues for Young People by William J. Bennett

Tomi De Paulo- The Art Lesson

Patty Lovell- Stand Tall, Molly Lou Melon

Henry Cole- An Unspoken Story from the Underground Railroad

Novels-

Fish in a Tree - Lynda Mullaly Hunt

The Miraculous Journey of Edward Tulane- Kate DiCamillo

Number the Stars- Lois Lowry

Informational Texts-

Who is Mother Teresa?

Who is Martin Luther King?

So You Think You Want to Be President?- *Judith St George*

Literature R.4.3

Picture Books for Older Children-

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The Lion, the Witch, and the Wardrobe- C.S. Lewis

Informational Texts-

Bible

Catechism of the Catholic Church

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Literature W.4.1

Opinion-

Dear Mrs. LaRue by Mark Teague

The True Story of the 3 Little Pigs by Jon Scieszka

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The Day the Crayons Quit by Drew Daywalt

Informative/Expository-

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The Fantastic Ferris Wheel: The Story of Inventor George Ferris by Betsy Harvey Kraft

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Literature W.4.8

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Literature W.4.10

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Literature SL.4.1

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Activities R.4.1

1. Character Trait Analysis
2. Venn Diagram to compare characters
3. Theme- What was the moral of the story? What was the Author's message?
4. Author's Purpose
5. Make Connections (Text-to-Self, Text-To-Text, Text-to-World)
6. Use movies(G-rated) students know today to show the moral or theme (i.e. Pixar short films)

Activities R.4.2

1. Compare and contrast the theme of a story to a parable Jesus taught or any Bible story.
2. Find a Saint who embodies the same virtue or moral depicted in the story.
3. Theme- What was the moral of the story? What was the Author's message? Use this to write your own story using the same theme.
4. Have students determine how they could apply the virtue, moral or message from the story into their lives.
5. Use movies(G-rated) students know today to show the moral or theme (i.e. Pixar short films)

Activities R.4.3

1. Character Trait Analysis to include the thoughts, words and actions using details from the text.
2. Literary Elements Map (setting, conflict, rising action, climax, plot, solution)
3. Cause and Effect to determine if the events or character's actions were moral

Activities R.4.4

1. Dictionary scavenger to determine meaning and etymology of a word.
2. Context Clues
3. Use new words you have found to incorporate into your own writing.

Activities R.4.5

1. Chronology
2. Comparison
3. Cause/Effect
4. Problem/Solution
5. Elements of Prose: sentence, paragraph, dialogue
6. Elements of Poetry: verse, stanza, rhythm, meter, rhyme
7. Elements of Drama: cast of Characters, settings, description, dialogue, stage direction, scenes, acts

Activities R.4.6

1. Use the four Gospels and the authors' audiences to analyze events in Jesus' life. Refer to grade level Scripture passages.
2. Writing prompt or writer's workshop from a character's point of view.

Activities R.4.7

1. The Ten Commandments
2. The Beatitudes
3. Interpret information presented visually, orally, or quantitatively (examples: charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)
4. Explain how the information contributes to an understanding of the text or scripture in which it appears.

Activities R.4.8

1. The Ten Commandments
2. The Beatitudes
3. Catechism of the Catholic Church
4. Citing evidence and reason through text.

Activities R.4.9

1. Find text of opposition of good and evil.
2. Integrate information from two texts, including the Catechism of the Catholic Church, the Bible, and biographies of the lives of saints, on the same topic in order to write or speak about the subject knowledgeably.

Activities R.4.10

1. Motivate students by setting goals to read more fluently, improve their overall reading test scores, and reading comprehension.
2. Differentiate instruction to various reading levels of classroom. Examples: leveled readers, center work, spelling words.

Activities FS.4.3

1. Greek and Latin roots <https://www.pinterest.com/pin/268949408972019020/>
2. Daily Language Review (<https://www.christianbook.com/daily-language-review-grade-4/9781557996589/pd/996589?dv=%7Bdevice%7D&en=google&event=SHOP&kw=home-school-0-20%7C996589&p=1179710&gclid=Ci0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rn4xqRklU71zfcfloBCYIOL1ZbX3MLrusL5uEfNo8Z4aAtei8P8HAQ>)
3. Reading Fluency Strips <https://www.teacherspayteachers.com/Product/Reading-Fluency-Strips-for-Grades-3-5-1675343>
4. Word Sort

Activities FS.4.4

1. Read aloud at Mass
2. Read poetry
3. Model fluency and reading with expression
4. Fluency Practice buddies
5. Book buddies with younger grade
6. Record student reading to self-evaluate themselves

Activities L.4.1

1. Interactive grammar notebook (a great example: <https://www.teacherspayteachers.com/Product/Grammar-Interactive-Notebook-Grammar-Activities-Interactive-Grammar-Notebook-1277526>)

2. Writing assignments that incorporate the language standards.
3. Write a speech and present to incorporate the language standards.
4. Daily Language Review (<https://www.christianbook.com/daily-language-review-grade-4/9781557996589/pd/996589?dv=%7Bdevice%7D&en=google&event=SHOP&kw=home-school-0-20%7C996589&p=1179710&gclid=Cj0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rn4xqRkIU71zfcfloBCYIOL1ZbX3MLrusL5uEfNo8Z4aAtei8P8HAQ>)
5. Apps and Online Games for grammar concepts
<https://www.pinterest.com/pin/311029917999815459/>
6. School House Rock Videos
<https://www.youtube.com/watch?v=YkAX7VkJEw&list=PLKt00sUUapAKKZrQuxaa2oc9546RWKoOD>

Activities L.4.2

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Activities L.4.3

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6. School House Rock Videos

<https://www.youtube.com/watch?v=YkAX7Vk3JEw&list=PLKt00sUUapAKKZrQuxaa2oc9546RWKoOD>

Activities L.4.4

1. Interactive grammar notebook (a great example:
<https://www.teacherspayteachers.com/Product/Grammar-Interactive-Notebook-Grammar-Activities-Interactive-Grammar-Notebook-1277526>)
2. Writing assignments that incorporate the language standards.
3. Write a speech and present to incorporate the language standards.
4. Daily Language Review (<https://www.christianbook.com/daily-language-review-grade-4/9781557996589/pd/996589?dv=%7Bdevice%7D&en=google&event=SHOP&kw=home-school-0-20%7C996589&p=1179710&gclid=Cj0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rn4xqRklU71zfcfloBCYIOL1ZbX3MLrusL5uEfNo8Z4aAtei8P8HAQ>)
5. Apps and Online Games for grammar concepts
<https://www.pinterest.com/pin/311029917999815459/>
6. School House Rock Videos
<https://www.youtube.com/watch?v=YkAX7Vk3JEw&list=PLKt00sUUapAKKZrQuxaa2oc9546RWKoOD>
7. Greek and Latin roots <https://www.pinterest.com/pin/106890191130564070/>
8. Online dictionary and thesaurus <http://www.dictionary.com>

Activities L.4.5

1. Use a parable teaching to discuss the figurative language in Jesus' teachings.
2. Find figurative language in church hymns and psalms.
3. Poetry unit to incorporate figurative language standards.
4. Examples of Books with Figurative Language
<https://www.pinterest.com/pin/282460207856039180/>
5. Interactive grammar notebook (a great example:
<https://www.teacherspayteachers.com/Product/Grammar-Interactive-Notebook-Grammar-Activities-Interactive-Grammar-Notebook-1277526>)
6. Writing assignments that incorporate the language standards.
7. Write a speech and present to incorporate the language standards.
8. Daily Language Review (<https://www.christianbook.com/daily-language-review-grade-4/9781557996589/pd/996589?dv=%7Bdevice%7D&en=google&event=SHOP&kw=home-school-0-20%7C996589&p=1179710&gclid=Cj0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rn4xqRklU71zfcfloBCYIOL1ZbX3MLrusL5uEfNo8Z4aAtei8P8HAQ>)
9. Apps and Online Games for grammar concepts
<https://www.pinterest.com/pin/311029917999815459/>

10. School House Rock Videos

<https://www.youtube.com/watch?v=YkAX7Vk3JEw&list=PLKt00sUUapAKKZrQuxaa2oc9546RWKoOD>

Activities L.4.6

1. Interactive grammar notebook (a great example:
<https://www.teacherspayteachers.com/Product/Grammar-Interactive-Notebook-Grammar-Activities-Interactive-Grammar-Notebook-1277526>)
2. Writing assignments that incorporate the language standards.
3. Write a speech and present to incorporate the language standards.
4. Daily Language Review (<https://www.christianbook.com/daily-language-review-grade-4/9781557996589/pd/996589?dv=%7Bdevice%7D&en=google&event=SHOP&kw=home-school-0-20%7C996589&p=1179710&gclid=Cj0KEQjw7pHLBRDqs-X8hZ3Mgp0BEiQAXIo9rn4xqRklU71zfcfloBCYIOL1ZbX3MLrusL5uEfNo8Z4aAtei8P8HAQ>)
5. Apps and Online Games for grammar concepts
<https://www.pinterest.com/pin/311029917999815459/>
6. School House Rock Videos
<https://www.youtube.com/watch?v=YkAX7Vk3JEw&list=PLKt00sUUapAKKZrQuxaa2oc9546RWKoOD>

Activities W.4.1

1. Use a mentor text from above to show features of opinion writing to model for students how to write an opinion piece.
2. Paragraph scramble to determine structure of an opinion writing

Activities W.4.2

1. Use a mentor text from above to show features of informational/explanatory writing to model for students how to write an informational/explanatory piece
2. Paragraph scramble to determine structure of informational/explanatory writing
3. Saint Biography Report

Activities W.4.3

1. Use a mentor text from above to show features of narrative writing to model for students how to write a narrative piece
2. Paragraph scramble to determine structure of narrative writing
3. Personal narrative about a sacrament received

Activities W.4.4

1. Write universal prayers of the Church and other prayers
2. 7-Trait Writing Process
3. Publishing Party at the conclusion of a unit

Activities W.4.5

1. 7 Trait Writing Process
2. Peer editing workshop to review editing and revising checklist and review grammar marks
3. Establish year long peer editing buddies

Activities W.4.6

1. 7 Trait Writing Process
2. Peer editing workshop to review editing and revising checklist and review grammar marks
3. Establish year long peer editing buddies
4. Collaborate with the school technology educator to plan a writing project that can be researched and typed together

Activities W.4.7

1. Collaborate with the school technology educator to plan a writing project that can be researched and typed together.
2. Saint projects
3. Research about the appearances of Mary or any miracles.
4. Westward Expansion
5. State Project

Activities W.4.8

1. Collaborate with the school technology educator to plan a writing project that can be researched and typed together.
2. Take notes and categorize information
3. Provide a list of sources

Activities W.4.9

1. Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text, such as a character's thoughts, words, or actions.
2. Show and explain how an author uses reasons and evidence to support particular points in a text
3. Provide a list of sources

Activities W.4.10

1. Long unit writing projects
2. Daily writing prompts
3. Lenten prayer journal

Activities SL.4.1

1. Literature Circles
2. Whole group discussion
3. <https://www.pinterest.com/pin/AT0qwm3GrdhEJXc8TTzw80wPtR6Un8EU-Xj4vwRzOsyyEnbXgMPg6QQ/>
4. Conversation Jenga: <https://www.pinterest.com/pin/364862007292152596/>
5. Model Thinking Stems and Accountable Talk

Activities SL.4.2

1. As a class paraphrase the readings from masses at school, as well as Sunday masses.
2. Five finger retell summarizing activity.
3. <https://www.pinterest.com/pin/AT0qwm3GrdhEJXc8TTzw80wPtR6Un8EU-Xj4vwRzOsyyEnbXgMPg6QQ/>
4. Model Thinking Stems and Accountable Talk

Activities SL.4.3

1. Literature Circles
2. Find the Evidence: <https://www.teacherspayteachers.com/Product/Text-Detectives-Find-the-Text-Evidence-Super-Snow-Sampler-1565208>
3. Model Thinking Stems and Accountable Talk
4. Model student writing to incorporate textual evidence

Activities SL.4.4

1. Saint Presentations
2. Retell Gospel story in small groups and present to younger grades.
3. Using descriptive detail retell your experience of your First Holy Communion.
4. State Projects
5. Science Fair

Activities SL.4.5

1. Collaborate with computer teacher or technology director to add visual displays into projects.
2. Saint Presentations
3. Retell Gospel story in small groups and present to younger grades
4. Using descriptive detail retell your experience of your First Holy Communion
5. State Projects
6. Science Fair

Activities SL.4.6

1. Saint Presentations (formal conversation)
2. Retell Gospel story in small groups and present to younger grades. (formal conversation)
3. Literature circles(informal conversation)
4. Speed dating conversations(informal conversation)
5. State Projects (formal conversation)
6. Science Fair(formal conversation)

FIFTH GRADE ELA STANDARDS

(Click on the link to see specific details for each standard)

Reading Standards for All Text Types

[R.5.1](#) Discover the truth within the text and quote accurately when explaining what the text says explicitly and when drawing inferences from the Catholic worldview

[R.5.2](#) Determine two or more main ideas of Scripture or a text, using details in the text, explain how they are supported by key details; summarize the text, determine the theme, virtue or moral depicted in a story, drama, poem, parable, scripture passage or Psalm, including how characters in a story, drama, or parable respond to challenges or how the speaker in a poem or Psalm reflects upon a topic; summarize the texts.

[R.5.3](#) Compare and contrast two or more characters, settings, or events from Scripture, a story or drama, drawing on specific details in the text in order to obtain deeper meaning of Salvation History, symbolism, and the message God is sending through Divine Scripture . Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text that shows God's plan unfolding throughout history and the fulfillment of the Covenant through Jesus Christ.

[R.5.4](#) Determine the meaning of general academic domain-specific, and faith-based words and phrases as they are used in a text, including figurative language such as metaphors and similes.

[R.5.5](#) Explain how a series of chapters, scenes, stanzas, scripture verses and hymn verses fit together to provide the overall structure of a particular story, drama, poem, scripture passage or song. Compare and contrast the overall structure (EXAMPLES: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

[R.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and describe how a narrator's or speaker's point of view and the Catholic point of view influences how events are described.

[R.5.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently and analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of scripture (EXAMPLES: graphic novel, religious works of art, multimedia presentation of fiction, folktale, myth, poem. use a Bible concordance; be able to locate book, chapter and verse of a scripture and daily readings on usccb.org).

[R.5.8](#) Explain how an author and the Catholic Church use reason and evidence to support particular points in a text, including scripture, identifying which reasons and evidence support which point(s).

[R.5.9](#) Integrate information from several texts, including the Catechism of the Catholic Church, the Bible, and biographies of the lives of saints, on the same topic in order to write or speak about the subject knowledgeably, Comparing and contrasting stories in the same genre on their approaches to similar themes and topics (EXAMPLES: mysteries and adventure stories; the theme of forgiveness in The Prodigal Son (Luke 15:11-32), The Parable of the Unmerciful Servant (Mt 18:21-35), and The Lost Sheep (Luke 14: 4- 7)).

[R.5.10](#) By working to their highest God-given potential, students will, by the end of the year, independently and proficiently read and comprehend the following: history/social studies, science, and technical texts, literature, including stories, dramas, poetry, parables, Psalms, hymns and scripture passages at the high end of the grades 4-5 text complexity band.

Language Standards

[L.5.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1b Form and use the perfect verb tenses (EXAMPLES: I had walked. I have walked. I will have walked.)

L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

L.5.1d Recognize and correct inappropriate shifts in verb tense.

L.5.1e Use correlative conjunctions (EXAMPLES: either/or, neither/nor).

[L. 5.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing including any written materials in religion.

L.5.2a Use punctuation to separate items in a series.

L.5.2b Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c Use a comma to set off the words yes and no (EXAMPLE: Yes, thank you), to set off a tag question from the rest of the sentence (EXAMPLE: It's true, isn't it?), and to indicate direct address (EXAMPLE: Is that you, Steve?).

L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

[L. 5.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3b Compare and contrast the varieties of English (EXAMPLES: dialects, registers) used in stories, dramas, or poems.

L. 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4a Use context as a clue to the meaning of a word or phrase (EXAMPLES: cause/effect relationships and comparisons in text).

L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (EXAMPLES: photograph, photosynthesis).

L.5.4c Consult reference materials (EXAMPLES: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L. 5.5 Jesus taught using figurative language. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5a Interpret figurative language, including similes and metaphors, in context or in scripture.

L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5c Use the relationship between particular words (EXAMPLES: synonyms, antonyms, homographs) to better understand each of the words.

L. 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships in context or in scripture. (EXAMPLES: however, although, nevertheless, similarly, moreover, in addition).

Writing Standards

W.5.1 Write opinion pieces on topics or texts, including scripture, supporting a point of view with reasons and information.

W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1b Provide logically ordered reasons that are supported by facts and details.

W.5.1c Link opinion and reasons using words, phrases, and clauses (EXAMPLES: consequently, specifically).

W.5.1d Provide a concluding statement or section related to the opinion presented.

W. 5.2 Write informative/explanatory texts including scripture, to examine a topic and convey ideas and information clearly (EXAMPLE: saint biography report).

W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (EXAMPLE: headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (EXAMPLES: in contrast, especially).

W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e Provide a concluding statement or section related to the information or explanation presented.

[W. 5.3](#) Write narratives to develop real or imagined experiences including faith based occurrences or events using effective technique, descriptive details, and clear event sequences.

W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3e Provide a conclusion that follows from the narrated experiences or events.

[W. 5.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience especially when conveying beauty, truth and goodness.

[W. 5.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[W. 5.6](#) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, including messages of the faith, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

[W. 5.7](#) Conduct short research projects, including the lives of the saints or other church figures, that use several sources to build knowledge through investigation of different aspects of a topic (EXAMPLE: the orders in the Archdiocese).

[W. 5.8](#) Recall relevant information from (faith based) experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (EXAMPLES: - saint biographies and Mary's role in the Church).

[W. 5.9](#) Draw evidence from literary, religious or informational texts to support analysis, reflection, and research.

W.5.9a Apply grade 5 Reading standards to literature (EXAMPLES: Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text, such as how characters interact).

W.5.9b Apply grade 5 Reading standards to informational texts (EXAMPLES: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).

[W. 5.10](#) 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 from the Catholic perspective.

Speaking and Listening Standards

[SL 5.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

[SL 5.2](#) Summarize a written text (scripture) read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[SL 5.3](#) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence from the Catholic worldview.

[SL 5.4](#) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[SL 5.5](#) Include multimedia components (EXAMPLES: graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes especially to convey the truths of the Faith.

[SL 5.6](#) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation or when speaking of the faith.

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIFTH GRADE
SCRIPTURE	
<i>I am the way, and the truth, and the life. No one comes to the Father except through me.</i> John 14:6	
STANDARD	
R.5.1 Discover the truth within the text and quote accurately when explaining what the text says explicitly and when drawing inferences from the Catholic worldview	
EXAMPLES OF TEXT	
Scripture , Parables , Fifth Grade Saint biographies, Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> How do readers utilize the text to disclose truth in their faith? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIFTH GRADE
SCRIPTURE	
<i>Very truly I tell you, I am the gate for the sheep.</i> John 10:7	
STANDARD	
R.5.2 Determine two or more main ideas of Scripture or a text, using details in the text, explain how they are supported by key details; summarize the text, determine the theme, virtue or moral depicted in a story, drama, poem, parable, scripture passage or Psalm, including how characters in a story, drama, or parable respond to challenges or how the speaker in a poem or Psalm reflects upon a topic; summarize the texts.	
EXAMPLES OF TEXT	
Parables , Psalms , Saint Stories : Loyola Press	
Essential Questions	
<ul style="list-style-type: none"> How do readers determine the message the author is trying to convey? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIFTH GRADE
SCRIPTURE	
<i>Not that we dare to class or compare ourselves with some of those who recommend themselves. But when they measure themselves by one another and compare themselves with one another, they are without understanding.</i> 2 Corinthians 10:12	
STANDARD	

R.5.3 Compare and contrast two or more characters, settings, or events from Scripture, a story or drama, drawing on specific details in the text in order to obtain deeper meaning of Salvation History, symbolism, and the message God is sending through Divine Scripture . Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text that shows God’s plan unfolding throughout history and the fulfillment of the Covenant through Jesus Christ.

EXAMPLES OF TEXT

Scripture comparison of Joseph and Jesus; Compare/Contrast the four Gospels, Four Gospels pdf chart; compare/contrast Mary and Eve

Essential Questions

- How does comparing and contrasting elements of a story provide deeper insight into the text?

[Activities](#)

Reading Standards for All Text Types

ELA-Craft and Structure

FIFTH GRADE

SCRIPTURE

I am the vine, you are the branches. John 15:5

STANDARD

R.5.4 Determine the meaning of general academic domain-specific, and faith-based words and phrases as they are used in a text, including figurative language such as metaphors and similes.

EXAMPLES OF TEXT

[Scripture](#)

Essential Questions

- How do readers interpret the author’s use of language?

[Activities](#)

Reading Standards for All Text Types

ELA-Craft and Structure

FIFTH GRADE

SCRIPTURE

We know that all things work for good for those who love God who are called according to his purpose. Romans 8:28

STANDARD

R.5.5 Explain how a series of chapters, scenes, stanzas, scripture verses and hymn verses fit together to provide the overall structure of a particular story, drama, poem, scripture passage or song. Compare and contrast the overall structure (EXAMPLES: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

EXAMPLES OF TEXT	
Scripture	
Essential Questions	
<ul style="list-style-type: none"> How do readers use text structure to understand meaning? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FIFTH GRADE
SCRIPTURE	
<i>For as in one body we have many parts, and all the parts do not have the same function</i> Romans 12:4	
STANDARD	
R.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and describe how a narrator's or speaker's point of view and the Catholic point of view influences how events are described.	
EXAMPLES OF TEXT	
Scripture: Tables comparing/contrasting four gospels	
Essential Questions	
<ul style="list-style-type: none"> How do readers analyze point of view and/or purpose? 	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>Jesus answered and said to him, "What I am doing, you do not understand now, but you will understand later."</i> John 13:7	
STANDARD	
R.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently and analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of scripture (EXAMPLES: graphic novel, religious works of art, multimedia presentation of fiction, folktale, myth, poem. use a Bible concordance; be able to locate book, chapter and verse of a scripture and daily readings on usccb.org).	
EXAMPLES OF TEXT	
Scriptures , Mysteries of the Rosary , Pictures of the Mysteries	
Essential Questions	
<ul style="list-style-type: none"> How do readers use illustrations to understand the text? 	
Activities	

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>That you may be children of your Father in heaven. He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous. Matthew 5:45</i>	
STANDARD	
R.5.8 Explain how an author and the Catholic Church use reason and evidence to support particular points in a text, including scripture, identifying which reasons and evidence support which point(s).	
EXAMPLES OF TEXT	
Scripture , Apostles' Creed	
Essential Questions	
<ul style="list-style-type: none"> How do readers determine and make meaning in the claims presented in a text? 	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>Rejoice with me because I have found my lost sheep. I tell you, in just the same way there will be more joy in heaven over one sinner who repents than over ninety-nine righteous people who have no need of repentance. Luke 15:1-7</i>	
STANDARD	
R.5.9 Integrate information from several texts, including the Catechism of the Catholic Church, the Bible, and biographies of the lives of saints, on the same topic in order to write or speak about the subject knowledgeably, Comparing and contrasting stories in the same genre on their approaches to similar themes and topics (EXAMPLES: mysteries and adventure stories; the theme of forgiveness in The Prodigal Son (Luke 15:11-32), The Parable of the Unmerciful Servant (Mt 18:21-35), and The Lost Sheep (Luke 14: 4- 7)).	
EXAMPLES OF TEXT	
Scriptures , Parable Charts	
Essential Questions	
<ul style="list-style-type: none"> How do readers make connections between texts? 	
Activities	

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	FIFTH GRADE
SCRIPTURE	
<i>Whatever you do, do from the heart, as for the Lord and not for others, Colossian 3:23</i>	
STANDARD	
R.5.10 By working to their highest God-given potential, students will, by the end of the year, independently and proficiently read and comprehend the following: history/social studies,	

science, and technical texts, literature, including stories, dramas, poetry, parables, Psalms, hymns and scripture passages at the high end of the grades 4-5 text complexity band.
EXAMPLES OF TEXT
Scripture , Saint Biographies , religion textbook
Essential Questions
<ul style="list-style-type: none"> How do readers use comprehension strategies to improve understanding of text?
Activities

Language Standards	
Conventions of Standard English	FIFTH GRADE
SCRIPTURE	
<i>Let the words of my mouth and the meditation of my heart be acceptable in Your sight, O Lord, my rock and my Redeemer.</i> Psalm 19:14	
STANDARD	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
L.5.1b Form and use the perfect verb tenses (EXAMPLES: I had walked. I have walked. I will have walked.)	
L.5.1c Use verb tense to convey various times, sequences, states, and conditions.	
L.5.1d Recognize and correct inappropriate shifts in verb tense.	
L.5.1e Use correlative conjunctions (EXAMPLES: either/or, neither/nor).	
EXAMPLES OF TEXT	
Scripture , Religion textbook, Bible language study	
Essential Questions	
<ul style="list-style-type: none"> How does having a command of conventions help students become better readers and writer? 	
Activities	

Language Standards	
Conventions of Standard English	FIFTH GRADE
SCRIPTURE	
<i>Let your speech always be gracious, seasoned with salt, so that you know how you should respond to each one.</i> Colossians 4:6	
STANDARD	
L. 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing including any written materials in religion.	
L.5.2a Use punctuation to separate items in a series.	
L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	
L.5.2c Use a comma to set off the words yes and no (EXAMPLE: Yes, thank you), to set	

<p>off a tag question from the rest of the sentence (EXAMPLE: It's true, isn't it?), and to indicate direct address (EXAMPLE: Is that you, Steve?).</p> <p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p>
EXAMPLES OF TEXT
Story of Lourdes
Essential Questions
<ul style="list-style-type: none"> How does having a command of conventions help readers better understand what is being written?
Activities

Language Standards	
Knowledge of Language	FIFTH GRADE
SCRIPTURE	
<i>Children, let us love not in word or speech but in deed and truth.</i> 1 John 3:18	
STANDARD	
<p>L. 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3b Compare and contrast the varieties of English (EXAMPLES: dialects, registers) used in stories, dramas, or poems.</p>	
EXAMPLES OF TEXT	
Scripture	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FIFTH GRADE
SCRIPTURE	
<i>The beginning of wisdom is: get wisdom; whatever else you get, get understanding.</i> Proverbs 4:7	
STANDARD	
<p>L. 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.4a Use context as a clue to the meaning of a word or phrase (EXAMPLES: cause/effect relationships and comparisons in text).</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (EXAMPLES: photograph, photosynthesis).</p> <p>L.5.4c Consult reference materials (EXAMPLES: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise</p>	

meaning of key words and phrases.
EXAMPLES OF TEXT
Scripture , Religion textbook, List of parables
Essential Questions
<ul style="list-style-type: none"> Why do readers need to be able to utilize context clues in order to better comprehend what is being written?
Activities

Language Standards	
Vocabulary Acquisition and Use	FIFTH GRADE
SCRIPTURE	
<i>The heart of the wise makes for eloquent speech, and increases the learning on their lips.</i> Proverbs 16:23	
STANDARD	
L. 5.5 Jesus taught using figurative language. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a Interpret figurative language, including similes and metaphors, in context or in scripture.	
L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	
L.5.5c Use the relationship between particular words (EXAMPLES: synonyms, antonyms, homographs) to better understand each of the words.	
EXAMPLES OF TEXT	
Scripture , Bible Language Activity Packet	
Essential Questions	
<ul style="list-style-type: none"> 	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FIFTH GRADE
SCRIPTURE	
<i>By wisdom a house is built, by understanding it is established;</i> Proverbs 24:3	
STANDARD	
L. 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships in context or in scripture. (EXAMPLES: however, although, nevertheless, similarly, moreover, in addition).	
EXAMPLES OF TEXT	
Scripture , Religion textbook	
Essential Questions	
<ul style="list-style-type: none"> How does the use of appropriate words and phrases help the reader’s comprehension of text? 	

[Activities](#)

Writing Standards	
Text Types and Purposes	FIFTH GRADE
SCRIPTURE	
STANDARD	
W.5.1 Write opinion pieces on topics or texts, including scripture, supporting a point of view with reasons and information. W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. W.5.1b Provide logically ordered reasons that are supported by facts and details. W.5.1c Link opinion and reasons using words, phrases, and clauses (EXAMPLES: consequently, specifically). W.5.1d Provide a concluding statement or section related to the opinion presented.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none">• How is truth, beauty, and goodness present in the writer’s work?	
Activities	

Writing Standards	
Text Types and Purposes	FIFTH GRADE
SCRIPTURE	
<i>You are our letter written on our hearts, known and read by all. 2 Corinthians 3:2</i>	
STANDARD	
W. 5.2 Write informative/explanatory texts including scripture, to examine a topic and convey ideas and information clearly (EXAMPLE: saint biography report). W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (EXAMPLE: headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (EXAMPLES: in contrast, especially). W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2e Provide a concluding statement or section related to the information or explanation presented.	
EXAMPLES OF TEXT	
Saint Biographies,	
Essential Questions	

- How does the writer reveal the truth, beauty, and goodness of those who have lived the faith clearly?

[Activities](#)

Writing Standards	
Text Types and Purposes	FIFTH GRADE
SCRIPTURE	
<i>Your eyes saw me unformed; in your book all are written down my days were shaped, before one came to be.</i> Psalms 139:16	
STANDARD	
<p>W. 5.3 Write narratives to develop real or imagined experiences including faith based occurrences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3e Provide a conclusion that follows from the narrated experiences or events.</p>	
EXAMPLES OF TEXT	
Use concept map	
Essential Questions	
<ul style="list-style-type: none"> • How do writers craft engaging, vivid narratives while also depicting the goodness of God? 	
<u>Activities</u>	

Writing Standards	
Production and Distribution of Writing	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	
STANDARD	
<p>W. 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience especially when conveying beauty, truth and goodness.</p>	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How does the writer clearly and accurately convey the faith in a way that deepens the reader’s understanding of a topic? 	

[Activities](#)

Writing Standards	
Production and Distribution of Writing	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	
STANDARD	
W. 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none">• How do our relationships with others help us to reveal a deeper understanding of God’s goodness in our writing?• How does planning, revising, editing, and rewriting help readers better understand what the writer is trying to convey?	
<u>Activities</u>	

Writing Standards	
Production and Distribution of Writing	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	
STANDARD	
W. 5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, including messages of the faith, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none">• What strategies do effective writers use to demonstrate their ability to produce truth in their work?• What strategies can a writer utilize to help them showcase their abilities in keyboarding?	
<u>Activities</u>	

Writing Standards	
Research to Build and Present Knowledge	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	

STANDARD	
W. 5.7 Conduct short research projects, including the lives of the saints or other church figures, that use several sources to build knowledge through investigation of different aspects of a topic (EXAMPLE: the orders in the Archdiocese).	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> How can a writer utilize various sources to help reveal their knowledge of the goodness of God? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FIFTH GRADE
SCRIPTURE	
<i>Entrust your works to the LORD, and your plans will succeed. Proverbs 16:3</i>	
STANDARD	
W. 5.8 Recall relevant information from (faith based) experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (EXAMPLES: - saint biographies and Mary's role in the Church).	
EXAMPLES OF TEXT	
Saint Biographies	
Essential Questions	
<ul style="list-style-type: none"> How can the writer use real life experiences, coupled with relevant information, to display what is true and good? Why is summarizing and/or paraphrasing an essential component to writing? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	
STANDARD	
W. 5.9 Draw evidence from literary, religious or informational texts to support analysis, reflection, and research.	
<p>W.5.9a Apply grade 5 Reading standards to literature (EXAMPLES: Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text, such as how characters interact).</p> <p>W.5.9b Apply grade 5 Reading standards to informational texts (EXAMPLES: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).</p>	

EXAMPLES OF TEXT	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> How can a writer gather evidence to support the truths in our faith? 	
Activities	

Writing Standards	
Range of Writing	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	
STANDARD	
W. 5.10 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 from the Catholic perspective.	
EXAMPLES OF TEXT	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> What processes can a writer use when writing routinely or over an extended period of time that aid in their understanding of God’s beauty? 	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FIFTH GRADE
SCRIPTURE	
<i>Iron is sharpened by iron; one person sharpens another. Proverbs 27:17</i>	
STANDARD	
<p>SL.. 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	
EXAMPLES OF TEXT	
Scripture , Liturgy of the Word, lectio divina	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> What is my role in communication (as a listener, speaker, thinker)? 	

- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

[Activities](#)

Speaking and Listening Standards	
Comprehension and Collaboration	FIFTH GRADE
SCRIPTURE	
<i>There is no partiality with God. Romans 2:11</i>	
STANDARD	
SL 5.2 Summarize a written text (scripture) read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
EXAMPLES OF TEXT	
Scripture : Sermon on the Mount, Beatitudes Activities , Beatitudes worksheets	
Essential Questions	
<ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker)? • How do sources of information affect the communication process? • Why do I adapt my communication to different purposes and audiences? 	
<u>Activities</u>	

Speaking and Listening Standards	
Comprehension and Collaboration	FIFTH GRADE
SCRIPTURE	
<i>and you will know the truth, and the truth will set you free John 8:32</i>	
STANDARD	
SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence from the Catholic worldview.	
EXAMPLES OF TEXT	
Scripture , lectio divina , activities list , list of parables	
Essential Questions	
<ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker)? • How do sources of information affect the communication process? • Why do I adapt my communication to different purposes and audiences? 	
<u>Activities</u>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>The way of fools is right in their own eyes, but those who listen to advice are the wise. Proverbs 12:15</i>	

STANDARD	
SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
EXAMPLES OF TEXT	
Saint Biographies	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker)? • How do sources of information affect the communication process? • Why do I adapt my communication to different purposes and audiences? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>Set a guard, LORD, before my mouth, keep watch over the door of my lips</i> Psalms 141:3	
STANDARD	
SL 5.5 Include multimedia components (EXAMPLES: graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes especially to convey the truths of the Faith.	
EXAMPLES OF TEXT	
Rubrics , Saint Biographies	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker)? • How do sources of information affect the communication process? • Why do I adapt my communication to different purposes and audiences? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>No foul language should come out of your mouths, but only such as is good for needed edification, that it may impart grace to those who hear</i> Ephesians 4:29	
STANDARD	
SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation or when speaking of the faith.	
EXAMPLES OF TEXT	
Scripture , Ten Commandments	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker)? 	

- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Activities

Scripture

Scriptural reference for each of the mysteries of the rosary

Rich Young Man; Mark 10:17-31

Multiplication of Loaves and Fishes; John 6:1-15

Holy Orders; 1 Cor. 11:17-34

Reconciliation; John 20:23

Confirmation; Acts 2

Anointing of the Sick James; 5:13-15

Baptism; John 3:5, Matthew 3:13-17 Matthew 28:19

Matrimony; Eph. 5:25-26

Reconciliation; Luke 15

Good Shepherd; John 10:1-21

Anti-bullying; Mark 12:31, 1Cor 6:19-20 Genesis 1:26-27

Parables

<u>Parables of Jesus in Chronological Order</u>				
	Parable	Matthew	Mark	Luke
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 nd time, see #3)		4:21-22	8:16, 11:33
7	Rich man foolishly builds bigger barns			12:16-21
8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9
11	Sower and four types of soil	13:3-8, 18-23	4:3-8,14-20	8:5-8,11-15

12	Weeds among good plans (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		
21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14
37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 nd time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 nd time, see #8)		13:35-37	
45	Three servants given talents (also see #37)	25:14-30		
46	Sheep and goats will be separated	25:31-46		

Scriptural reference for each of the mysteries of the rosary

OUR LADY OF THE ROSARY OF FATIMA

The Rosary Mysteries as a Summary of the Gospels How is the rosary prayed? As is traditional with Catholic prayers, it begins and ends with the sign of the cross, a proclamation of our belief in the Holy Trinity that also signals our faith in Christ's saving act of redemptive suffering. This is followed by an ancient formula declaring our major Christian beliefs, known as the Apostle's Creed, that also summarizes the rosary mysteries. Then, the rosary's three component prayers

(Our Father, 3 Hail Marys, and a Glory Be) prepare for meditations on the rosary mysteries with petitions for increases in faith, hope, and love. Usually prayed as 1 set of 5 mysteries at a time, the full rosary is a series of 20 mysteries. After each mystery is announced, it begins with the Lord's prayer (Our Father), followed by a decade (10 Hail Marys), and ends with a Doxology to the Trinity (Glory Be). A prayer to Jesus for mercy taught by Our Lady at Fatima is added after each mystery at her request. The rosary ends with the Hail Holy Queen prayer imploring Mary's help in her role in God's plan. Yet, these prayers are not the totality. The heart of the rosary lies in meditating on each mystery, with the 4 sets of 5 mysteries designated as Joyful, Luminous, Sorrowful, and Glorious. Prayerful consideration of the events described in each mystery increases our appreciation of the love of Jesus Christ for us.

To help make meditations on these mysteries most fruitful, contemplating the words of Holy Scripture enables us to visualize the events and appreciate the truths contained in the words and actions as they were recorded for our instruction. Each mystery occurs in a larger context. The gospels provide the important information that leads to and/or follows after the event portrayed by the name of the mystery. Considering the preliminary and subsequent events helps form a greater appreciation of the depth in each occurrence. Some mysteries are very briefly described in the gospels and need to be understood together with related material to develop a more complete perspective. Thus, praying the rosary while using the associated Scriptures as the basis for our meditations offers profound insights into their meaning and importance for our lives. The gospels of Matthew, Mark, Luke and John offer different accounts of many of the same historical events. Therefore, the combined use of these sources of "good news" gives a more thorough description of the work of God through Jesus and in Mary and its implications in our own lives.

The final 4 Glorious mysteries of the rosary are not found in these 4 gospels. Though the ascension of Jesus is briefly mentioned in the gospels of Mark and Luke, it is more fully described, along with the descent of the Holy Spirit at Pentecost, in the Acts of the Apostles written by Luke. This book is sometimes called the gospel of the Holy Spirit. The assumption and coronation of Mary are also not included in the gospel narratives, nor are they recorded in the Acts. However, one key to Scriptural meditation on these mysteries is remembering Christ's words on the cross to "the disciple whom he loved," recognized in that instance as the apostle and gospel author John. [However, all Christians should consider themselves as disciples whom Jesus loves and relate to the descriptions of that disciple in John's gospel: closeness with Jesus during the Lord's supper (13:23) and at his cross (19:26), believing the evidence of his empty tomb (20:2,8), recognizing Jesus in a stranger (21:7), following Peter and Jesus (21:20), and testifying to Jesus (21:24).] When Jesus said to this beloved disciple (as to us, his beloved), "Behold your mother," it says "from that hour the disciple took her into his home."

Knowledge of John's relationship to the Blessed Mother allows us to recognize that she was present behind the scenes in Jerusalem as his involvement is described in the Acts of the Apostles. Her assumption is said to have occurred prior to the martyrdom of his brother James (Acts 12:2), during the time John and Our Lady lived near Ephesus. Descriptions by John in the book of Revelation symbolically refer to Our Lady's maternal role on earth and her glory in the heavenly kingdom. This book may be considered the gospel of the final age, describing the trials, martyrdom and glory of faithful Christians. Mary's part in the salvific drama coincides with that of the heavenly angels and her spiritual children on earth as explicitly described. Michael and his angels cast down Satan with his minions, who attempts to destroy the influence of the mother of

Christ and her children who remain faithful to God's commands and their witness to Jesus. As the Word of God triumphs, Satan is bound, and Christ reigns on earth with the faithful. The preparation for Christ's second coming and God's kingdom is faithfulness to God's saving Word, a grace accessible through praying the holy rosary.

Prophecies of the Rosary Mysteries in the Old Testament

One unique feature of Jesus Christ is the repeated promise in Holy Scriptures of his coming. The Messiah of Israel was proclaimed by Old Testament prophets. The Jewish nation itself is known as God's chosen people. This designation not only signifies the close relationship that Israel enjoyed with God, as shown by His personal intimacy with the patriarchs and Moses, by the commandments He gave to Moses, in His leading the people through the judges, and in His instructing the people through prophets. The Hebrew people literally became God's own people when His Word incarnated as a human being, Jesus of Nazareth, born of Mary through the power of the Holy Spirit. The entire history of the Israelites was a preparation for God's coming in Jesus the Christ, as a people made to be holy for the Lord. The inspired prophetic words given to this people in anticipation of this One who was to come were to identify him on his arrival. However, "to his own he came, yet his own did not accept him" (John 1:11), except for a faithful remnant.

As the Messiah of Israel, Jesus came to fulfill the law and the prophets (Matthew 5:17). On the day of his resurrection from the dead, when Jesus appeared to his disciples gathered together, "He said to them, 'These are my words that I spoke to you while I was still with you, that everything written about me in the law of Moses and in the prophets and psalms must be fulfilled.' Then he opened their minds to understand the scriptures." (Luke 24:44-45) Moses, the major figure of the exodus from Egypt (1250 BC) as the saving action of God, was the lawgiver and the prophet most intimate with God. David was both the king (1010 BC) who secured the kingdom of Israel and a prophet who composed inspired psalms. Jeremiah was a priest chosen by God to prophecy the Babylonian captivity (587 BC). They all prophesied and modeled the sufferings of the Messiah as God's obedient servant. All of the books of the Old Testament anticipate the coming of the Messiah (anointed priest/prophet/king) either by prophecy or by prefiguring his life with events in the lives of one of the God-given saviors of their people. These "types" of Christ include: Melchizedek, Isaac, Joseph, Moses, Samuel, David, Solomon, Elijah, Elisha, Jeremiah, and Jonah. As Jesus is the spiritual Adam (1 Corinth. 15:45), so "the woman" Mary is as an obedient Eve. Mary, the virgin mother of God, likewise is prefigured by a number of faithful and heroic women in Jewish salvation history: Sarah, Hannah, Esther, and Judith. She is even prefigured by the Mosaic ark of covenant, as her body is the new ark of the Covenant who is Jesus Himself.

Prophecy is not primarily a matter of predicting future events, nor is it a phenomenon from the distant past. Prophecy is speaking God's word by the power of the Holy Spirit to inform, instruct, or warn. It often has implications for future events that depend on the response of people to God's revealed words. A modern example of this are the messages received by three shepherd children (Lucia, Francisco, Jacinta) in 1917 from Our Lady of Fatima. Besides giving the 3 prophetic secrets on July 13, Our Lady requested each month that the rosary be prayed daily for peace. On that same day Our Lady also asked for communions of reparation and that sacrifices be offered for the love of Jesus, the conversion of sinners, and in reparation to her Immaculate Heart. She later explained that receiving sacramental confession and Holy Communion on the

first Saturday of 5 consecutive months, accompanied by a 5-decade rosary and 15 minutes of meditation on the mysteries to “keep me company,” should be offered in reparation. Mary promised that this devotion as a means of grace would help prevent war and assure her assistance at the hour of our death. Mary is the mother of the Church. Her role in salvation history did not end 2000 years ago; she continues speaking with a prophetic voice to this day.

One good way to meditate on each rosary mystery is to consider the associated prophecy before praying the Our Father. Then recall a gospel passage before each Hail Mary is prayed. After the Glory Be to the Trinity is proclaimed, end with the prayer Our Lady gave to the children at Fatima on July 13 after revealing the secrets: “Oh my Jesus, forgive us our sins, save us from the fires of hell; lead all souls to heaven, especially those in most need of thy mercy.” Prayed this way, the rosary will help bring into our lives God’s graces, mercy and peace through the love of Our Lord and Redeemer Jesus Christ and His Holy Spirit and by the prayers of His and our Blessed Mother Mary.

ROSARY PRAYERS

The Apostles' Creed:

I believe in God, the Father Almighty, Creator of Heaven and earth; and in Jesus Christ His only Son, Our Lord; who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died and was buried. He descended into Hell; the third day He arose again from the dead; He ascended into Heaven, and is seated at the right hand of God, the Father Almighty; from thence He shall come to judge the living and the dead. I believe in the Holy Spirit, the Holy Catholic Church, the communion of Saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen.

The Our Father:

Our Father who art in heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth as it is in Heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

The Hail Mary:

Hail Mary, full of grace! the Lord is with thee; blessed are thou among women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners now and at the hour of our death. Amen.

Glory be to the Father:

Glory be to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end. Amen.

Prayer Requested By Our Lady at Fatima:

O My Jesus, forgive us our sins, save us from the fires of hell, lead all souls to Heaven, especially those most in need of Thy mercy.

Hail Holy Queen:

Hail! Holy Queen, Mother of Mercy, our life, our sweetness and our hope. To thee do we cry, poor banished children of Eve. To thee do we send up our sighs, mourning and weeping in this valley of tears. Turn then, O most gracious advocate, thine eyes of mercy towards us; and after this our exile, show

unto us the blessed fruit of thy womb, Jesus. O clement! O loving! O sweet Virgin Mary! Pray for us, O Holy Mother of God, that we may be made worthy of the promises of Christ.

Prayer After The Rosary:

O God, whose only-begotten Son, by His life, death and resurrection, has purchased for us the rewards of eternal life; grant, we beseech Thee, that, meditating upon these mysteries of the Most Holy Rosary of the Blessed Virgin Mary, we may imitate what they contain and obtain what they promise, through the same Christ our Lord. Amen.

THE JOYFUL MYSTERIES

I. THE ANNUNCIATION OF THE INCARNATION OF JESUS BY THE ANGEL

Prophesied Isaiah 7:13-14

Listen, O house of David! Is it not enough for you to weary men, must you also weary my God!? Therefore the Lord himself will give you this sign: the virgin shall be with child, and bear a son, and shall name him Immanuel.

Prefigured Genesis 18:1,9,12

The LORD appeared to Abraham by the terebinth of Mamre. ... "Where is your wife Sarah? ... I will surely return to you about this time next year, and Sarah will then have a son." ... So Sarah laughed. ... The LORD said to Abraham, "Why did Sarah laugh? ... Is anything too marvelous for the LORD to do? At the appointed time, ... I will return to you, and Sarah will have a son."

- John 1:1,14 1) In the beginning was the Word, and the Word was with God, and the Word was God. ... And the Word became flesh and made his dwelling among us, and we saw his glory, the glory as of the Father's only Son, full of grace and truth.
- Luke 1:26-27 2) The angel Gabriel was sent from God to a town of Galilee called Nazareth, to a virgin betrothed to a man named Joseph, of the house of David, and the virgin's name was Mary.
- Luke 1:28-29 3) Coming to her, he said, "Hail, full of grace! The Lord is with you." But she was greatly troubled at what was said and pondered what sort of greeting this might be.
- Luke 1:30-32 4) The angel said to her, "Do not be afraid, Mary, for you have found favor with God. Behold, you will conceive in your womb and bear a son, and you shall name him Jesus. He will be great and will be called Son of the Most High."
- Luke 1:32-34 5) "The Lord God will give him the throne of David his father, and he will rule over the house of Jacob forever, and of his kingdom there will be no end." But Mary said to the angel, "How can this be, since I have no relations with a man?"
- Luke 1:35 6) And the angel said to her in reply, "The Holy Spirit will come upon you, and the power of the Most High will overshadow you. Therefore the child to be born will be called holy, the Son of God."
- Luke 1:36-37 7) "Behold, Elizabeth, your relative, has also conceived a son in her old age, and this is the sixth month for her who was called barren; for nothing will be impossible for God."
- Luke 1:38 8) Mary said, "Behold, I am the handmaid of the Lord. May it be done to me according to your word." Then the angel departed from her.

- Matt. 1:20 9) The angel of the Lord appeared to Joseph in a dream and said, "Joseph, son of David, do not be afraid to take Mary your wife into your home. For it is through the Holy Spirit that this child has been conceived in her."
- Matt.1:21-22 10) "She will bear a son and you are to name him Jesus, because he will save his people from their sins." All this took place to fulfill what the Lord had said through the prophet.

THE JOYFUL MYSTERIES

II. THE VISITATION OF MARY TO ELIZABETH AND ZECHARIAH

Prophesied 2 Samuel 6:9,11,14; 7:8-9,16

David ... said, "How can the ark of the LORD come to me?" ... The ark of the LORD remained in the house ... 3 months. ... David ... came dancing before ... the ark of the LORD with abandon. ... "Speak thus to my servant David, ... I will make you famous like the great ones of the earth. ... Your house and your kingdom shall endure forever before me."

Prefigured 1 Samuel 2:1-2,5,7-8

As Hannah worshipped the LORD, she said: "My heart exults in the LORD, my horn is exalted in my God. ... I rejoice in my victory. There is no Holy One like the LORD. ... The well-fed hire themselves out for bread, while the hungry batten on spoil. ... The LORD makes poor and makes rich, he humbles, he also exalts. He raises the needy from the dust ... to seat them with nobles."

- Luke 1:39-41 1) During those days Mary set out and traveled to the hill country in haste to a town of Judah, where she entered the house of Zechariah and greeted Elizabeth. When Elizabeth heard Mary's greeting, the infant leaped in her womb.
- Luke 1:41-43 2) Elizabeth, filled with Holy Spirit, cried out in a loud voice and said, "Most blessed are you among women, and blessed is the fruit of your womb. And how does this happen to me, that the mother of my Lord should come to me?"
- Luke 1:44-45 3) "For at the moment the sound of your greeting reached my ears, the infant in my womb leaped for joy. Blessed are you who believed that what was spoken to you by the Lord would be fulfilled."
- Luke 1:46-48 4) Mary said, "My soul proclaims the greatness of the Lord; my spirit rejoices in God my savior. For he has looked upon his handmaid's lowliness; behold, from now on will all ages call me blessed."
- Luke 1:49-50 5) "The Mighty One has done great things for me, and holy is his name. His mercy is from age to age to those who fear him."
- Luke 1:51-53 6) "He has shown might with his arm, dispersed the arrogant of mind and heart. He has thrown down the rulers from their thrones but lifted up the lowly. The hungry he has filled with good things; the rich he has sent away empty."
- Luke 1:54-56 7) "He has helped Israel his servant, remembering his mercy, according to his promise to our fathers, to Abraham and to his descendants forever." Mary remained with her about 3 months.

Lk 1:57,59,63-4 8) When the time arrived for Elizabeth to have her child, she gave birth to a son. ... When they came on the eighth day to circumcise the child, ... Zechariah wrote: "John is his name." Immediately his mouth was opened, his tongue freed.

Luke 1:67-69 9) Zechariah his father, filled with the Holy Spirit, prophesied, saying: "Blessed be the Lord, the God of Israel, for he has visited and redeemed his people. He has raised up a horn for our salvation within the house of David his servant."

Luke 1:76-77,79 10) "And you, child, will be called prophet of the Most High, for you will go before the Lord to prepare his ways, to give his people knowledge of salvation through forgiveness of their sins, because of the tender mercy of our God."

THE JOYFUL MYSTERIES

III. THE NATIVITY OF JESUS IN BETHLEHEM

Prophesied Micah 5:1-2,4

You, Bethlehem-Ephrathah, ... from you shall come forth for me one who is to be ruler in Israel; whose origin is from of old, from ancient times. Therefore the LORD will give them up, until the time when she who is to give birth has borne. ... He shall be peace.

Prefigured 1 Kings 10:1-2,4-6,9-10

The queen of Sheba, having heard of Solomon's fame, arrived in Jerusalem. ... When the queen of Sheba witnessed Solomon's great wisdom, ... she was breathless. She told the king, ... "In his enduring love for Israel, the LORD has made you king to carry out judgment and justice." Then she gave the king 120 gold talents, a very large quantity of spices, and precious stones.

Luke 2:4-5 1) Joseph went up from Galilee from the town of Nazareth to Judea, to the city of David that is called Bethlehem, because he was of the house and family of David, to be enrolled with Mary, his betrothed, who was with child.

Luke 2:6-7 2) While they were there, the time came for her to have her child, and she gave birth to her firstborn son. She wrapped him in swaddling clothes and laid him in a manger, because there was no room for them in the inn.

Luke 2:8-9 3) Now there were shepherds in that region living in the fields and keeping the night watch over their flock. The angel of the Lord appeared to them and the glory of the Lord shone around them, and they were struck with great fear.

Luke 2:10-11 4) The angel said to them, "Do not be afraid; for behold, I proclaim to you good news of great joy that will be for all the people. For today in the city of David a savior has been born for you who is Messiah and Lord."

Luke 2:13-15 5) Suddenly there was a multitude of the heavenly host with the angel, praising God and saying, "Glory to God in the highest and on earth peace to those on whom his favor rests." ... The angels went away from them to heaven.

- Luke 2:15-16 6) The shepherds said to one another, "Let us go, then, to Bethlehem to see this thing that has taken place, that the Lord has made known to us." So they went in haste and found Mary and Joseph, and the infant lying in the manger.
- Luke 2:17-18 7) When they saw this, they made known the message that had been told them about this child. All who heard it were amazed by what had been told them by the shepherds. And Mary kept all these things, reflecting on them in her heart.
- Matt. 2:1-2 8) In the days of King Herod, behold, magi from the east arrived in Jerusalem saying, "Where is the newborn king of the Jews? We saw his star at its rising and have come to do him homage."
- Matt.2:9-10 9) After their audience with the king they set out. And behold, the star that they had seen at its rising preceded them, until it came and stopped over the place where the child was. They were overjoyed at seeing the star.
- Matt.2:11 10) On entering the house they saw the child with Mary his mother. They prostrated themselves and did him homage. Then they opened their treasures and offered him gifts of gold, frankincense, and myrrh.

THE JOYFUL MYSTERIES

IV. THE PRESENTATION OF THE INFANT JESUS IN THE TEMPLE

Prophesied Malachi 3:1-3

Suddenly there will come to the temple the LORD whom you seek, and the messenger of the covenant whom you desire. Yes, he is coming, says the LORD of hosts. But who will endure the day of his coming? ... He will purify the sons of Levi ... that they may offer due sacrifice to the LORD.

Prefigured 1 Samuel 1:24-25,28

Once he was weaned, she brought him up with her ... and presented him at the temple of the LORD in Shiloh. After the boy's father had sacrificed the young bull, Hannah, his mother approached Eli and said, ... "Now I, in turn, give him to the LORD; as long as he lives, he shall be dedicated to the LORD."

- Luke 2:21 1) When eight days were completed for his circumcision, he was named Jesus, the name given him by the angel before he was conceived in the womb.
- Luke 2:22-24 2) When the days were completed for their purification according to the law of Moses, they took him up to Jerusalem to present him to the Lord, just as it is written in the law of the Lord, ... and to offer the sacrifice.
- Luke 2:25-26 3) [Simeon] was righteous and devout, awaiting the consolation of Israel, and the Holy Spirit was upon him. It had been revealed to him by the Holy Spirit that he should not see death before he had seen the Messiah of the Lord.
- Luke 2:27-28 4) [Simeon] came in the Spirit into the temple; and when the parents brought in the child Jesus to perform the custom of the law in regard to him, he took him into his arms and blessed God.
- Luke 2:29-32 5) "Now, Master, you may let your servant go in peace, according to your word, for my eyes have seen your salvation, which you prepared in sight of all the peoples, a light for revelation to the Gentiles, and glory for your people Israel."

- Luke 2:33-34 6) The child's father and mother were amazed at what was said about him; and Simeon blessed them and said to Mary his mother, "Behold, this child is destined for the fall and rise of many in Israel."
- Luke 2:34-35 7) "[He is] to be a sign that will be contradicted, and you yourself a sword will pierce, so that the thoughts of many hearts may be revealed."
- Luke 2:36-38 8) There was also a prophetess, Anna. She never left the temple, but worshiped night and day with fasting and prayer. ... She gave thanks to God and spoke about the child to all who were awaiting the redemption of Jerusalem.
- Luke 2:39 9) When they had fulfilled all the prescriptions of the law of the Lord, they returned to Galilee, to their own town of Nazareth.
- Luke 2:40 10) The child grew and became strong, filled with wisdom; and the favor of God was upon him.
- THE JOYFUL MYSTERIES*

V. THE FINDING OF THE CHILD JESUS IN THE TEMPLE

Prophesied 2 Samuel 7:4-5,12-14

The LORD spoke to Nathan and said: "Go tell my servant David, ... I will raise up your heir after you, sprung from your loins, ...It is he who shall build a house for my name. And I will make his royal throne firm forever. I will be a father to him, and he shall be a son to me."

Prefigured 1 Samuel 2:11,20; 3:1,3

When Elkanah returned home to Ramah, the child remained in the service of the LORD under the priest Eli. ... Eli would bless Elkanah and his wife, as they were leaving for home. ... During the time young Samuel was minister to the LORD under Eli, ... Samuel was sleeping in the temple of the LORD where the ark of God was.

- Luke 2:41-42 1) Each year his parents went to Jerusalem for the feast of Passover, and when he was twelve years old, they went up according to festival custom.
- Luke 2:43 2) After they had completed its days, as they were returning, the boy Jesus remained behind in Jerusalem, but his parents did not know it.
- Luke 2:44 3) Thinking that he was in the caravan, they journeyed for a day and looked for him among their relatives and acquaintances.
- Luke 2:45-46 4) Not finding him, they returned to Jerusalem to look for him. After three days they found him in the temple.
- Luke 2:46 5) [Jesus was] sitting in the midst of the teachers, listening to them and asking them questions.
- Luke 2:47-48 6) All who heard him were astounded at his understanding and his answers. When his parents saw him, they were astonished.
- Luke 2:48 7) His mother said to him, "Son, why have you done this to us? Your father and I have been looking for you with great anxiety."

Luke 2:49 8) He said to them, "Why were you looking for me? Did you not know that I must be in my Father's house?"

Luke 2:50-51 9) They did not understand what he said to them. He went down with them and came to Nazareth, and was obedient to them.

Luke 2:51-52 10) His mother kept all these things in her heart. And Jesus advanced in wisdom and age and favor before God and man.

THE LUMINOUS MYSTERIES

I. THE BAPTISM OF JESUS IN THE JORDAN RIVER BY JOHN

Prophesied Isaiah 42:1,6-7

Here is my servant whom I uphold, my chosen one with whom I am pleased. Upon whom I have put my spirit; he shall bring forth justice to the nations. ... I, the LORD, have called you for the victory of justice, I have grasped you by the hand; I formed you, and set you as a covenant of the people, a light for the nations, to open the eyes of the blind, to bring out prisoners.

Prefigured 1 Samuel 16:4,1

Samuel did as the LORD commanded him. ... Samuel asked Jesse, "Are these all the sons you have?" Jesse replied, "There is still the youngest, who is tending the sheep." Samuel said, "Send for him." ... The LORD said, "There – anoint him, for this is he!" Then Samuel, ... anointed him. ... The spirit of the LORD rushed upon David.

John 1:6-7,9 1) A man named John was sent from God. He came for testimony, to testify to the light, so that all might believe through him. ... The true light, which enlightens everyone, was coming into the world.

Luke 3:16 2) John answered them all, saying, "I am baptizing you with water, but one mightier than I is coming. I am not worthy to loosen the thongs of his sandals. He will baptize you with the Holy Spirit and fire."

Mark 1:9 3) It happened in those days that Jesus came from Nazareth of Galilee and was baptized in the Jordan by John.

Matt. 3:14-15 4) John tried to prevent him, saying, "I need to be baptized by you, and yet you are coming to me?" Jesus said to him in reply, "Allow it for now, for thus it is fitting for us to fulfill all righteousness." Then he allowed him.

Matt.3:16 5) After Jesus was baptized, he came up from the water and behold, the heavens were opened, and he saw the Spirit of God descending like a dove and coming upon him.

Matt.3:17 6) A voice came from the heavens, saying, "This is my beloved Son, with whom I am well pleased." John

Matt.1:29-30 7) John ... said, "Behold, the Lamb of God, who takes away the sin of the world. He is the one of whom I said, 'A man is coming after me who ranks ahead of me because he existed before me.' "

Matt.1:33-34 8) "I did not know him, but the one who sent me to baptize with water told me, 'On whomever you see the Spirit come down and remain, he is the one who will baptize with the Holy Spirit.' "

Matt.1:34-37 9) "Now I have seen and testified that he is the Son of God." The next day John was there again with 2 of his disciples, and as he saw Jesus walk by, he said, "Behold, the Lamb of God." The 2 disciples ... followed Jesus.

Matt.1:40-42 10) Andrew was one of the 2. ... He told his brother Simon, "We have found the Messiah." ... Then he brought him to Jesus. Jesus ... said, "You are Simon the son of John; you will be called Kephas" (translated Peter).

THE LUMINOUS MYSTERIES

II. THE MANIFESTATION OF JESUS AT THE WEDDING FEAST AT CANA

Prophesied Isaiah 55:1-3

All you who are thirsty, come to the water! You who have no money, come, receive grain and eat; come, without paying and without cost, drink wine and milk! ... You shall delight in rich fare. ... I will renew with you the everlasting covenant, the benefits assured to David.

Prefigured 2 Kings 2:19-22

Once the inhabitants of the city complained to Elisha, ... "The water is bad and the land unfruitful." "Bring me a new bowl," Elisha said, "and put salt into it." When they had brought it to him, he went out to the spring and threw salt into it, saying, "Thus says the LORD, 'I have purified this water.'" ... And the water has stayed pure even to this day.

- John 2:1-2 1) There was a wedding in Cana in Galilee, and the mother of Jesus was there. Jesus and his disciples were also invited to the wedding.
- John 2:3 2) When the wine ran short, the mother of Jesus said to him, "They have no wine."
- John 2:4 3) Jesus said to her, "Woman, how does your concern affect me? My hour has not yet come."
- John 2:5 4) His mother said to the servers, "Do whatever he tells you."
- John 2:6-7 5) Now there were six stone water jars there for Jewish ceremonial washings, each holding 20-30 gallons. Jesus told them, "Fill the jars with water."
- John 2:7-8 6) They filled them to the brim. Then he told them, "Draw some out now and take it to the headwaiter." So they took it.
- John 2:9 7) When the headwaiter tasted the water that had become wine, without knowing where it came from (although the servers who had drawn the water knew), the headwaiter called the bridegroom.
- John 2:10 8) He said to him, "Everyone serves good wine first, and then when people have drunk freely, an inferior one; but you have kept the good wine until now."
- John 2:11 9) Jesus did this as the beginning of his signs in Cana in Galilee and so revealed his glory, and his disciples began to believe in him.
- John 2:12-13 10) After this, he and his mother, brothers, and his disciples went down to Capernaum and stayed there only a few days. Since the Passover of the Jews was near, Jesus went up to Jerusalem.

THE LUMINOUS MYSTERIES

III. THE PROCLAMATION OF THE GOOD NEWS OF THE KINGDOM BY JESUS

Prophesied Deuteronomy 18:17-19

The LORD said to Moses, "This was well said. I will raise up for them a prophet like you from among their kinsmen, and will put my words into his mouth; he shall tell them all that I command him. If any man will not listen to my words which he speaks in my name, I myself will make him answer for it."

Prefigured Deuteronomy 30:15-16,19-20; 31:1

"I have today set before you life and prosperity, death and doom. If you obey the commandments of the LORD, ... loving him and walking in his ways, ... your God will bless you in the land you are entering to occupy. ... Choose life, then, that you and your descendants may live, by loving the LORD, your God, heeding his voice, and holding fast to him." ... Moses had finished.

- John 3:5,22 1) "Amen, amen, I say to you, no one can enter the kingdom of God without being born of water and Spirit." ... After this, Jesus and his disciples went into the region of Judea, where he spent some time with them baptizing.
- Mark 1:14-15 2) After John had been arrested; Jesus came to Galilee proclaiming the gospel of God: "This is the time of fulfillment. The kingdom of God is at hand. Repent, and believe in the gospel."
- John 12:31-33 3) "Seek his kingdom, and these other things will be given you besides. Do not be afraid any longer, little flock, for your Father is pleased to give you the kingdom. Sell your belongings and give alms."
- John 13:29 4) "You will see Abraham, Isaac, and Jacob and all the prophets in the kingdom of God. ... People will come from the east and the west and from the north and the south and will recline at table in the kingdom of God."
- John 17:20-21 5) "The coming of the kingdom of God cannot be observed, and no one will announce, ... 'There it is.' For behold, the kingdom of God is among you."
- Matt. 5:3,10 6) "Blessed are the poor in spirit, for theirs is the kingdom of heaven. ... Blessed are they who are persecuted for the sake of righteousness, for theirs is the kingdom of heaven."
- Matt.7:20-21 7) "By their fruits you will know them. Not everyone who says to me, 'Lord, Lord,' will enter the kingdom of heaven but only the one who does the will of my Father in heaven."
- Matt.10:5,7-8 8) Jesus sent out the 12. ... "Make this proclamation: 'The kingdom of heaven is at hand.' Cure the sick, raise the dead, cleanse lepers, drive out demons. Without cost you have received; without cost you are to give."
- Matt.16:17-19 9) "Blessed are you, Simon. ... I say to you, you are Peter, and upon this rock I will build my church. ... I will give you the keys to the kingdom of heaven. Whatever you bind on earth shall be bound in heaven."
- Matt.18:3-4 10) "Amen, I say to you, unless you turn and become like children, you will not enter the kingdom of heaven. Whoever humbles himself like this child is the greatest in the kingdom of heaven."

THE LUMINOUS MYSTERIES

IV. THE TRANSFIGURATION OF JESUS ON THE MOUNTAIN

Prophesied Isaiah 9:1,5-6

The people who walked in darkness have seen a great light. ... A son is given us; upon his shoulder dominion rests. They name him Wonder-Counselor, God-Hero, Father-Forever, Prince of Peace. His dominion is vast and forever peaceful, from David's throne, and over his kingdom which he confirms and sustains by judgment and justice, both now and forever.

Prefigured Exodus 34:30,34

When Aaron, then, and the other Israelites saw Moses and noticed how radiant the skin of his face had become, they were afraid to come near him. ... Whenever Moses entered the presence of the LORD to converse with him, ... the Israelites would see that the skin of Moses' face was radiant.

- Luke 9:28-29 1) Jesus took Peter, John, and James and went up the mountain to pray. While he was praying his face changed in appearance.
- Matt. 17:2 2) He was transfigured before them; his face shone like the sun and his clothes became white as light.
- Luke 9:30-31 3) Behold, 2 men were conversing with him, Moses and Elijah, who appeared in glory and spoke of his exodus that he was going to accomplish in Jerusalem.
- Luke 9:32 4) Peter and his companions had been overcome by sleep, but becoming fully awake, they saw his glory and the 2 men standing with him.
- Luke 9:33 5) As they were about to part from him, Peter said to Jesus, "Master it is good that we are here; let us make 3 tents, 1 for you, 1 for Moses, and 1 for Elijah." But he did not know what he was saying.
- Luke 9:34 6) While he was still speaking, a cloud came and cast a shadow over them, and they became frightened when they entered the cloud.
- Matt. 17:5 7) Then from the cloud came a voice that said, "This is my beloved Son, with whom I am well pleased; listen to him."
- Matt.17:6-8 8) When the disciples heard this, they fell prostrate and were very much afraid. But Jesus came and touched them, saying, "Rise, and do not be afraid." And when the disciples raised their eyes, they saw no one else but Jesus alone.
- Mark 9:9-10 9) Coming down from the mountain, he charged them not to relate what they had seen to anyone, except when the Son of Man had risen from the dead. So they kept the matter to themselves, questioning what rising from the dead meant.
- Matt. 17:10-13 10) The disciples asked him, "Why do the scribes say that Elijah must come first?" ... "I tell you that Elijah has already come, and they did not recognize him." ... Then they understood that he was speaking to them of John the Baptist.

THE LUMINOUS MYSTERIES

V. THE INSTITUTION OF THE EUCHARIST AT THE LAST PASSOVER OF JESUS

Prophesied Jeremiah 31:31-34

The days are coming, says the LORD, when I will make a new covenant with the house of Israel. ... It will not be like the covenant I made with their fathers. ... They broke my covenant and I had to show myself their master. ... I will place my law within them, and write it upon their hearts; I will be their God. ... I will forgive their evildoing and remember their sin no more.

Prefigured Genesis 14:18-20

Melchizedek, king of Salem, brought out bread and wine, and being a priest of God Most High, he blessed Abram with these words: "Blessed be Abram by God Most High, the creator of heaven and earth; and blessed be God Most High, who delivered your foes into your hand." Then Abram gave him a tenth of everything.

- Luke 22:8,14-5 1) Jesus sent out Peter and John, instructing them, "Go and make preparations for us to eat the Passover." ... He took his place at table with the apostles. He said to them, "I have eagerly desired to eat this Passover with you before I suffer."
- Luke 22:19 2) He took the bread, said the blessing, broke it, and gave it to them, saying, "This is my body, which will be given for you; do this in memory of me."
- Matt. 26:27-28 3) Then he took a cup, gave thanks, and gave it to them, saying, "Drink from it, all of you, for this is my blood of the covenant, which will be shed on behalf of many for the forgiveness of sins."
- Luke 22:27-30 4) "I am among you as the one who serves. It is you who have stood by me in my trials; and I confer a kingdom on you, ... that you may eat and drink at my table in my kingdom; and you will sit on thrones judging the 12 tribes of Israel."
- Luke 22:31-34 5) "Simon, Simon, ... I have prayed that your own faith may not fail; and once you have turned back, you must strengthen your brothers. ... I tell you, Peter, before the cock crows this day, you will deny 3 times that you know me."
- John 14:6-7 6) "I am the way and the truth and the life. No one comes to the Father except through me. If you know me, then you will also know my Father. From now on you do know him and have seen him."
- John 14:26-27 7) "The Advocate, the Holy Spirit that the Father will send in my name – he will teach you everything and remind you of all that I told you. Peace I leave with you; my peace I give to you. ... Do not let your hearts be troubled or afraid."
- John 15:5,9 8) "I am the vine, you are the branches. Whoever remains in me and I in him will bear much fruit, because without me you can do nothing. ... As the Father loves me, so I also love you. Remain in my love; ... keep my commandments."
- John 15:12-14 9) "This is my commandment: love one another as I love you. No one has greater love than this, to lay down one's life for one's friends. You are my friends if you do what I command you."
- Jn 17:1-2,20-21 10) "Father, the hour has come. Give glory to your son, ... so that he may give eternal life to all you gave him. ... I pray not only for them, but also for those who will believe in me through their word, so that they may all be one ... in us."

THE SORROWFUL MYSTERIES

I. THE AGONY OF JESUS IN THE GARDEN OF GETHSEMANE

Prophesied Isaiah 53:8,10-12

Oppressed and condemned, he was taken away; ... smitten for the sin of his people. ... Yet it was the will of the LORD to crush him in infirmity. If he gives his life as an offering for sin, ... the will of the LORD shall be accomplished through him. ... Through his suffering, my servant shall justify many, and their guilt he shall bear. ... He surrendered himself to death.

Prefigured Genesis 37:8,27-28

“Are you really going to make yourself king over us?” his brothers asked him. ... “Let us sell him to these Ishmaelites, instead of doing away with him ourselves. After all, he is our brother, our own flesh.” His brothers agreed. They sold Joseph to the Ishmaelites for twenty pieces of silver.

Mark 14:32-33 1) They came to a place named Gethsemane, and he said to his disciples, “Sit here while I pray.” He took with him Peter, James, and John, and began to be troubled and distressed.

Mark 14:34-35 2) Then he said to them, “My soul is sorrowful even to death. Remain here and keep watch.” He advanced a little and fell to the ground and prayed that if it were possible the hour might pass by him.

Mark 14:36-37 3) He said, “Abba, Father, all things are possible to you. Take this cup away from me, but not what I will but what you will.” When he returned he found them asleep. He said, “Simon, are you asleep? Could you not keep watch for 1 hour?”

Mark 14:38-40 4) “Watch and pray that you may not undergo the test. The spirit is willing but the flesh is weak.” Withdrawing again, he prayed, saying the same thing. Then he returned once more and found them asleep. They could not keep their eyes open.

Luke 22:43 5) To strengthen him an angel from heaven appeared to him. He was in such agony and he prayed so fervently that his sweat became like drops of blood falling on the ground.

Mark 14:41-42 6) He returned a third time and said to them, “Are you still sleeping and taking your rest? It is enough. The hour has come. Behold, the Son of Man is to be handed over to sinners. Get up, let us go. See, my betrayer is at hand.”

Luke 22:47-48 7) While he was still speaking, a crowd approached and in front was one of the 12, a man named Judas. He went up to Jesus to kiss him. Jesus said to him, “Judas, are you betraying the Son of Man with a kiss?”

John 18:10-11 8) Then Simon Peter, who had a sword, drew it, struck the high priest’s slave, and cut off his right ear. ... Jesus said to Peter, “Put your sword into its scabbard. Shall I not drink the cup that the Father gave me?”

Matt. 26:53,55 9) “Do you think that I cannot call upon my Father and he will not provide me at this moment with more than 12 legions of angels?” ... Jesus said to the crowds, “Have you come out as against a robber, with swords and clubs to seize me?”

Matt.26:55-57 10) “Day after day I sat teaching in the temple area, yet you did not arrest me. But all this has come to pass that the writings of the prophets may be fulfilled.” Then all the disciples left him and fled. Those who arrested Jesus led him away.

THE SORROWFUL MYSTERIES

II. THE SCOURGING AND ABUSE OF JESUS

Prophesied Isaiah 53:5-7

He was pierced for our offenses, crushed for our sins; upon him was the chastisement that makes us whole, by his stripes we were healed. We had all gone astray like sheep; each following his own way; but the LORD has laid upon him the guilt of us all. Though he was harshly treated, he submitted and opened not his mouth, like a lamb led to the slaughter.

Prefigured Jeremiah 26:10-11; 37:15

When the princes of Judah were informed of these things, they came up from the king's palace to the house of the LORD and held court. ... The priests and prophets said to the princes and to all the people, "This man deserves death; he has prophesied against this city, as you have heard with your own ears." ... The princes were enraged, and had Jeremiah beaten and thrown into prison.

- John 18:19-22 1) [Annas] questioned Jesus about his disciples and doctrine. ... Jesus answered, ... "Why ask me? Ask those who heard me what I said to them." ... When he said this, one of the temple guards standing there struck Jesus.
- Mark 14:61-64 2) He was silent and answered nothing. The high priest asked, ... "Are you the Messiah, the son of the Blessed One?" Then Jesus answered, "I am." ... At that the high priest tore his garments and said, ... "You have heard the blasphemy."
- Mark 14:64-65 3) [Caiphas asked,] "What do you think?" They all condemned him as deserving to die. Some began to spit on him. They blindfolded him and struck him and said to him, "Prophecy!" And the guards greeted him with blows.
- Mt. 27:2,12-14 4) They bound him, led him away, and handed him over to Pilate, the governor. ... When he was accused by the chief priests and elders, he made no answer. ... The governor was greatly amazed.
- Jn. 18:33,36-37 5) Pilate went back into the praetorium and summoned Jesus and said to him, "Are you the King of the Jews?" ... Jesus answered, "My kingdom does not belong to this world." ... Pilate said to him, "Then you are a king?"
- Jn.18:37-38 6) Jesus answered, "You say I am a king. For this I was born and for this I came into the world, to testify to the truth. Everyone who belongs to the truth listens to my voice." Pilate said to him, "What is truth?"
- Luke 23:6-9,11 7) Pilate asked if the man was a Galilean; ... he sent him to Herod. ... [Jesus] gave him no answer. ... Herod and his soldiers treated him contemptuously and mocked him, and after clothing him in resplendent garb, sent him back to Pilate.
- Luke 23:14-18 8) [Pilate] said to them, ... "Herod ... sent him back to us. So no capital crime has been committed by him. Therefore I shall have him flogged and then release him." But all together they shouted out, "Away with this man!"
- Luke 23:21-22 9) They continued their shouting, "Crucify him! Crucify him!" Pilate addressed them, ... "I shall have him flogged and then release him."
- Jn. 18:39-19:1 10) "Do you want me to release to you the King of the Jews?" They cried out again, "Not this one but Barabbas!" Now Barabbas was a revolutionary. Then Pilate took Jesus and had him scourged.

THE SORROWFUL MYSTERIES

III. THE CROWNING WITH THORNS AND MOCKING OF JESUS

Prophesied 1 Samuel 8:6-8

Samuel was displeased when they asked for a king to judge them. He prayed to the LORD, however, who said in answer: ... "They are rejecting me as their king. As they have treated me constantly from the day I brought them up from Egypt to this day, deserting me and worshiping strange gods, so do they treat you."

Prefigured Jeremiah 15:10-11,15-16

A man of strife and contention to all the land! I neither borrow nor lend, yet all curse me. Tell me, LORD, have I not served you for their good? Have I not interceded with you in the time of misfortune and anguish? ... You know I have. ... Know that for you I have borne insult. ... Because I bore your name, O LORD.

- Matt. 27:27-28 1) The soldiers of the governor took Jesus inside the praetorium and gathered the whole cohort around him. They stripped off his clothes and threw a scarlet military cloak about him.
- Matt.27:29-30 2) Weaving a crown out of thorns, they placed it on his head, and a reed in his right hand. Kneeling before him, they mocked him, saying, "Hail, King of the Jews!" They spat upon him and took the reed and kept striking him on the head.
- Matt.27:31 3) And when they had mocked him, they stripped him of the cloak, dressed him in his own clothes, and led him off.
- John 19:4-5 4) Once more Pilate went out and said to them, "Look, I am bringing him out to you, so that you may know that I find no guilt in him." So Jesus came out, wearing the crown of thorns.
- Matt.19:5-6 5) [Pilate] said to them, "Behold, the man!" When the chief priest and the guards saw him they cried out, "Crucify him, crucify him!" Pilate said to them, "Take him yourselves and crucify him. I find no guilt in him."
- Matt.19:7,12 6) The Jews answered, ... "He ought to die, because he made himself the Son of God." ... Pilate tried to release him; but the Jews cried out, "If you release him you are not a Friend of Caesar. Everyone who makes himself a king opposes Caesar."
- Matt.19:14-15 7) It was about noon. And he said to them, "Behold, your king!" They cried out, "Take him away, take him away! Crucify him!" Pilate said to them, "Shall I crucify your king?" The chief priests answered, "We have no king but Caesar."
- Matt. 27:24-25 8) [Pilate] took water and washed his hands in the sight of the crowd, saying, "I am innocent of this man's blood. Look to it yourselves." And the whole people said in reply, "His blood be upon us and upon our children."
- Luke 23:24-25 9) The verdict of Pilate was that their demand should be granted. So he released the man who had been imprisoned for rebellion and murder, for whom they asked, and he handed Jesus over to them to deal with as they wished.
- John 19:19-22 10) Pilate also had an inscription written and put on the cross. It read, "Jesus the Nazorean, the King of the Jews." ... It was written in Hebrew, Latin, and Greek. ... Pilate said, "What I have written, I have written."

THE SORROWFUL MYSTERIES

IV. THE CARRYING OF THE CROSS OF JESUS TO GOLGOTHA

Prophesied Isaiah 53:3-4,12

He was spurned and avoided by men, a man of suffering, accustomed to infirmity, one of those from whom men hide their faces, spurned, and we held him in no esteem. Yet it was our infirmities that he bore, our sufferings that he endured, while we thought of him as stricken. ... Counted among the wicked, he shall take away the sins of many, and win pardon.

Prefigured Genesis 22:6-8,13

Abraham took the wood for the holocaust and laid it on his son Isaac's shoulders. ... Isaac spoke, ... "Where is the sheep for the holocaust?" Abraham answered, "God himself will provide the sheep for the holocaust." ... As Abraham looked about, he spied a ram caught by its horns in the thicket. So he went and took the ram and offered it up as a holocaust in place of his son.

- Mk. 15:15-6,20 1) So Pilate, wishing to satisfy the crowd, ... handed him over to be crucified. ... The soldiers led him away ... and led him out to crucify him.
- John 19:16-17 2) So they took Jesus, and carrying the cross himself he went out to what is called the Place of the Skull, in Hebrew, Golgotha.
- Luke 23:26 3) As they led him away they took hold of a certain Simon; a Cyrenian, who was coming in from the country; and after laying the cross on him, they made him carry it behind Jesus.
- Luke 23:27 4) A large crowd of people followed Jesus, including many women who mourned and lamented him.
- Luke 23:28 5) Jesus turned to them and said, "Daughters of Jerusalem, do not weep for me; weep instead for yourselves and for your children."
- Luke 23:29 6) "For indeed, the days are coming when people will say, 'Blessed are the barren, the wombs that never bore and the breasts that never nursed.' "
- Luke 23:30-31 7) "At that time people will say to the mountains, 'Fall upon us!' and to the hills, 'Cover us!' for if these things are done when the wood is green what will happen when it is dry?"
- Luke 23:32-33 8) Now two others, both criminals, were led away with him to be executed. When they came to the place called the Skull, they crucified ... the criminals there, one on his right, the other on his left.
- Matt. 27:33-34 9) When they came to ... Golgotha, ... they gave Jesus wine to drink mixed with gall. But when he had tasted it, he refused to drink.
- John 19:23-24 10) They took his clothes and divided them into four shares, one for each soldier. They also took his tunic, but the tunic was seamless, woven in one piece. ... So they said, "Let's not tear it, but cast lots for it." ... That is what they did.

THE SORROWFUL MYSTERIES

V. THE CRUCIFIXION AND DEATH OF JESUS

Prophesied Psalm 22:1,8-9,16-19

My God, my God, why have you forsaken me? ... All who see me mock me; ... "He relied on the LORD – let him rescue him." ... My throat is dried up like baked clay; my tongue cleaves to my jaws; ... They have pierced my hands and my feet, I can count all my bones. ... They divide my garments among them, and for my vesture they cast lots.

Prefigured Numbers 21:7-9

The people said to Moses, "We have sinned in complaining against the LORD and you. ... The LORD said to Moses, "Make a saraph and mount it on a pole, and if anyone who has been bitten looks at it, he will recover." So Moses made a bronze serpent and mounted it on a pole, and whenever anyone who had been bitten by a serpent looked at the bronze serpent, he recovered.

- Mt.27:35-6,41-2 1) After they had crucified him, ... they sat down and kept watch over him. ... The chief priests with the scribes and elders mocked him and said, ... "Let him come down from the cross now, and we will believe in him."
- Luke 23:34-36 2) Jesus said, "Father, forgive them, they know not what they do." ... The rulers, meanwhile, sneered at him and said, "He saved others, let him save himself if he is the chosen one, the Messiah of God." Even the soldiers jeered at him.
- Luke 23:39-43 3) One of the criminals hanging there reviled Jesus. ... The other ... said in reply, "Have you no fear of God?" ... Then he said, "Jesus, remember me." ... He replied to him, "Amen, I say to you, today you will be with me in Paradise."
- John 19:25-26 4) Standing by the cross of Jesus were his mother, her sister, Mary the wife of Clopas, and Mary of Magdala. When Jesus saw his mother and the disciple there whom he loved, he said to his mother, "Woman, behold, your son."
- John 19:27 5) Then he said to the disciple, "Behold, your mother." And from that hour the disciple took her into his home.
- Mark 15:33-34 6) At noon darkness came over the whole land until 3 in the afternoon. And at 3 o'clock Jesus cried out in a loud voice, ... "My God, my God, why have you forsaken me?"
- John 19:28-30 7) Jesus said, "I thirst." There was a vessel filled with common wine. They put a sponge soaked in wine on a sprig of hyssop and put it up to his mouth. When Jesus had taken the wine, he said, "It is finished."
- Luke 23:45-47 8) Then the veil of the temple was torn down the middle. Jesus cried out in a loud voice, "Father, into your hands I commend my spirit." When he had said this he breathed his last. The centurion ... said, "This man was innocent beyond doubt."
- Jn. 19:33-4,39 9) When they came to Jesus and saw that he was already dead, ... 1 soldier thrust his lance into his side, and immediately blood and water flowed out. ... Nicodemus ... came bringing a mixture of myrrh and aloes ... about 100 pounds.
- Mt.27:58-60,66 10) [Joseph of Arimathea] went to Pilate and asked for the body of Jesus. ... Joseph wrapped it in clean linen and laid it in his new tomb. ... Then he rolled a huge stone across the entrance. ... They secured the tomb by ... setting the guard.

THE GLORIOUS MYSTERIES

I. THE RESURRECTION OF JESUS FROM THE DEAD

Prophesied Psalm 16:9-11

My heart is glad, my soul rejoices; my body also dwells secure, for you will not abandon me to Sheol, nor let your faithful servant see the pit. You will show me the path to life, abounding joy in your presence, the delights at your right hand forever.

Prefigured Jonah 2:1,3,7

The LORD sent a large fish, that swallowed Jonah; and he remained in the belly of the fish 3 days and 3 nights. ... Jonah said this prayer: ... 'From the midst of the nether world I cried for help, and you heard my voice. ... You brought up my life from the pit, O LORD, my God.'

- Matt. 28:2-4 1) An angel of the Lord descended from heaven, approached, rolled back the stone, and sat upon it. His appearance was like lightning and his clothing was white as snow. The guards, shaken with fear of him, became like dead men.
- Matt.28:5-7 2) The angel said to the women, "Do not be afraid! I know that you are seeking Jesus the crucified. He is not here, for he has been raised just as he said. ... Go tell his disciples ... he is going before you to Galilee; there you will see him."
- John 20:2-3,10 3) Mary of Magdala ran and went to Simon Peter and to the other disciple ... and told them, "They have taken the Lord from the tomb." ... Peter and the other disciple went out and came to the tomb. ... Then the disciples returned home.
- John 20:11,16-18 4) Mary stayed outside the tomb weeping. ... Jesus said to her, "Mary! ... Go tell my brothers, 'I am going to my Father and your Father, to my God and your God.'" Mary of Magdala ... announced to the disciples, "I have seen the Lord."
- Mark 16:10-12 5) His companions who were mourning and weeping, when they heard that he was alive and had been seen by her, ... did not believe. After this he appeared in another form to two of them walking along on their way to the country.
- Lk. 24:30-33 6) While he was with them at table, he took bread, said the blessing, broke it, and gave it to them. ... They recognized him, but he vanished. ... They set out at once and returned to Jerusalem where they found gathered together the eleven.
- Lk 24:36,40,46,48) He stood in their midst and said to them, "Peace be with you." ... He showed them his hands and his feet. ... "Thus it is written that the Messiah would suffer and rise from the dead on the third day. ... You are witnesses of these things."
- John 20:21-23 8) "Peace be with you. As the Father has sent me, so I send you." And when he said this, he breathed on them and said to them, "Receive the Holy Spirit. Whose sins you forgive are forgiven them, and whose sins you retain are retained."

John 20:27-28 9) He said to Thomas, "Put your finger here and see my hands, and bring your hand and put it into my side, and do not be unbelieving, but believe." Thomas answered and said to him, " My Lord and my God!"

John 20:29 10) Jesus said to him, "Have you come to believe because you have seen me? Blessed are those who have not seen and have believed."

THE GLORIOUS MYSTERIES

II. THE ASCENSION OF JESUS TO HEAVEN AFTER 40 DAYS

Prophesied Daniel 7:13-14

I saw one like a son of man coming on the clouds of heaven; when he reached the Ancient One and was presented before him, he received dominion, glory, and kingship; nations and peoples of every language serve him. His dominion is an everlasting dominion that shall not be taken away.

Prefigured 2 Kings 2:9-12

Elijah said to Elisha, "Ask whatever I may do for you, before I am taken from you." Elisha answered, "May I receive a double portion of your spirit." ... He replied, "If you see me taken up from you, your wish will be granted." ... A flaming chariot and flaming horses came between them, and Elijah went up to heaven in a whirlwind. When Elisha saw it happen he cried out.

Mark 16:15-18 1) [Jesus] rebuked them for their unbelief. ... "Whoever believes and is baptized will be saved. ... Signs will accompany those who believe: in my name they will drive out demons. ... They will lay hands on the sick, and they will recover."

Matt. 28:16-19 2) The 11 disciples went to Galilee, to the mountain to which Jesus had ordered them. ... Then Jesus approached and said to them, "All power in heaven and on earth has been given to me. Go, therefore, make disciples of all nations."

Matt.28:19-20 3) "Baptize them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, until the end of the age."

Jn.21:1,6,11,13 4) Jesus revealed himself again to his disciples at the Sea of Tiberias. ... He said to them, "Cast the net." ... Simon Peter ... dragged the net ashore full. ... Jesus came over and took the bread and gave it to them, and in like manner the fish.

Jn 21:15-17,19 5) When they had finished breakfast, Jesus said to Simon Peter, ... "Do you love me?" ... He said to him, "Yes Lord, you know that I love you." He said to him, "Feed my lambs. ... Tend my sheep. ... Feed my sheep. ... Follow me."

Acts 1:3,5 6) He presented himself alive by many proofs after he had suffered, appearing to them during 40 days and speaking about the kingdom of God. ... "John baptized with water, but in a few days you will be baptized with the Holy Spirit."

Acts 1:6-8 7) They asked him, "Lord, are you at this time going to restore the kingdom of Israel?" He answered them, "It is not for you to know the times or seasons. ... But you will receive power when the Holy Spirit comes upon you."

Acts 1:8-9 8) "You will be my witnesses in Jerusalem, throughout Judea and Samaria, and to the ends of the earth." When he had said this, as they were looking on, he was lifted up, and a cloud took him from their sight.

Acts 1:10-12 9) Suddenly two men dressed in white garments stood beside them. They said, ... "This Jesus who has been taken up from you into heaven will return in the same way." ... Then they returned to Jerusalem from the mount called Olivet.

Mark 16:19-20 10) The Lord Jesus, after he spoke to them, was taken up into heaven and took his seat at the right hand of God. ... The Lord worked with them and confirmed the word through accompanying signs.

THE GLORIOUS MYSTERIES

III. THE DESCENT OF THE HOLY SPIRIT ON THE DISCIPLES

Prophesied Joel 3:1-2,5

I will pour out my spirit upon all mankind. Your sons and daughters shall prophesy, ... even upon the servants and the handmaids, in those days, I will pour out my spirit. ... Then everyone shall be rescued who calls on the name of the LORD; for on Mount Zion there shall be a remnant, as the LORD has said, and in Jerusalem survivors whom the LORD shall call.

Prefigured Numbers 11:25,29

The LORD then came down in the cloud and spoke to him. Taking some of the spirit that was on Moses, he bestowed it on the seventy elders; and as the spirit came to rest on them, they prophesied. ... Moses answered, ... "Would that all the people of the LORD were prophets. Would that the LORD might bestow his spirit on them all!"

- Acts 1:13-14 1) When they entered Jerusalem they went to the upper room where they were staying. ... All these devoted themselves with one accord to prayer, together with some women, and Mary the mother of Jesus, and his brothers.
- Acts 2:1-2 2) When the time for Pentecost was fulfilled, they were all in one place together. And suddenly there came from the sky a noise like a strong driving wind, and it filled the entire house in which they were.
- Acts 2:3-4 3) Then there appeared to them tongues as of fire, which parted and came to rest on each of them. And they were all filled with the Holy Spirit and began to speak in different tongues, as the Spirit enabled them to proclaim.
- Acts 2:14,22 4) Then Peter stood up with the 11, raised his voice, and proclaimed to them, ... "You who are Israelites, hear these words. Jesus the Nazorean was a man commended to you by God with mighty deeds, wonders, and signs."
- Acts 2:23-24 5) "This man, delivered up by the set plan and foreknowledge of God, you killed, using lawless men to crucify him. But God raised him up, releasing him from the throes of death, because it was impossible for him to be held by it."
- Acts 2:32-33 6) "God raised this Jesus; of this we are all witnesses. Exalted at the right hand of God, he received the promise of the Holy Spirit from the Father and poured it forth, as you both see and hear."
- Acts 2:36-37 7) "Therefore let the whole house of Israel know for certain that God has made him both Lord and Messiah, this Jesus whom you crucified." Now when they heard this, they were cut to the heart.
- Acts 2:37-38 8) They asked Peter and the other apostles, "What are we to do, brothers?" Peter said, "Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins; and you will receive the gift of the Holy Spirit."
- Acts 2:39-40 9) "For the promise is made to you and to your children and to all those far off, whomever the Lord our God will call." He testified with many other arguments.

Acts 2:40-41 10) [Peter] was exhorting them, "Save yourselves from this corrupt generation." Those who accepted his message were baptized, and about 3,000 persons were added that day.

THE GLORIOUS MYSTERIES

IV. THE ASSUMPTION OF MARY, BODY AND SOUL, INTO HEAVEN

Prophesied Psalm 45: 7,9,14-15,17-18

Your throne, O God, stands forever; ... with myrrh, aloes, and cassia your robes are fragrant. ... All glorious is the king's daughter as she enters; ... she is led to the king. ... The throne of your fathers your sons will have; you shall make them princes through all the land. I will make your name renowned through all generations; thus nations shall praise you forever.

Prefigured Esther 5:1-2

Esther put on her royal garments and stood in the inner courtyard, looking toward the royal palace, while the king was seated on his royal throne in the audience chamber, facing the palace doorway. He saw Queen Esther standing in the courtyard, and made her welcome by extending toward her the golden staff which he held. She came up to him.

Acts 2:42-44 1) They devoted themselves to the teaching of the apostles, and to the communal life, to the breaking of the bread, and to the prayers. ... Many wonders and signs were done through the apostles. All who believed were together.

Acts 4:19-20,

23,31 2) Peter and John said, ... "It is impossible for us not to speak about what we have seen and heard." ... After their release they went back to their own people. ... All were filled with the Holy Spirit and continued to speak the word of God.

Acts 5:41-42 3) Rejoicing that they had been found worthy to suffer dishonor for the sake of the name, all day long, both at temple and in their homes, [the apostles] did not stop teaching and proclaiming the Messiah, Jesus.

Acts 8:1 4) A severe persecution of the church broke out in Jerusalem, and all were scattered throughout the countryside of Judea and Samaria, except the apostles.

Acts 8:14-15 5) When the apostles in Jerusalem heard that Samaria had accepted the word of God, they sent them Peter and John, who went down and prayed for them, that they might receive the Holy Spirit.

Rev. 1:5,17-18 6) Jesus Christ, the faithful witness, the firstborn of the dead and ruler of the kings of the earth ... said, ... "Once I was dead, but now I am alive forever and ever. I hold the keys to death and the netherworld. Write ... what you have seen."

Rev.2:1,4-5,7 7) "To the angel of the church in Ephesus write: ... 'You have lost the love you had at first. Realize how far you have fallen. Repent, and do the works you did at first. Whoever has ears ought to hear what the Spirit says to the churches.' "

Rev.2:7,26,28 8) " 'To the victor I will give the right to eat from the tree of life that is in the garden of God. ... To the victor, who keeps to my ways until the end, I will give authority over the nations. ... I will give the morning star.' "

Rev.3:14,21 9) “The Amen, the Faithful and True witness, the source of God’s creation, says: ... ‘If anyone hears my voice and opens the door, I will enter his house and dine with him. ... I will give the victor the right to sit with me on my throne.’ ”

Rev.11:16-19 10) The 24 elders said: “The time has come for the dead to be judged, and to recompense your servants, the prophets, the holy ones.” ... God’s temple in heaven was opened, and the ark of his covenant could be seen in the temple.

THE GLORIOUS MYSTERIES

V. THE CORONATION OF MARY AS QUEEN OF HEAVEN AND EARTH

Prophesied Genesis 3:14-15,20

Then the LORD God said to the serpent: “I will put enmity between you and the woman, and between your offspring and hers. He will strike at your head, while you strike at his heel.” ... She became the mother of all the living.

Prefigured Judith 13:18; 15:9-10

“Blessed are you, daughter, by the most High God, above all the women on earth; and blessed be the LORD God, ... who guided your blow at the head of the chief of our enemies.” ... All blessed Judith, saying: “You are the glory of Jerusalem, the surpassing joy of Israel; you are the splendid boast of our people. ... God is pleased with what you have wrought. May you be blessed forever.

Rev. 12:1,4 1) A great sign appeared in the sky, a woman clothed with the sun, with the moon under her feet, and on her head a crown of twelve stars. ... The dragon stood before the woman about to give birth, to devour her child when she gave birth.

Rev.12:5-6 2) She gave birth to a son, a male child, destined to rule all the nations with an iron rod. Her child was caught up to God and his throne. The woman herself fled into the desert where she had a place prepared by God.

Rev.12:7,9 3) In heaven Michael and his angels battled against the dragon. ... The dragon, the ancient serpent, who is called the Devil and Satan, who deceived the whole world, was thrown down to the earth, and its angels were thrown down with it.

Rev.12:13-14 4) It pursued the woman, ... but the woman was given the two wings of the great eagle, so that she could fly to her place in the desert where, far from the serpent, she was taken care of.

Rev.12:15-16 5) The serpent spewed a torrent of water out of his mouth after the woman to sweep her away with the current. But the earth helped the woman and opened its mouth and swallowed the flood that the dragon spewed out of its mouth.

Rev.12:17 6) Then the dragon became angry with the woman and went off to wage war against the rest of her offspring, those who keep God’s commandments and bear witness to Jesus.

Rev.19:11-16 7) “Faithful and True” ... judges and wages war in righteousness. ... His name was called the Word of God. The armies of heaven followed him. ... He will rule ... with an iron rod. ... He has a name, ... ‘King of kings and Lord of lords’.

Rev.20:1-3 8) An angel came down from heaven, holding in his hand the key to the abyss and a heavy chain. He seized the dragon ... and threw it into the abyss, which he locked over it and sealed, so that it could no longer lead the nations astray.

Rev.20:4,6 9) [John] saw thrones; those who sat on them were entrusted with judgment. ... The souls of those who ... witness to Jesus. ... came to life and reigned with Christ. ... Blessed and holy is the one who shares in the first resurrection.

Rev.22:13,
16,20 10) "I am the Alpha and Omega, the first and the last, the beginning and the end. ... I, Jesus, sent my angel. ... I am the root and offspring of David, the bright morning star. ... Yes, I am coming soon." Amen! Come, Lord Jesus!

Virtues

Cardinal virtues(prudence, justice, fortitude, and temperance)as it relates to personal behavior

Saints

Evangelist:

Matthew

Mark

Luke

John

Sacraments:

John Vianney

John Chrysostom

John the Baptist

Vocation:

Angela Merici

Benedict

Vincent DePaul

Theresa of Lisieux

Katherine Drexel

Marian:

Juan Diego

Catherine LaBoure

Historical:

Andre Bessette

Kateri Tekakwitha

Junipero Serra

Elizabeth Ann Seton

Isaac Jogues

Prayers

Apostle's Creed

Memorare

Intro Vocation Prayer

Prayers of Thanksgiving

Personal Petitions

Contrition

Prayer of Adoration/Praise

Time in Adoration

Novenas

Meditation through Scripture

Participates in the Stations of the Cross

[Lecio divina](#)

Songs

Commandments

6th Commandment as it relates to caring for own and others' bodies.

All 10 Commandments (Reconciliation examination of conscience)

Sacraments

All Sacraments in detailed explanation (celebrations, symbols, related to student life)

Participation in Reconciliation/Eucharist

Literature R.5.1

Literature R.5.2

Literature R.5.3

Literature R.5.4

Literature R.5.5

Literature R.5.6

Literature R.5.7

Literature R.5.8

Literature R.5.9

Literature R.5.10

Literature L.5.1

Literature L.5.2

Literature L.5.3

Literature L.5.4

Literature L.5.5

Literature L.5.6

Literature W.5.1

Literature W.5.2

Literature W.5.3

Literature W.5.4

Literature W.5.5

Literature W.5.6

Literature W.5.7

Literature W.5.8

Literature SL.5.1

Literature SL.5.2

Literature SL.5.3

Literature SL.5.4

Literature SL.5.5

Literature SL.5.6

Activities R.5.1

Give students a specific Scripture of your choice (options included below) and have them:

1. Read through the text and determine what the author is saying
2. Distinguish what is inferred and what is explicit
3. When inferring, provide a quote that supports the inference
4. Use annotations if possible

Activities R.5.2

1. Paraphrase a Psalm. Write out a paraphrase of the psalm of your choosing in your own words. Try to find modern-day synonyms and thoughts that correspond to the thoughts in the psalm. Don't be afraid to be creative.
2. Have students work in groups. Assign each group a parable. Each group will use details from the text to determine the main idea/message that Jesus is trying to deliver. [List of Parables](#)

Have students [act out the parable](#), then have students write their own parable that delivers a message for the current generation. Then share with the class.

Activities R.5.3

Choose which text students will compare and contrast: you could use multiple in order to differentiate.

Then go over what needs to be included when comparing and contrasting characters, settings, or events (ex. traits, virtues, theme, motivations, feelings, relationships, interactions, etc.).

Next, give students just the scripture numbers and a Venn Diagram (they may want to work in pairs or small groups) they will then begin collecting the information needed to accurately compare and contrast.

Once all the students have found the information, come back together to complete a classwide Venn Diagram over the information the students discovered.

Challenge the students to come up with another event or persons in the bible that could be compared and contrasted.

Compare and contrast the Four Gospels

[Basic Outlines of the Four Gospels](#)

Four Gospels Chart

Mark

Introduction: John the Baptist & Jesus (1:1-15, incl. the theme of Jesus' preaching 1:14-15)

Early Ministry: healing & preaching to Jews in Galilee (1:16 – 6:52)

Expanded Ministry: mostly outside of Galilee to non-Jews (6:53 – 8:21)

Central Section: Jesus and his disciples "On the Way" to Jerusalem (8:22 – 10:52)

(incl. three passion predictions [8:31; 9:31; 10:32-34] framed by two healings of blind men)

Final Ministry: in Jerusalem, incl. Apocalyptic Discourse (11:1 – 13:37)

Passion Narrative: Last Supper, Trials, Crucifixion (14:1 – 15:47)

Conclusion: Report about the Empty Tomb (16:1-8)

[Later endings added to Mark's Gospel: 16:9-20]

Material found only in Mark: 1:1 (Introductory Verse); 3:19b-21 (Jesus' Family Comes for Him); 4:26-29 (Parable of Seed Growing of Itself); 7:31-37 (Deaf Man in Decapolis); 8:22-26 (Blind Man of Bethsaida); 14:51-52 (Young Man Runs Away after Jesus' Arrest); [16:14-18 - Commissioning of the Eleven]

Matthew

Genealogy & Infancy Narrative: 1-2

Narrative: 3-4

First Discourse: "Sermon on the Mount": 5-7

Narrative: 8-9

Second Discourse: "Missionary Instructions": 10

Narrative: 11-12

Third Discourse: "Parables Collection": 13

Narrative: 14-17

Fourth Discourse: "Community Instructions": 18

Narrative: 19-22

Fifth Discourse: "Sermon on Eschatology": 23–25

Passion & Resurrection Narrative: 26–28

Material found only in Matthew: 1:1; 1:18–2:23; 5:17-20, 21-24, 27-29, 31, 33-38, 43; 6:1-8, 16-19; 7:6, 15-17, 28-29; 9:27-31, 35-38; 10:22-23; 11:1, 28-30; 13:24-30, 36-43, 44-52; 14:28-31; 16:17-19; 17:24-27; 18:15-21, 21-35; 19:10-12; 20:1-16; 21:28-32; nearly all of ch. 23; 25:1-13, 31-46; 27:3-10, 24-25, 52-53, 62-66; 28:11-15, 16-20

Material in other Gospels but significantly different in Matthew: 1:2-17; most of ch. 5–7 (esp. 5:3-12; 6:9-15; 7:15-20); most of ch. 10; 12:33-37; 16:13-23; much of ch. 18; 22:1-14; 25:14-30.

Luke

Literary Preface & Infancy Narrative: 1:1 – 2:52

Preparation for Ministry: 3:1 – 4:13

Galilean Ministry: 4:14 – 9:50

Journey to Jerusalem: 9:51 – 19:27

Jerusalem Ministry: 19:28 – 21:38

Passion Narrative: 22:1 – 23:56

Resurrection Appearances & Ascension: 24:1-53

Material found only in Luke: 1:1-4; 1:5–2:52; 3:10-14; 4:14-30; 5:1-11; 6:24-26; 7:11-17; 8:1-3; much of 9:51–18:14; 19:1-10; 19:39-44; 22:15-17, 31-32, 35-38; 23:2-16, 27-31, 34, 39-43, 46; 24:13-35, 36-49, 50-53

Material in other Gospels but significantly different in Luke: 3:1-2, 23-38; 6:20-26; 7:36-50; 9:18-22; 11:1-8; 14:16-24; 19:12-27; 21:34-38; 22:15-38; 24:1-12

John

Prologue: 1:1-18 (Logos Hymn: The Word in the Beginning with God; The Word becomes Flesh)

"The Book of Signs": 1:19 – 12:50 (Wedding at Cana, Dialogue with Nicodemus, Samaritan Woman at the Well,

Healing at the Pool of Bethesda, Bread of Life Discourse, Man Born Blind, Raising of Lazarus, etc.)

"The Book of Glory": 13:1 – 20:31 (Washing the Disciples' Feet, Farewell Discourses, Jesus' Prayer, Passion

Narrative, Crucifixion Scene, Resurrection Appearances, esp. to Mary Magdalene and Thomas)

Epilogue: 21:1-25 (Another Resurrection Appearance at the Sea of Tiberias/Galilee - added later)

[Compare and Contrast Mary and Eve](#)

Chart comparing Mary to Eve

The Fall	The Redemption
The LORD God said, "It is not good for the man to be alone. I will make a helper suitable for him." (Gen. 2:18)	"I am the Lord's servant," Mary answered. (Luke 1:38) a servant is a helper
The man said, "This is now bone of my bones and flesh of my flesh. She shall be called Woman', because she was taken out of Man...(Gen. 2:23)	And Jesus said to her, "Woman, what does that have to do with us? My hour has not yet come." (John 2:4) "woman" is an odd title for his Mother, and unusual for the day, Catholics think there was a reason Jesus used that word
Then the LORD God made a woman from the rib he had taken out of the man, and he brought her to the man. (Gen. 2:22) Eve came out of Adam	But when the time had fully come, God sent his Son, born of a woman, born under law, to redeem those under law, that we might receive the full rights of sons. (Galatians 4:4-5) Jesus, the new Adam (1 Cor 15:22) came out of Mary (the new Eve)
Now the serpent was more crafty than any of the wild animals the LORD God had made. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden'?" (Gen.3:1)	his mother said to the servants, "Whatever He says to you, do it." (John 2:5) on one level she is amending the disobedience of Eve
Then the LORD God said to the woman, "What is this you have done?" The woman said, "The serpent deceived me, and I ate." (Gen. 3:13)	And Mary said, "Behold, the bondservant of the Lord; may it be done to me according to your word." And the angel departed from her. (Luke 1:38) Mary's obedience vs. Eve's disobedience

Adam named his wife Eve, because she would become the mother of all the living. (Gen. 3:20)

When Jesus then saw his mother, and the disciple whom He loved standing nearby, He said to his mother, "Woman, behold, your son!" Then He said to the disciple, "Behold, your mother!" (John 19:26-27) Catholics believe at that moment Mary was given as mother to all Christians. (As per Rev 19:26, explained below)

Activities R.5.4

Using scripture, try to identify and/or illustrate figurative language, metaphors, similes, hyperbole, personification, alliteration, and idioms, etc
Have students create their own verse using a metaphor or simile. Illustrate a picture to go along with the verse.

Scripture

"I am the vine, you are the branches" (John 15:5);
"The Lord is my Shepherd" (Psalm 23:1);
"They are ferocious wolves" (Mt 7:15);
The story of Nicodemus and being "born again" (John 3: 1-21)).

• Proverbs 13:14

The teaching of the wise is a fountain of life.

In our first example, teaching is compared to a fountain, but not just any fountain. The fountain of life is a common metaphor that suggests a continuing source of sustenance and life.

• Isaiah 64:8

But now, O Lord, You are our Father, **We are the clay, and You our potter**; And all of us are the work of Your hand.

In this metaphor, God is compared to a potter who molds clay. God's followers are the clay and are subject to his design and influence.

• Psalms 23:1

The Lord is my shepherd, I shall not want.

Here is a commonly alluded to metaphor from one of the most famous passages in The Bible. God is compared to a shepherd, someone whose duty it is to look after and care for his sheep.

• John 6:35

Jesus said to them, **'I am the bread of life**; he who comes to me will not hunger, and he who believes in me will never thirst.'

In this metaphor, Jesus compares himself to bread. The bread of life is a symbolic idea that Jesus offers eternal fulfillment. Like bread sustains us in life, Jesus's metaphor suggests that he can sustain his followers in a spiritual sense.

- **John 8:12**

Then Jesus again spoke to them, saying, '**I am the Light of the world**; he who follows me will not walk in the darkness, but will have the Light of life.'

Here is another metaphor that Jesus used to talk about himself. He calls himself "the light of the world." In The Bible, light refers to salvation, and darkness refers to sinfulness.

- **Revelations 19:7**

Let us rejoice and be glad and give the glory to Him, for **the marriage of the Lamb has come and His bride has made herself ready.**

This example contains three metaphors. The lamb is Jesus, the bride is the Church, or the followers of Christ, and the marriage is the union of the two in heaven.

- **Isaiah 5:5**

So now let me tell you what I am going to do to **my vineyard**: I will remove **its hedge** and it will be consumed; I will break down its wall and it will become trampled ground.

In this example, God is warning Israel, which he refers to as his "vineyard." God says he will remove "its hedge" or protective surroundings and allow its destruction.

- **Deuteronomy 32:4**

He is the rock! His work is perfect, for all His ways are just; a God of faithfulness and without injustice, righteous and upright is He.

Metaphors about God and Jesus abound in The Bible. God is commonly referred to as a rock, as in this example.

- **Psalms 18:2**

The Lord is my rock, my fortress and my deliverer; my God is my rock, in whom I take refuge, **my shield** and **the horn of my salvation, my stronghold.**

As in the last example, God is compared to a rock. But this metaphor is expanded in this verse from Psalms. God is compared to a fortress, a shield, and a stronghold to illustrate his role as a protector.

- **Revelations 21:6**

And He said unto me, it is done. **I am Alpha and Omega, the beginning and the end.** I will give unto him that is athirst of the fountain of the water of life freely.

Here is another commonly quoted verse from The Bible. In it, God compares himself to the Greek alphabet. The first and last letter of the Greek alphabet is alpha and omega, respectively.

- **Genesis 49:9**

Judah is a lion's whelp; from the prey, my son, you have gone up. He couches, he lies down as a lion, And as a lion, who dares rouse him up?

This verse illustrates another commonly alluded to name of God. In this verse, Judah, one of the twelve tribes of Israel, is called a “lion’s whelp,” or a lion’s cub. It is from this verse that the term of God as “the Lion of Judah” originates.

- **John 14:6**

Jesus answered, ‘**I am the way and the truth and the life.** No one comes to the Father except through me.’

In this verse, Jesus establishes himself as not only the pathway to God, but also as truth and life itself.

- **John 15:5**

I am the vine; you are the branches. If you remain in me and I in you, **you will bear much fruit;** apart from me you can do nothing.

Here is another commonly quoted Bible verse with a famous metaphor. In this example, Jesus compares himself to a vine and calls his followers branches of the vine, in that they are extensions of himself. Also, Jesus states his followers will “bear much fruit,” meaning good things will come as a result of their faith.

- **Corinthians 5:17**

Therefore, if anyone is in Christ, **he is a new creation;** the old has gone, the new has come!

In this example, followers of Christ are said to be “a new creation.” It is metaphorical, of course, because something already existing cannot be created.

- **Matthew 5:13**

You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled underfoot.

Here is another famous metaphor for the followers of Christ. They are compared to salt, in that they have a purpose in the world. In biblical times, salt was very important as a preservative, flavoring, and even as currency. This metaphor says that followers of Christ have no purpose without Christ.

Conclusion

In each of these examples, figurative language and descriptions are used in order to make comparisons between different things easier to understand. Since each of these verses are commonly quoted and alluded to, the metaphors used are important to understand. So, not only are these metaphors integral in The Bible, but show up in many other texts.

Activities R.5.5

1. Divide the class into four groups (or eight groups) and assign each group one of the Gospel accounts of the Resurrection/empty tomb. Have the students read the Gospel account of the Resurrection together. Then, have them work together to create summaries of the events as they are portrayed in their Gospel to present to the class. Students may consider creating PowerPoint Presentations, poster boards, timelines, or short plays.

2. Invite each group to present their summaries to the class. While the groups are presenting have the students in the audience list the differences they notice between their Gospel and the Gospels of the other presentations.

3. Before looking at each Gospel account in detail, discuss the presentations and the major differences they noticed. Create a list with the class of the things that were in all of the accounts. Then, create a list including the parts of the accounts that are not found in all of the Gospels.

4. Distribute copies of all three accounts to each student (included below). Have them lay out the readings side-by-side on their desks. Invite them to underline the similarities in all of the texts. Then, have them circle the differences in each of the Gospel accounts.

5. Based on their findings, edit the lists of similarities and differences created in response to the group activities.

6. In closing, discuss the following:

- What can we know about Jesus' resurrection based on the Gospel similarities?

(responses may include: it occurred on the first day of the week [Sunday], Mary Magdalene and other women were some of the first to witness the empty tomb and the Risen Jesus, Jesus would appear to the disciples and others after the Resurrection)

- What do the differences indicate about what we can know about the Resurrection?

(Jesus either appeared to the disciples in Galilee or Jerusalem)

- What historical evidence would the early Christians have had that the Resurrection actually occurred based on the accounts? *(eye witnesses and the empty tomb)*

- Why would the disciples have seen this as a truly significant event? *(responses may include: it confirmed Jesus' teachings, fulfilled the promises of the Old Testament, and promised their own resurrection)*

- If there is time, place the major differences in the context of each of the Evangelists' Gospels. Matthew hoped to show the historical accuracy of the event against the

rumor that the disciples had stolen Jesus' body. Mark intended for the reader/audience to hear and act on the message of the Risen Christ while the witnesses to the empty tomb were too fearful to act. Luke, who also wrote Acts, wished to show that the missionary Church began in Jerusalem and spread to the whole world. And in John, wished to place higher significance on Peter and the Beloved Disciple in the Resurrection account.

<https://www.avemariapress.com/engagingfaith/2010/04/easterresurrection-lesson-plan-compare/>

Resurrection/Empty Tomb Accounts

Matthew 28:1-10

Mark 16:1-8;

Luke 24:1-12

John 20:1-18

Activities R.5.6

Have students work in groups to compare and contrast the four gospels.

Have students identify the pieces(included in the tables below) for comparing/contrasting: Who? (attributed and implied), To whom? (audience), Where? (Written from and/or to), When? (approx. date), What? (Type of "Gospel" - structure), Why? (circumstance or author's purpose)

Come back together and share information as a class.

Create large table as a class showing differences and similarities found.

Next, have students locate the following information from their Gospel account for comparing/contrasting:

Number of Chapters, geographical location, Gospel beginning, first words of Jesus, Jesus's birth account, Jesus's last words on the cross and last major event in the Gospel.

After students find the information, come back together and add to the class table.

Follow-up: Students should write about which differences were the biggest, most surprising-between the four gospels and why do they think the author's points of view were different?

Compare/Contrast Tables for the Four Gospels: http://catholic-resources.org/Bible/Four_Gospel_Chart.htm

[Compare and Contrast the Gospels Chart](#)

Activities R.5.7

Have students work in groups. Each group will look up a set of Bible verses for the Mysteries of the Rosary and write down the mystery being described. Then give each group the same verse shown with pictures. Model how to analyze the effects of visual elements. Have a class discussion about how the visual elements affect the meaning of the text.

Scripture Verses for each Mystery

Joyful Mysteries:

1. The Annunciation (Humility) Luke 1:26-38; John 1:14
2. The Visitation (Charity/Love of Neighbor) Luke 1:39-56
3. The Nativity (Poverty) Luke 2:6-20; Matthew 1:18-25
4. The Presentation (Obedience) Luke 2:22-39
5. The Finding of the Child Jesus in the Temple (Joy in finding Jesus; prudence) Luke 2:41-51

Luminous Mysteries:

1. The Baptism of Jesus (Fidelity to our baptismal promises) Matthew 3:11-17; Mark 1:9-11; Luke 3:15-22; John 1:26-34
2. The Wedding Feast at Cana (Faith in Mary's intercession and maternal care) John 2:1-12
3. The Proclamation of the Kingdom (Conversion of heart) Mark 1:14-15; Matthew 5:1-16; Matthew 6:33; Matthew 7:21
4. The Transfiguration (Desire to become a new person in Christ) Matthew 17:1-8; Mark 9:2-10; Luke 9:28-36
5. The Institution of the Eucharist (Love of the Eucharist; active participation at Mass); Matthew 26:26-28; Mark 22-25; Luke 22:14-20; John 6:33-59

Note: The five Luminous Mysteries, or Mysteries of Light, were introduced in 2002 by Pope John Paul II in *Rosary of the Virgin Mary*.

Sorrowful Mysteries:

1. The Agony in the Garden (True sorrow for sin; repentance) Matthew 26:36-46; Mark 14:32-42; Luke 22:39-46
2. The Scourging at the Pillar (Modesty and purity; mortification or self-denial) Matthew 27:26; Mark 15:15; Luke 23:16-22; John 19:1
3. The Crowning of Thorns (Moral courage; love of our enemies) Matthew 27:29-30; Mark 15:16-20; John 19: 2-3
4. The Carrying of the Cross (Patience, especially when suffering; fortitude) Luke 23: 26-32; Matthew 27:31-32; Mark 15:21; Luke 23:26-32
5. The Crucifixion (Perseverance; mercy) Luke 23: 33-46; Matthew 27: 33-54; Mark 15: 22-39; Luke 23: 33-47; John 19:17-37

Glorious Mysteries:

1. The Resurrection (Faith) Matthew 28: 1-10; Mark 16: 1-18; Luke 24: 1-49; John 20:1-29
2. The Ascension (Hope) Mark: 16: 19-20; Luke 24: 50-51; Acts 1: 6-11
3. The Descent of the Holy Spirit (Love of God; gifts of the Holy Spirit) Acts 2:1-41
4. The Assumption* (Grace of a happy death; eternal happiness) Revelation 12:1
5. The Crowning of Mary as Queen of Heaven and Earth* (True devotion to Mary) Revelation 12:1

*Mary's Assumption and Coronation are implied in Revelation Chapter 12 and in other Biblical references, but neither is directly stated in the Bible.

<http://www.integratedcatholiclife.org/2011/05/mysteries-of-the-rosary-mysteries-in-the-bible/>

[Mysteries of the Rosary with Pictures](#)

The Joyful Mysteries

(Said on Mondays and Saturdays, the Sundays of Advent, and Sundays from Epiphany until Lent)

Rosary pictures are from "Pray the Rosary Daily" pamphlet.

Courtesy of Association of Marian Helpers. www.marian.org



1. The Annunciation
(Humility)

2. The Visitation
(Fraternal Charity)

3. The Nativity
(Love of God)

4. The Presentation
(Spirit of Sacrifice)

5. Finding in the Temple
(Zeal)

The Luminous Mysteries

Said on Thursdays



1. The Baptism of the Lord
(Sacrament of



2. The Wedding of Cana



3. The Proclamation of the

Baptism)

(Fidelity)

Kingdom (Desire for Holiness)



4. The Transfiguration

(Spiritual Courage)

5. The Institution of the Eucharist

(Love of Our Eucharistic Lord)

The Sorrowful Mysteries

(Said on Tuesdays, Fridays throughout the year;

and daily from Ash Wednesday until Easter Sunday)



1. Agony in the Garden (True Repentance)

2. Scouring at the Pillar (Mortification)

3. Crowning with Thorns (Moral Courage)

4. Carrying the Cross (Patience)

5. The Crucifixion (Final Perseverance)

The Glorious Mysteries

(Said on Wednesdays and the Sundays from Easter until Advent)



1. The Resurrection
(Faith)

2. The Ascension
(Hope)

3. The Descent of
the Holy Spirit
(Zeal)

4. The Assumption
(Happy Death)

5. The Coronation of
B.V.M.(Love for
Mary)

<http://www.catholic-kids.com/picturemysteries.html>

Activities R.5.8

Discuss the importance of backing up claims with evidence. Give students a copy of the the 12 Doctrines of the Church stated in the Apostles' Creed. As a class, have students look up each of the Bible verses below (you may want to mix them up to create more of a challenge) and try to identify which doctrine in the Creed is being supported.

[The 12 Doctrines of the Apostles Creed](#)

The Apostles' Creed

I believe in God, the Father almighty, *(Mt 5 :45)*

Creator of heaven and earth, *(Gen 1:1; Rom 1:20)*

And in Jesus Christ, His only Son, our Lord, *(Mt 3:17; Phil 2:12)*

Who was conceived by the Holy Spirit, (*Lk 1:35*)
born of the Virgin Mary, (*Lk 2:7*)
suffered under Pontius Pilate, (*Jn 19:16*)
was crucified, died, and was buried. (*Jn 19:29 – 42*)
He descended into hell; (*1 Pet 3:19 – 20*)
on the third day He rose again from the dead, (*Mt 28:1-10; Jn 20:11-18*)
He ascended in heaven, (*Lk 24:51*)
and sits at the right hand of God, (*Heb 1:3*)
the Father almighty; (*Mk 14:36*)
from thence He shall come again (*Mt 16: 27; Acts 10:39*)
to judge the living and the dead. (*1 Cor 15: 51*)
I believe in the Holy Spirit, (*Jn 14:15 – 20; Acts 1:7 – 8*)
the Holy Catholic Church, (*Mt 16:18 – 19; Eph 5:26-27; Col 1:24*)
the communion of Saints, (*Mt 28:19 – 20; 2 Cor 11:13; 1 Cor 15: 33*)
the forgiveness of sins, (*Jn 20:22 – 23*)
the resurrection of the body, (*1Cor 15:51 – 54; 1 Thes 4:13 – 18*)
and life everlasting. (*1 Jn 5:20*)

Amen.

<http://www.acatholic.org/about-the-catholic-faith/catholic-the-apostles-creed/>

12 Doctrines of the Apostles' Creed

I believe in God, the Father Almighty,
Creator of heaven and earth; *(The 1st article)*
And in Jesus Christ, His only Son, our Lord; *(The 2nd)*
Who was conceived by the Holy Spirit,
Born of the Virgin Mary, *(The 3rd)*
Suffered under Pontius Pilate,
Was crucified, died, and was buried. *(The 4th)*
He descended into hell;
The third day he rose again from the dead; *(The 5th)*
He ascended into Heaven,
And is seated at the right hand of God, the Father Almighty;
(The 6th)
From thence he shall come to judge the living and the dead.
(The 7th)
I believe in the Holy Spirit, *(The 8th)*
The Holy Catholic Church,
The Communion of Saints, *(The 9th)*
The forgiveness of sins, *(The 10th)*
The resurrection of the body, *(The 11th)*
And life everlasting. Amen. *(The 12th)*
<http://www.ourcatholicprayers.com/the-apostles-creed.html>

Activities R.5.9

Give students a set of parables in two of the gospels to look up and read. Have them show similarities and differences in the texts. Students can use a venn diagram to present their findings.

[List of parables found in the gospels](#)

Parables (incl. Sayings, Images, Stories)	Mark	Matthew	Luke
Wedding Guests	Mk 2:19-20	Mt 9:15	Lk 5:34-35
Garments & Wineskins	Mk 2:21-22	Mt 9:16-17	Lk 5:36-39
Beelzebul/Satan & Strong Man	Mk 3:23-27	Mt 12:24-29	Lk 11:15, 17-21
Sower & Seed	Mk 4:3-8	Mt 13:3-9	Lk 8:5-8
[<i>Why Jesus Uses Parables</i>]	Mk 4:10-12	Mt 13:10-17	Lk 8:9-10
[<i>Interpretation of Sower & Seed</i>]	Mk 4:13-20	Mt 13:18-23	Lk 8:11-15
Lamp on a Stand	Mk 4:21	Mt 5:15	Lk 8:16; and Lk 11:33
[<i>Sayings about Jesus' Parables</i>]	Mk 4:22-25	Mt 10:26; 7:2; 13:12	Lk 8:17-18; 12:2; 6:38b
Seed Growing Secretly	Mk 4:26-29	[<i>replaced by Mt 13:24-30</i>]	-
Mustard Seed	Mk 4:30-32	Mt 13:31-32	Lk 13:18-19
[<i>Jesus' Use of Parables</i>]	Mk 4:33-34	Mt 13:34-35	-

Things That Defile [<i>with explanation</i>]	Mk 7:14-17, [18-23]	Mt 15:10-11, [15-20]	-
Salt	Mk 9:50	Mt 5:13	Lk 14:34
Camel & Eye of Needle	Mk 10:25	Mt 19:24	Lk 18:25
Wicked Tenants	Mk 12:1-11	Mt 21:33-44	Lk 20:9-18
Budding Fig-Tree	Mk 13:28-29	Mt 24:32-33	Lk 21:29-31
Doorkeeper	Mk 13:33-37	-	[<i>cf. Lk 12:35-38</i>]

Parables found in just Matthew and Luke

Parable	Mark	Matthew	Luke
Specks and Planks in Eyes	-	Mt 7:3-4	Lk 6:41-42
Good and Bad Fruit	-	Mt 7:16-20	Lk 6:43-44
Two Houses, Built on Rock or Earth	-	Mt 7:24-27	Lk 6:47-49
Children in the Market Place	-	Mt 11:16-19	Lk 7:31-35
Return of the Unclean Spirit	-	Mt 12:43-45	Lk 11:24-26

Burglar	-	Mt 24:43-44	Lk 12:39-40
Servant Entrusted with Supervision	-	Mt 24:45-51	Lk 12:42-46
Going before the Judge	-	Mt 5:25-26	Lk 12:58-59
Leaven	-	Mt 13:33	Lk 13:20-21
Great Supper	-	Mt 22:1-10	Lk 14:16-24
Lost Sheep	-	Mt 18:12-14	Lk 15:3-7
Serving Two Masters	-	Mt 6:24-25	Lk 16:13
Pounds or Talents	-	Mt 25:14-30	Lk 19:12-27

<http://catholic-resources.org/Bible/Parables.htm>

Activities R.5.10

Throughout the year, have students read/view a variety of texts to complete comprehension activities. A menu/choice board of activities could be used throughout the year in order to assess comprehension skills in all types of texts. This could be incorporated when reading saint biographies, scripture passages, religion textbook, etc.

[Reading Comprehension Choice Board](#)

[Anchor Activity](#)

Activities L.5.1

Review the following terms and their functions: Conjunctions, prepositions, and interjections, verb tenses, and correlative conjunctions

Choose several quality verses from either Scripture or even a Religion textbook, then have students identify all parts of the sentences using different colors for each term. Challenge students to find a scripture verse with a conjunction, preposition, interjection, certain verb tenses and/or correlative conjunctions.

For independent practice, students can write a prayer using a specific tense and make sure to include all terms that were reviewed in the lesson.

Below is a [Bible language study packet](#) with a lot of ideas and premade activities for an array of language skills.

Activities L.5.2

Review punctuation. Review comma usage, underlining, quotation marks, and italics. Give students copies of the story of Lourdes without any punctuation; available below the correct reading (could just give sections depending on time/level). Have them use different colors to go through and insert the proper punctuation: commas-blue, underling-red, quotation marks-green, italics-orange, etc. Come back together and review what students were able to identify.

[Bible Language Activity Packet](#): Punctuation Activity Available as well

[Our Lady of Lourdes and St. Bernadette](#)

Our Lady of Lourdes and St. Bernadette

I am the Immaculate Conception . . .

IT IS MORE THAN 150 years since the birth of Bernadette Soubirous, the peasant girl whose visions led to the founding of the shrine at Lourdes in the foothills of the French Pyrenees. Nowadays four illuminated basilicas dominate the landscape, there are torchlight processions every day, and the shops are full of statuettes and relics. Five million pilgrims or religious tourists visit every year.

At the time of her vision Bernadette was fourteen years old and barely literate, and had to look after her younger brothers while her mother went out cleaning. On February 11, 1858, while Bernadette was out collecting wood with her sister Toinette and her friend Jeanne, they came to a place where the millstream joined the shallow river by a grotto at Massabielle. The other girls waded through the water, crying because it made their feet so cold. As Bernadette, a

sickly, asthmatic girl, held back, she heard what she described as a roar. Later she reported: "I raised my head and looked towards the grotto. I saw a Lady dressed in white, wearing a white dress, a blue girdle and a yellow rose on each foot, the same color as the chain of her Rosary: the beads of her Rosary were white."

The vision was praying the Rosary. Bernadette took out her beads and did the same. The Lady beckoned but, when the girl dared not approach, she vanished. Toinette and Jeanne saw nothing and at first Bernadette did not tell them what she had seen but they got the story out of her and told her parents. The Soubirous family would not allow her to visit the grotto again, but the girl told her priest, Father Pomian, about the vision and he discussed it with the parish priest of Lourdes, Father Peyramale.

A VISION CALLED AQUERO

On February 14, a Sunday, Madame Soubirous relented. Bernadette took a bottle of holy water to the grotto and knelt down to say her Rosary. The Lady appeared again. Bernadette said, "I started throwing holy water at her and told her that if she came from God to stay, and if not to go." The vision smiled and bowed her head and as Bernadette was frightened, Our Lady disappeared. On the 18th Bernadette returned once more, this time with two adults, Madame Millat and Antoinette Peyret, "who advised me to take paper and ink and to ask her, if she had anything to say to me, to be so good as to write it down." The Lady appeared, said that what she had to say need not be written down, and asked Bernadette if she would come each day for a fortnight. Bernadette began to refer to the vision as Aquero, which means simply, 'It', and said that the Lady spoke in the Lourdes dialect, 'sweet and gentle', and not in French. On this third visit Aquero said, "I do not promise to make you happy in this world, but in the other."

According to Bernadette, between February 19 and March 4 "The vision appeared every day except one Monday and one Friday. She told me several times that I should tell the priests that a chapel should be built there and . . . I should pray for the conversion of sinners. She gave me three secrets which she forbade me to tell anyone."

Bernadette's account caused mixed reactions. The local police inspector interrogated her and tried to muddle her testimony, but could not: his notes of the interview have been preserved.

Some of the villagers were angry at him and threatened to break down the door if he would not release the girl.

Our Lady told Bernadette to drink from the spring-----a little muddy water that appeared from beneath the rock. Bernadette said, "I threw it away three times because it was so dirty, but the fourth time I was able to drink it . . .

The Public Prosecutor, Dutour, tried to rig Bernadette's account, but again local men hammered on his door and, trembling, he let the girl and her mother go. Later Bernadette said, "There was something in me that enabled me to rise above everything. I was tackled from all sides, but nothing mattered and I was not afraid."

I AM THE IMMACULATE CONCEPTION

At five o'clock on the morning of March 25, the Feast of the Annunciation of the Virgin Mary, Bernadette felt compelled to go again to the grotto. The Lady was already there. "With her two arms hanging down, she raised her eyes and looked up at the sky, and it was then that she told me, joining her hands together now at the height of her breast, that she was the Immaculate Conception. Those were the last words she ever said to me." Four years before these events, Pope Pius IX had proclaimed the dogma of the Immaculate Conception. For centuries this doctrine----that the Virgin Mary had been conceived and born without the taint of Original Sin----had been a pious belief among the ordinary people; but the proclamation of 1854 had made it part of the Church's official teaching.

Controversy surrounded the event, and it is possible that Bernadette had heard angry words flying about in a devout village. But Father Peyramale was convinced by Bernadette's story and became her strongest supporter.

On June 3, the Feast of Corpus Christ, Bernadette made her First Communion. By the 16th, when Bernadette returned to the grotto, fences had been put up around it and she was obliged to say her Rosary from a distance. When questioned she said, "I saw nothing but the Blessed Virgin."

In 1862 a series of interrogations by bishops began. They were impressed by 'her simplicity, candor and modesty, the wisdom of her answers, her calm imagination and commonsense above her age'. To skeptics Bernadette replied, "I have been told to tell you about it. I have not been told to make you believe it."

THE VISIONS AUTHENTICATED

Lourdes quickly became a popular shrine and visitors tried to shower Bernadette with money, to steal a relic from her or to cut off a piece of her hood or her dress as a souvenir. She complained of the adulation and said it tired her. Hundreds of letters were addressed to her; she prayed for their senders and asked them to pray for her in turn.

In 1862 the Bishop of Tarbes authenticated the visions and the hard-pressed Bernadette applied to join the St. Bernard nuns at Anglet, but was turned down because they did not want to be over-run by pilgrims and tourists. Four things told against her vocation: poverty, fame, poor education and lifelong bad health. In March 1862 Bernadette became very ill and she was given the Last Rites. She recovered to nurse old people in the hospice at Lourdes.

In April 1866 she succeeded in becoming a postulant at Nevers. On her first day she was ordered to recount her visions to the whole community and then never speak of them again. "I have come here to hide," she declared. She carried with her three small stones of which she said, "These are my companions whom I love." On them she had written the words 'Lourdes', 'The Grotto' and 'Nevers Mother House'. In July she received the habit and became known as Sister Marie-Bernard, but in October she was so ill that she was again given the Last Rites. Once more she defied death, and was later put in charge of the hospital.

In June of 1873 she was given the Last Rites for the third time. Yet again she recovered and this time was appointed Assistant Sacristan-----the person who kept the chapel clean and in order. But from April of 1875 she was a complete invalid, and on April 16, 1879 she died at three in the afternoon-----the same hour as Christ's death on the Cross.

THE SUFFERINGS OF BERNADETTE

What, apart from this bare chronology, can we know about Bernadette Soubirous? One thing is certain: she strove with all her might to fulfill the vocation announced to her by the Virgin at Massabielle-----to do penance, to pray and suffer for sinners. And she did suffer. The Mother Superior at Nevers testified, "It took her an hour to find a bearable position, during which her face changed and she became as if dead. Even when asleep, the faintest movement of her leg made her cry out. Such sharp cries that her companions in the dormitory could not sleep. She shrank to nothing." In fact, she had tuberculosis. Bernadette did not 'enjoy' suffering, though she spoke of it as 'my job'. And she once said, "I pray to St. Bernard, but I do not imitate him. St. Bernard liked suffering, but I avoid it if I can."

Apart from her physical pain, she bore much personal grief. Her mother died early, at forty-one. Her sister Toinette's first child, also named Bernadette, died in February of 1871, to be followed by her father a month later. In fact all five of Toinette's babies died and Bernadette wrote to her: "I like to imagine that dear little group praying in Heaven for us poor exiles on this miserable earth."

Bernadette suffered, too, from the interrogations of religious historians who tried to make her offer elaborate theological explanations for her visions. But she replied, "It is best for people to speak and write very simply. It is more moving to read the Passion than to have it explained."

In the last stages of her final illness, she requested to be left only with the crucifix sent to her by Pope Pius IX. When she became too weak to hold it, she had it fastened to her breast. After her death she was first beatified in 1925 and then canonized as St. Bernadette in 1933. Her Feast Day is February 18.

Is there anything truer or more beautiful, anything more desperately needed in our own violent times, than the heartfelt desire to pray for the forgiveness and salvation of others as well as for ourselves, and to follow the intuitive, undefeated sense and hope in all of us that love and tenderness are the immaculate things in a sullied world? It is not out of place to describe this longing as a vision of the Mother of God.

THE BEAUTY AND WORK OF LOURDES TODAY

Lourdes is justly regarded as the most important place of Catholic pilgrimage in the world after the Holy Land and Rome. It comprises four magnificent basilicas and the grotto marking the exact spot where Our Lady appeared to Bernadette.

It is an awe-inspiring and unforgettable experience for the pilgrim or visitor to join one of the torchlight processions which begin at the grotto and lead to Rosary Square where the sick are blessed in the name of the Holy Mother. Traditionally there are four gifts of Lourdes: the gift of

miraculous water, the gift of healing, the gift of reconciliation, the gift of strength and friendship.

In 1866 the first Mass was offered at the grotto, and on the Feast of the Assumption in 1871 the newly built Church of the Immaculate Conception was blessed. The following year saw the first national pilgrimage, with flags and banners and a torchlight procession. In 1873 the Assumption Fathers organized a much larger pilgrimage and a year later the first visitors came from abroad, particularly from Belgium and the USA. The statue of Our Lady of Lourdes was crowned in 1876 and the second of four great basilicas-----the Church of the Rosary-----was opened in 1889. On March 25, 1958, the centenary of the apparitions, the Basilica of St. Pius X was consecrated.

There have been five thousand cures which have taken place. Sixty-five of these cures have been officially designated 'miraculous' by the Church. Wonderfully moving is the nightly procession of the Holy Rosary.

Activities L.5.3

Hand out one Scripture verse to each student (either have them look it up or have it already printed out). Then place the mini-tweet cards (notecard will do) on each person's desk. Students must then take the Scripture Quote and turn it into a tweet. Each tweet must either be expanded with more details or reduced by combining and rewriting sentences. The hash tag (#) at the end of the quote will instruct you to either expand or reduce the tweet. Remember, tweets must be short, to the point, and most importantly, interesting to the reader!

[Scripture Quotes](#)

Activities L.5.4

Read through a parable with the students. Have students follow along and highlight any unknown/uncommon words. When finished, make a list of words that students found. Then work together using context clues, affixes, and references to determine meaning.

This type of activity can also always be incorporated/reinforced in during Bible Study or when reading out of the Religion textbook

[List of Parables](#)

Activities L.5.5

Review figurative language: similes, metaphors, idioms, adages, and proverbs. Give students an example of each type of figurative language from the bible language activity packet. Group

students and then give each group one type of figurative language and have them locate an example in scripture (Proverbs is a good place to look!).

[Bible Language Activity Pack](#)

Activities L.5.6

Fifth grade students should read texts that contain new vocabulary and more complex sentence structures. Help students understand conjunctions and adverbs like those listed above by asking them to use those words correctly in a sentence. When reading with students, ask them to use context clues to deduce the meaning of these words. This can be done during Bible study and/or when reading out of the religion text book.

Activities W.5.1

Activities W.5.2

[Saint Report](#)

Activities W.5.3

1. Give students the opportunity to write about their most powerful catholic experience.

Title – Getting Personal/Concept Mapping Narratives

By – Marcy Winograd

Primary Subject – Language Arts

Secondary Subjects – Language Arts

Grade Level – 4-8

Standard: Students will write descriptive personal narratives.

Objective: Students will concept map a scene from their life, then write the scene incorporating sensory details, an element of conflict or tension, dialogue, and private thoughts. Students will proceed through the stages of the writing process, peer revising using questioning strategies.

Materials Needed: overhead transparencies; crayons optional for students

Procedure/Guided Practice:

Read and discuss stories that are examples of personal narratives. Engage students in highlighting or responding to elements of the text that emphasize details in the setting, tension between characters, and private thoughts.

Using the overhead, brainstorm scenes/events from students' lives. Ideas may include the birth of siblings; graduation ceremonies; first day of school; first day in a new place; a

wedding; a divorce; the death of a grandparent; an earthquake; the break-up of a friendship; the beginning of a new friendship; a time the student got into trouble; a time the student won an award or game, etc.

Draw a picture on the overhead of a scene from your own life. Include in your concept map, three-five sensory details about the setting; dialogue bubbles; private thought bubbles; a tunnel to a past memory somehow related to the event or scene; a rope for a tug of war that pits the two sides of the conflict

against each other. Emphasize that all scenes contain an element of tension or doubt, even scenes between friends and lovers. (One often wants to freeze the moment, knowing happiness is fleeting.)

Ask students to draw a similar picture depicting a scene from their own life. Have them label the sensory details; the thought bubble; the tug of war; the dialogue; the tunnel to the past.

Next, model writing a narrative based on your overhead concept map. Think aloud as you write, referring back to the elements in your drawing. You may want to start in the middle of the action, in the middle of the dialogue or private thought.

After you model this, have students write their own narrative based on their drawings.

When are they finished, refer back to your narrative. Ask them to come up with at least three questions for you to explore further when you revise your narrative.

Write down their questions and think aloud about how you might answer those questions in the revision process.

Have students switch papers, read each other's narrative, and write down five questions to help their peer develop their narratives further.

Students revise their drafts, paying close attention to the questions that were raised, as well as to moments that might be slowed down to heighten the tension.

Independent Practice: Students concept map a scene from a book and write a narrative in the voice of one of the characters.

Assessment/Rubric for Personal Narrative:

4- beginning, middle, end; lots of sensory details; escalating tension; private thoughts; believable dialogue; strong voice

3- beginning, middle, end; some sensory details; some tension; a private thought; dialogue; voice

2- may be missing a beginning, middle or end; may be lacking sensory details, an element of conflict, dialogue and private thoughts

1- lacks any semblance of logical organization; little tension; virtually no dialogue or private thoughts

2. Students will choose a book based on one of the virtues from the included book list. When finished they will complete the reading response at the end of the book list document.

Activities W.5.4

Students will complete a variety of Scripture Reflections throughout the year. Each reflection is over a particular parable. See outline, list of parables, and rubrics below.

Activities W.5.5

[Saint Report](#)

Activities W.5.6

[Saint Report](#)

Activities W.5.7

[Saint Report](#)

Activities W.5.8

[Saint Report](#)

****This project combines Standards W.5.2, W. 5.4, W 5.5, W.5.6, W.5.7, W. 5.8, W. 5.10****

Saint Report In Your OWN Words

Once you have researched your saint, follow the template below for your final report. You will present your report to the class - see next standard for presentation requirements/options

Your Next Major Research Step:

- 1) - Did the saint you chose, have a conflicts with family, friends, other religions, etc?
 - 2) How did the saint choose to handle the conflict?
 - 3) What was the outcome?
- Conflict can be as simple as the saint's parents wanted him/her to get married, but instead he/she joined the church... Keep your eyes open for conflict!

Websites to visit for research:

- 1) *Please avoid Wikipedia*
- 2) Saint Index
- 3) American Catholic.org
- 4) Kids Saints Zone

Report is be:

- A list and two paragraphs.
- This report will be completed AT SCHOOL.
- Students will need to have the information below, but please do not complete the report at home.
- *No more than one page... must fit on a single piece of paper (no report folders please).*
- *Typed and double spaced*
- *Size 12 font*
- *Either: Times New Roman, Arial or Georgia font.*

Your report is to include:

- A picture of your saint.
- List one:
 - Saint's name (St. Jerome)
 - Feast Day
 - Patron Saint of what?
 - When he/she lived
 - Where he/she lived
- Paragraph one:
 - Important facts about the saint's life (what they are most known for)
 - What you admire about him/her
- Paragraph two:
 - What is a conflict your saint had during his/her life? How did he/she solve it? What was the outcome?

Sample:



Student Name #2

Saint Basic Info:

- Saint Name: John the Baptist
- Feast Day: June 24
- Patron Saint of.....
-

John the Baptist is the cousin of Jesus. Also John baptized Jesus. Jesus once said that John was THE greatest that had preceded him. I admire John the Baptist because he followed Jesus and helped others to know Him.

<http://lennonsjs.blogspot.com/2012/04/saint-report-in-your-own-words.html>

Activity W.5.9

Students will complete a variety of Scripture Reflections throughout the year. Each reflection is over a particular parable. See outline, list of parables, and rubrics below.

Activity W.5.10

Saint Report

Activities SL.5.1

Before Mass or just a daily reading of the Liturgy of the Word, go through the pre-mass reflection and discussion questions. After Mass or reading, assign everyone the post Mass reflection and questions for students to work on independently. Come back together and have student share and discuss their findings and points of view from their assigned discussion questions. This can also be done using the lectio divina questions and process.

PRE-MASS REFLECTION AND DISCUSSION QUESTIONS

<https://www.thereligionteacher.com/catholic-mass-reflection-questions/>

Consider first taking an inductive approach to liturgical catechesis (NDC, 29) that focuses on the young person's experiences before, during, and after the encounter with God in the Liturgy.

- What are the 2-3 things that are dominating your attention and thought today? What can you ask of God in the Liturgy to address these things?
- Has God been at work in your daily life? What evidence is there that God is communicating with you daily? How do you expect this communication to continue during the Liturgy?

Read any or all of the day's Scripture passages in the Liturgy of the Word. Take students through a [process of lectio divina](#) by asking them some of these questions:

- What word or phrase jumps out at you in today's reading?
- Imagine yourself being a present during this story. What do you see, hear, smell, taste, feel, etc.? Describe everything in detail.
- Imagine that you are one of the people in the reading. What do you feel, think, and do as a response to the events?
- What does this reading remind you of in your life at this particular moment?

The Mass is in an opportunity to receive forgiveness of venial sins. Take the students through an Examination of Conscience, if possible.

- When have you failed to love yourself, God, and neighbor?
- Are there people who you have hurt in some way by your words, actions, or failure to act?
- What personal weaknesses can God take over for you today?

The word Eucharist means "thanksgiving." As a celebration of thanksgiving, pose the following questions regarding the Mass:

- What are you most thankful for today?
- Who are you thankful is in your life today?
- What has God done for you in your lifetime that you can thank him for today?

POST-MASS REFLECTION AND DISCUSSION QUESTIONS

Questions related to personal experience:

- What is God prompting you to do in your encounter with him in the Sacrament?
- What experiences during the Mass did you find most relevant to your current situation and life?
- What was the holiest experience you had during Mass?

Reflections on the Liturgy of the Word:

- What word or phrase jumped out at you in today's reading?
- Imagine that you were present during this story. What do you see, hear, smell, taste, feel, etc.? Describe everything in detail.
- Imagine that you are one of the people in the reading. What do you feel, think, do as a response to the events?
- What did this reading remind you of in your life at this particular moment?

Forgiveness:

- Are there specific experiences of forgiveness that you have taken away from today's Liturgy?
- What habits should you form to avoid sin in the future?

Eucharist as thanksgiving:

- What did you or can you be thankful for after today's Liturgy?
- Is there anything for which you will make a commitment to be thankful for today?

The name Mass comes from the Latin *missa*, which means to "go forth" and is taken from the final words of the concluding rite.

- How will you bring Christ to the world today?
- What will you do to show God's love to others?
- What are the greatest needs that you see in your everyday life? Empowered with the love of God in the Eucharist, what will you do to help meet those needs?

Activities SL.5.2

[11 BEATITUDES ACTIVITIES TO TRY IN CLASS](https://www.thereligionteacher.com/beatitudes-activities/)

<https://www.thereligionteacher.com/beatitudes-activities/>

1. Rewrite the Beatitudes in your own words.

Similar to the [Ten Commandments activity](#), students will be able to come to a deeper understanding of what each beatitude means if they are able to paraphrase what Jesus actually said. You will have to do some work to define and explain terms like meek, poor in spirit, righteousness, etc.

(Download a worksheet for this activity. See below.)

2. Create hand motions for each beatitude.

It is very likely that in order to teach the Beatitudes, you want them to memorize or at least come to understand what they mean when reading them. One way to accomplish both tasks is to create hand motions and gestures to help remember and understand each one.

For example, the students could make crying gestures for “mourn” and rub their stomachs for “hunger and thirst for righteousness.” Give them the opportunity to come up with the gestures and hand motions to help them remember them.

3. Draw a symbol next to each beatitude.

If you give the students a print out of the Beatitudes, have them draw a symbol or icon next to each one to help them remember what they are and what they mean. For example, they might draw a heart for “Blessed are the clean of heart” and the peace sign for “Blessed are the peacemakers.” They could draw a shouting face for “Blessed are you when they insult you...”

They could even pick out and draw some “[emojis](#)” to go along with each Beatitude.

(Download a worksheet for this activity. See below.)

4. Match the Beatitudes.

Split each Beatitude into two parts and use the [Matching Game Template](#) to create cards to use in centers or as practice at the students’ desks. Save some time for creating the cards in class. It takes a little while to cut out the pieces and color the backs to make sure you are matching the beginning of each Beatitude to its end.

5. Compare and contrast the Beatitudes and the Ten Commandments.

Using a [Venn Diagram](#), have the students compare and contrast the Beatitudes with the Ten Commandments. Have them label one circle “Beatitudes” and the other circle “Ten Commandments” and give them Bibles or written copies of them. Allow the students to be creative in the things they write down as differences and similarities, but challenge them to think deeply about the meaning of the words in each set of precepts.

6. Create a Beatitudes collage.

Gather magazines and give them to the students to cut out clippings to make a collage for all or just one of the Beatitudes. It might be best to assign each student one Beatitude and have them present the collage to the class. Post the collages on the walls when they are finished.

(Download a worksheet for this activity. See below.)

7. Create a Beatitudes journal.

Have the students pick one Beatitude each day and write about how they lived it throughout the day. Make it an ongoing project and ask them to share their experiences along the way. If

they are really committed to it and doing each Beatitude on the same day, commit yourself to living it with them and praying for them to live each Beatitude to its fullest each day.

8. Match a Beatitude to a famous person.

Once the students have a good understanding of what each Beatitude means, give them some time to think of a famous person who exemplifies each Beatitude. If you have some extra time, have them copy out or cut out pictures of these famous people and paste them on a sheet of paper or worksheet with all of the Beatitudes.

(Download a worksheet for this activity. See below.)

9. Match a Beatitude to a character in a book or movie.

In the last idea, the students matched the Beatitudes to a real and well-known person. In this version of the activity, the students think of fictional characters that exemplify each Beatitude from books and movies. Like the last idea, have them copy and paste pictures onto a separate document as a part of this activity.

(Download a worksheet for this activity. See below.)

10. Rewrite “happy” instead of “blessed” and discuss.

It’s commonly said that what Jesus meant when he said “Blessed are . . .” is really “Happy are . . .” This changes the perspective on the Beatitudes because it shows that living each one not only results in a blessing, but it makes a person happy and joyful about life. This is a great way to counteract the impression that doing what is right has to be hard.

11. Pray with the Beatitudes.

Start your [class prayer](#) with the Beatitudes. Turn each one into a prayer. For example:

Lord, make me poor in spirit, so I can receive the kingdom of heaven.

Lord, when I mourn, help me find comfort.

Lord, make me meek, so that I may inherit the land.

Lord, help me to hunger and thirst for righteousness, so I may be satisfied.

etc.

The Sermon on the Mount

Blessed are the poor in spirit,
for theirs is the kingdom of heaven.

Blessed are the meek,
for they shall possess the earth.

Blessed are they who mourn,
for they shall be comforted.

Blessed are they who hunger and thirst for justice,
for they shall be satisfied.

Blessed are the merciful,
for they shall obtain mercy.
Blessed are the clean of heart,
for they shall see God.
Blessed are the peacemakers,
for they shall be called children of God.
Blessed are they who suffer persecution for justice' sake,
for theirs is the kingdom of heaven.
Blessed are you when men reproach you,
and persecute you,
and speaking falsely, say all manner of evil against you, for My sake.
[Rewriting the Beatitudes](#)

Activities SL.5.3

Assign each student group a parable, then either allow them to pick an activity or assign one to each group to better explain/teach the class about their assigned parable.

SIX ACTIVITIES TO HELP TEACH ABOUT THE PARABLES

<https://www.thereligionteacher.com/parable-activities/>

07/15/2015 By Jared Dees

“The disciples approached him and said, ‘Why do you speak to [the crowds] in parables?’ He said to them in reply, ‘Because knowledge of the mysteries of the kingdom of heaven has been granted to you, but to them it has not been granted.’”

Matthew 13:10-11

When Jesus spoke to the crowds (the group of people who had not yet decided to become his disciples), he shared stories to express symbolically who and what God and his kingdom are like.

Most of the time, people didn't completely understand what he was trying to say. This is because the parables that Jesus shared always shocked them. These simple, shocking stories stuck with people. They were hard to forget. They almost always shattered some kind of misconception about the world, God, and how we should act toward one another.

(Related: [Why did Jesus speak in parables?](#))

As young people, most of us learned these parables growing up. We know the stories before we even read them. Unfortunately, this means that we often forget about the shock-value of the stories. We miss the deeply surprising details and take the story for granted.

That's the last thing we want to do as catechists and teachers introducing the parables to a new generation of young people.

When we present the parables, we want to make sure that they listen and respond with questions and curiosity. We want these stories to be surprising. We want our students to continue to wrestle with them mentally so that they can also wrestle with the way they integrate them into their daily lives.

Listening or reading the parables should ultimately challenge us to change the way we live. They should lead to conversion and the decision to leave everything in pursuit of God's kingdom.

TEACHING ABOUT THE PARABLES

Here are a few ways to effectively teach about the parables to young people today:

1. READ THE PARABLE SLOWLY WITH EXPLANATIONS, QUESTIONS, AND REPETITION.

Help your students understand the historical context and meaning of everything in the story. You may have to explain who the Pharisees or Samaritans were in some of the parables. You will need to stop and explain what Jesus meant when he referred to seeds being sown on rocky

ground. Depending on where you live, your students may have very little understanding of farming, shepherding, or working in a vineyard.

2. SHOW PICTURES AND IMAGES OF CLASSICAL ART.

Find some photos or classical renditions of the parables and show it to the students for context. Read the story, then identify in the paintings how the artist portrayed the story in creative ways.

I have spent multiple days analyzing and reflecting on Rembrandt's classic rendition of *The Return of the Prodigal Son* with students. They rarely get that opportunity to reflect on paintings and it appeals to the visual learners in class.

3. ACT OUT THE PARABLE

Assign roles and have groups plan and perform a skit of one of the parables. Some might be easier to act out than others. Make sure you pick a few parables of equal length so that all of the groups finish in about the same amount of time.

4. CHART THE SYMBOLISM

Create a chart on the board or create flash cards that show the symbolism in the story. Who does the shepherd represent? And the sheep? What is the seed in this story? How about the father? And the sons? And the wedding party guests?

Each of the parables offers slightly different representations of people of Jesus' day. Make sure you also make connections with the type of people that each story might represent today as well.

Note: Download the worksheet below for a simple parable chart.

5. MODERNIZE THE PARABLE

Have students re-write the parable in modern day symbolism. Instead of farmers and shepherd, for example, use computer programmers and CEOs of companies. Instead of workers in a vineyard, use skyscraper construction workers. Instead of seeds or fields, write stories with sporting equipment and stadiums. Let the students be creative but make sure the moral of the story is always the same.

6. LEAD THEM IN A MEDITATION

Ask the students a series of questions that gets them to relate the story to their life. For example:

- How are you like the . . . in the story?
- Have you ever . . . like this story?
- Is anyone like the . . . in the story?
- Who are they . . . in the story today?
- If you were the . . . in the story, how would you react?

If you are looking for something simple to use in class, this worksheet with a set of four questions to help guide students through a process of *Lectio Divina* using the parables. By answering the questions, students will be guided through each step of *Lectio Divina*: lectio, meditatio, oratio, and contemplatio.

Activities SL.5.4

[Saint Report](#)

Activities SL.5.5

From SL 5.4, Students will create a multimedia presentation about the saint they chose to write the report about. They may choose to use a prezi, powerpoint, etc.

Activities SL.5.6

Have students look up the Ten Commandments in the Bible. Students will then try and rewrite each commandment using informal language, today's language, or even for a small child. Students will then share what each commandment came out for informal, today's language, and for small children.

[Presentation Rubric](#)

Ten Commandments: Exodus 20:2-17

1. I am the Lord your God; you shall not have strange gods before Me.

2. You shall not take the Name of the Lord your God in vain.
3. Remember to keep holy the Lord's day.
4. Honor your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbor.
9. You shall not covet your neighbor's wife.
10. You shall not covet your neighbor's goods.

SIXTH GRADE ELA STANDARDS

(Click on the link to see specific details for each standard)

Reading Standards for All Text Types

[R.6.1](#) Cite textual evidence, from sources such as the Catechism and the Bible, to support analysis of what the text says explicitly as well as inferences drawn from the text, if relevant, relate it to making good moral decisions. (CCC #1750-1760).(YCC #428-430 Theft/Plagiarism)

[R.6.2](#) Determine a theme or central idea or Catholic view of a text, such as the Old Testament passages of salvation history, and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. YCC #112 Judgement

[R.6.3](#) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters' choices affect their moral responses as the plot moves toward a resolution. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (EXAMPLES: anecdotes and/or writings from or about the saints)

[R.6.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings (EXAMPLE: the Beatitudes); analyze the impact of a specific word choice on meaning and tone (EXAMPLE: discussion about the Mass response changes).

[R.6.5](#) Analyze how a particular sentence, paragraph, chapter, section, scene, or stanza fits into the overall structure of a text (the Bible in particular) and contributes to the development of the theme, setting, or plot. (EXAMPLE: - explain the Apostle's Creed).

[R.6.6](#) Explain how and determine an author develops the point of view, purpose, or Catholic view of the narrator or speaker in a text and explain how it is conveyed.

[R.6.7](#) Integrate information presented in different media or formats, compare and contrast the experience of reading a story, drama, poem, or scripture to listening to or viewing an audio, video, or live version of the text, including contrasting what is seen and heard when reading the text with what is perceived when watched to develop a coherent understanding of a topic or issue, including theological content.

[R.6.8](#) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (EXAMPLE: researching the lives of the saints).

[R.6.9](#) Compare and contrast one author's presentation of events with that of another in terms of their approaches to similar themes and topics (EXAMPLE: autobiography and a biography on the same person, integrating religious figures, while comparing and contrasting texts in different forms or genres, including the Bible, stories, poems, historical novels and fantasy stories).

[R.6.10](#) By working to their highest God-given potential, students will, by the end of the year, read and comprehend literature, including stories, dramas, poems, scripture and literature on religious figures in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language Standards

[L.6.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (EXAMPLES: when writing about the lives of the saints and the Apostles' Creed)

L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b Use intensive pronouns (myself, ourselves).

L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents).

L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

[L. 6.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing over all of the religion standards.

L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2b Spell correctly

[L. 6.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening over any of the religion standards.

L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

L.6.3b Maintain consistency in style and tone.

[L. 6.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies (EXAMPLE: - find unknown words from Bible passages such as salvation history).

L.6. 4a Use context as a clue to the meaning of a word or phrase.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (EXAMPLES: audience, auditory, audible).

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.

L.6.4d Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary

L. 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (EXAMPLE: Read, analyze, and identify figurative language in the Psalms).

L.6.5a Interpret figures of speech in context (EXAMPLE: personification).

L.6.5b Use the relationship between particular words to better understand each of the words (EXAMPLES: cause/effect, part/whole, item/category).

L.6.5c Distinguish among the connotations (associations) of words with similar denotations definitions (EXAMPLES: stingy, scrimping, economical, thrifty).

L. 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including religious vocabulary; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards

W.6.1 Write arguments to support claims to demonstrate a sense of personal and Catholic social responsibility concerning the consequences of their choices and actions with clear reasons and relevant evidence

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

W. 6.2 Write informative/explanatory texts to examine a topic such as the life of Jesus and/or lives of the saints (EXAMPLES: St. Vincent de Paul, St. Rose of Lima, and St. Juan Diego) and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

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.

W.6.2b – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

[W. 6.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence (EXAMPLE: write a narrative with the same themes as scripture passages).

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.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

[W. 6.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[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.

[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.

[W. 6.7](#) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate (EXAMPLE: lives of the saints and/or roots of Jewish spirituality).

[W. 6.8](#) Gather relevant information from multiple print and digital sources including the Bible, Catechism, and USCCB.org; 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.

[W. 6.9](#) Draw evidence from literary or informational texts, including the Bible and Catechism, to support analysis, reflection, and research.

W.6.9a Apply grade 6 reading standards to literature in terms of their approaches to similar themes and topics (EXAMPLE: Compare and contrast texts in different forms or genres such as stories and poems, historical novels and fantasy stories).

W.6.9b Apply grade 6 reading standards to literary nonfiction (EXAMPLE: 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).

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 (EXAMPLE: - Write routinely with sensitivity, appreciation, and respect for all people).

Speaking and Listening Standards

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. (EXAMPLES: Demonstrate a process for making moral decisions; Discuss consequences of actions; Express right to bodily integrity and personal boundaries.)

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.

SL.6. 1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL. 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study (EXAMPLE: the lives of the saints).

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

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 (EXAMPLE: sequence of salvation history).

SL. 6.5 – Include multimedia components (EXAMPLES: graphics, images, music, sound) and visual displays in presentations to clarify information over any of the religion standards.

[SL. 6.6](#) – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate, or over any of the religion standards

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SIXTH GRADE
SCRIPTURE	
<i>Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, dwell on these things.</i> Philippians 4:8	
STANDARD	
R.6.1 Cite textual evidence, from sources such as the Catechism and the Bible, to support analysis of what the text says explicitly as well as inferences drawn from the text , if relevant, relate it to making good moral decisions. (CCC #1750-1760).(YCC #428-430 Theft/Plagiarism)	
EXAMPLES OF TEXT	
Scripture , The Ten Commandments , Beatitudes , Websites , Literature dealing with moral decision making	
Essential Questions	
<ul style="list-style-type: none"> • How does citing evidence reveal the truth, integrity and beauty of the source? • In what way does plagiarism inhibit revealing the truth and the integrity of the writer? • How do your morals help in determining the decisions you make? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SIXTH GRADE
SCRIPTURE	
<i>I can of my own self do nothing. As I am bidden, so I judge; and mine is a just judgement, because it is not my own will that guides me, but the will of Him who sent me.</i> John 5:30 Old Testament - Link to Curriculum	
STANDARD	
R.6.2 Determine a theme or central idea or Catholic view of a text, such as the Old Testament passages of salvation history, and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. YCC #112 Judgement	
EXAMPLES OF TEXT	
Scripture , The Ten Commandments , Beatitudes , Websites , Literature dealing with judgements, or personal opinions	
Essential Questions	
<ul style="list-style-type: none"> • How can I determine a theme or Catholic view of a text, and how it is conveyed through particular details? • How will I provide a summary of the text distinct from personal opinions or judgment? • How can I use good moral values to analyze and gain insight, as well as make inferences 	

through text?

- Using Catholic views, personal insight and judgements, how will I determine the central idea?
- How does God's central ideas of the world compare to the central idea from the text?
- How do supporting ideas help to develop the central idea?
- What is a good summary?

Activities

Reading Standards for All Text Types

ELA-Key Ideas and Details

SIXTH GRADE

SCRIPTURE

This you know, my beloved brethren But everyone must be quick to hear, slow to speak and slow to anger; for the anger of man does not achieve the righteousness of God. James 1:19-20

STANDARD

R.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters' choices affect their moral responses as the plot moves toward a resolution. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (EXAMPLES: anecdotes and/or writings from or about the saints)

EXAMPLES OF TEXT

[Scripture](#), [The Ten Commandments](#), [Beatitudes](#), [Websites](#), [Literature](#) dealing with good moral decision making.

Essential Questions

- How does an author present individuals, events or ideas?
- What clues might an author provide to aid a reader in understanding specific elements of a text?
- How can I distinguish between explicit and inferred details?
- How does a family play a role in shaping one or more characters' values and beliefs?
- To what extent do belief systems shape and/or reflect culture and society?
- How can I identify central idea through personal opinions or judgements?
- How could I describe a particular story's or drama's plot unfolds in a series of episodes, as well as how the characters' choices affect their moral responses as the plot moves toward a resolution?
- What is the best way to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text?

Activities

Reading Standards for All Text Types

ELA-Craft and Structure	SIXTH GRADE
SCRIPTURE	
<i>We know also that the Son of God has come and has given us understanding, so that we may know him who is true. And we are in him who is true by being in his Son Jesus Christ. He is the true God and eternal life. 1 John 5:20</i>	
STANDARD	
R.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings (EXAMPLE: the Beatitudes); analyze the impact of a specific word choice on meaning and tone (EXAMPLE: discussion about the Mass response changes).	
EXAMPLES OF TEXT	
Scripture , The Ten Commandments , Beatitudes , Websites , Literature dealing with judgements, or personal opinions	
Essential Questions	
<ul style="list-style-type: none"> • How do I determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings? • How does what I am reading measure up in terms of Catholic worldview and values? • In what ways can a reader use context clues to discover meaning? • What clues might an author provide to aid a reader in understanding specific elements of a text? • How will I determine the meanings of figurative language and word choice in a text? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	SIXTH GRADE
SCRIPTURE	
<i>Then he commanded them all to sit down in groups on the green grass. So they sat down in groups, by hundreds and by fifties. And taking the five loaves and the two fish he looked up to heaven and said a blessing and broke the loaves and gave them to the disciples to set before the people. And he divided the two fish among them all. Mark 6:39-41</i>	
STANDARD	
R.6.5 Analyze how a particular sentence, paragraph, chapter, section, scene, or stanza fits into the overall structure of a text (the Bible in particular) and contributes to the development of the theme, setting, or plot. (EXAMPLE: - explain the Apostle's Creed).	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • What is the best way to analyze how a particular sentence, paragraph, chapter, section, scene, or stanza fits into the overall structure of a text? • How does the text structure contribute to the development of the theme, setting, or plot? 	

- How does structure of the text reveal the truth, beauty and goodness in God’s creation?
- How does analyzing text features and understanding the role of sentences strengthen and support comprehension?
- How do authors organize sentences into paragraphs, and paragraphs into chapters to communicate effectively?
- How does analysis of a scripture reading or Psalm contribute to understanding?

[Activities](#)

Reading Standards for All Text Types	
ELA-Craft and Structure	SIXTH GRADE
SCRIPTURE	
<i>Therefore, my dear friends, as you have always obeyed—not only in my presence, but now much more in my absence—continue to work out your salvation with fear and trembling, for it is God who works in you to will and to act in order to fulfill his good purpose.</i> Philippians 2:12-13	
STANDARD	
R.6.6	Explain how and determine an author develops the point of view, purpose, or Catholic view of the narrator or speaker in a text and explain how it is conveyed.
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SIXTH GRADE
SCRIPTURE	
<i>Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect.</i> Romans 12:2	
STANDARD	
R.6.7	Integrate information presented in different media or formats, compare and contrast the experience of reading a story, drama, poem, or scripture to listening to or viewing an audio, video, or live version of the text, including contrasting what is seen and heard when reading the text with what is perceived when watched to develop a coherent understanding of a topic or issue, including theological content.
EXAMPLES OF TEXT	
Scripture , Daily Readings , The Ten Commandments , Beatitudes , Websites , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How could I explain and determine the way in which an author develops the point of 	

view, and the purpose?

- How does an author develop the Catholic view of the narrator or speaker in a text, and how this is conveyed?
- Why is important to acknowledge and understand an author's point of view?
- Does a point of view that changes affect how we perceive it?
- How do good readers generate meaning from the author's point of view and purpose?

[Activities](#)

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas

SIXTH GRADE

SCRIPTURE

Now when they had traveled through Amphipolis and Apollonia, they came to Thessalonica, where there was a synagogue of the Jews. And according to Paul's custom, he went to them, and for three Sabbaths reasoned with them from the Scriptures, explaining and giving evidence that the Christ had to suffer and rise again from the dead, and saying, "This Jesus whom I am proclaiming to you is the Christ. Acts 17:1-3

STANDARD

R.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (EXAMPLE: researching the lives of the saints).

EXAMPLES OF TEXT

[Scripture](#), [The Ten Commandments](#), [Beatitudes](#), [Websites](#), [Literature](#) dealing with judgements, or personal opinion

Essential Questions

- How does the medium or format affect the presentation of information?
- How does exploring information presented in different media or formats affect the reader's understanding of a topic or idea?
- What can you I to verify information in a text, media or other format?
- How can I compare/contrast fine print reading versus multimedia watching and/or listening?

[Activities](#)

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas

SIXTH GRADE

SCRIPTURE

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us run with perseverance the race that is set before us. Hebrews 12:1

STANDARD

R.6.9 Compare and contrast one author's presentation of events with that of another in terms of their approaches to similar themes and topics (EXAMPLE: autobiography and a biography on the same person, integrating religious figures, while comparing and contrasting texts in different forms or genres, including the Bible, stories, poems, historical novels and fantasy stories).

EXAMPLES OF TEXT

[Scripture](#), [Daily Readings](#), [The Ten Commandments](#), [Beatitudes](#), [Websites](#), [Literature](#) dealing with Catholic morals/values

Essential Questions

- How will I 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?
- How does an author support his/her claim(s)?
- Now that we know this particular truth, what other questions does that raise? What more do we want to know?
- In what ways does irrelevant information impact an argument?
- How do I determine whether an author's evidence is sufficient?
- Am I looking at this information clearly and with my senses and reason properly attuned?

[Activities](#)

Reading Standards for All Text Types

ELA-Range of Reading and Level of Text Complexity

SIXTH GRADE

SCRIPTURE

Romans 11:33

O, the depth of the riches of the wisdom and knowledge of God! How unsearchable His judgments, and untraceable His ways!

Old Testament - Link to Curriculum

STANDARD

R.6.10 By working to their highest God-given potential, students will, by the end of the year, read and comprehend literature, including stories, dramas, poems, scripture and literature on religious figures in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

EXAMPLES OF TEXT

[Scripture](#), [Daily Readings](#), [The Ten Commandments](#), [Beatitudes](#), [Websites](#), [Literature](#) dealing with Catholic morals/values

Essential Questions

- How can I use my God-given talents to read and comprehend literature, including stories, dramas, poems, scripture and literature on religious figures at my grade level?
- Why is reading nonfiction texts important?
- In what ways can I compare/contrast similar themes across different genres?
- How can I analyze and gain insight as well as make inferences through text?

[Activities](#)

Language Standards	
Conventions of Standard English	SIXTH GRADE
SCRIPTURE	
<i>He who has My commandments and keeps them is the one who loves Me; and he who loves Me will be loved by My Father, and I will love him and will disclose Myself to him. John 14:21</i>	
STANDARD	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (EXAMPLES: when writing about the lives of the saints and the Apostles' Creed)	
L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	
L.6.1b Use intensive pronouns (myself, ourselves).	
L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.	
L.6.1d Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents).	
L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	
EXAMPLES OF TEXT	
Scripture , Daily Readings , Newspaper Articles, Stories of the Saints	
Essential Questions	
<ul style="list-style-type: none">• How will I demonstrate a command of the conventions of standard English grammar and usage when writing or speaking about truth, beauty and goodness in creation?• How will I apply grade-appropriate words and phrases?• How will I recognize variations from standard English in my own and others' writing and speaking, and identify and use strategies to improve expression in conventional language?	
<u>Activities</u>	

Language Standards	
Conventions of Standard English	SIXTH GRADE
SCRIPTURE	
<i>For the poor will never cease to be in the land; therefore I command you, saying, You shall freely open your hand to your brother, to your needy and poor in your land. Deuteronomy 15:11</i>	
STANDARD	
L. 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing over all of the religion standards.	

L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2b Spell correctly
EXAMPLES OF TEXT
Scripture , Literature that has all punctuation taken out of it, Articles with errors
Essential Questions
<ul style="list-style-type: none"> • How can I demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing over all of the religion standards? • Why is it important to use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements? • How will I use my talents to spell correctly? • Why is it important to spell correctly? • How can I write paragraphs to make a clear picture for my reader?
Activities

Language Standards	
Knowledge of Language	SIXTH GRADE
SCRIPTURE	
<i>The LORD God commanded the man, saying, "From any tree of the garden you may eat freely; but from the tree of the knowledge of good and evil you shall not eat, for in the day that you eat from it you will surely die. Genesis 2:16-17</i>	
STANDARD	
L. 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening over any of the religion standards.	
L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.	
L.6.3b Maintain consistency in style and tone.	
EXAMPLES OF TEXT	
Scripture , The Ten Commandments , Beatitudes , Websites , Literature	
Essential Questions	
<ul style="list-style-type: none"> • How do words and their use influence language? • How can descriptive details and sequential order improve my writing? • How can a large vocabulary contribute to my ability to read, write, listen, and speak effectively when I share my faith? 	
Activities	

Language Standards	
Vocabulary Acquisition and Use	SIXTH GRADE
SCRIPTURE	

There is neither Jew nor Greek, there is neither slave nor free, there is no male or female, for you are all one in Christ Jesus. Galatians 3:28

STANDARD

L. 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies (EXAMPLE: - find unknown words from Bible passages such as salvation history).

L.6. 4a Use context as a clue to the meaning of a word or phrase.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (EXAMPLES: audience, auditory, audible).

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.

L.6.4d Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary

EXAMPLES OF TEXT

[Scripture](#), Religion book, [Daily Readings](#), [Beatitudes](#)

Essential Questions

- How will I determine multiple-meaning words and phrases within context?
- How are Greek and Latin affixes and roots clues to meaning of a word?
- How is using a wide range of reference material beneficial to understanding scripture?

[Activities](#)

Language Standards

Vocabulary Acquisition and Use

SIXTH GRADE

SCRIPTURE

And to aspire to live a tranquil life to mind your own affairs and to work with your own hands as we instructed that you may conduct yourselves properly toward outsiders and no depend on anyone. 1 Thessalonians 4:11-12

STANDARD

L. 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (EXAMPLE: Read, analyze, and identify figurative language in the Psalms).

L.6.5a Interpret figures of speech in context (EXAMPLE: personification).

L.6.5b Use the relationship between particular words to better understand each of the words (EXAMPLES: cause/effect, part/whole, item/category).

L.6.5c Distinguish among the connotations (associations) of words with similar denotations definitions (EXAMPLES: stingy, scrimping, economical, thrifty).

EXAMPLES OF TEXT

[Scripture](#), [Daily Readings](#), [Literature](#), [The Ten Commandments](#), [The Beatitudes](#)

Essential Questions

- How will I demonstrate my understanding of figurative language?
- What are similes, metaphors, hyperboles, onomatopoeia, alliteration, and personification?

- How can I use the relationship between particular words to better understand each of the words?
- How does word choice affect meaning?

[Activities](#)

Language Standards	
Vocabulary Acquisition and Use	SIXTH GRADE
SCRIPTURE	
<i>for wisdom will come into your heart, and knowledge will be pleasant to your soul; discretion will watch over you, understanding will guard you, Proverbs 2:10-11</i>	
STANDARD	
L. 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including religious vocabulary; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
EXAMPLES OF TEXT	
<u>Scripture-Daily Readings, The Ten Commandments, Beatitudes, Websites, Literature</u>	
Essential Questions	
<ul style="list-style-type: none"> • How will I acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (including religious vocabulary)? • How will I gather vocabulary knowledge when considering a word or phrase important to comprehension or expression? • How does a large vocabulary contribute to my ability to read, write, listen, and speak effectively as well as communicate my religious beliefs more clearly? • How do I determine the meaning of an unfamiliar word or usage? • How do I best convey my feelings through my words on a page? 	
<u>Activities</u>	

Writing Standards	
Text Types and Purposes	SIXTH GRADE
SCRIPTURE	
<i>He that is faithful in that which is least is faithful also in much: and he that is unjust in the least is unjust also in much. Luke 16:10</i>	
STANDARD	
W.6.1 Write arguments to support claims to demonstrate a sense of personal and Catholic social responsibility concerning the consequences of their choices and actions with clear	

reasons and relevant evidence

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

EXAMPLES OF TEXT

[Scripture](#), [Daily Readings](#), [Ten Commandments](#), [Beatitudes](#), [Parables](#)

Essential Questions

- How do I write arguments to support claims that demonstrate a sense of personal and Catholic social responsibility concerning the consequences of choices and actions?
- How do I introduce a claim and organize the reasons and evidence clearly?
- How can I support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic and/or text?
- How can I use words, phrases, and clauses to clarify the relationships among the claims and reasons?
- How do I provide a concluding statement that follows the presented argument?

[Activities](#)

Writing Standards

Text Types and Purposes

SIXTH GRADE

SCRIPTURE

But you, be sober in all things, endure hardship, do the work of an evangelist, fulfill your ministry. 2 Timothy 4:5

STANDARD

W. 6.2 Write informative/explanatory texts to examine a topic such as the life of Jesus and/or lives of the saints (EXAMPLES: St. Vincent de Paul, St. Rose of Lima, and St. Juan Diego) and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

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. W.6.2b – Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.
W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.
EXAMPLES OF TEXT
Scripture , Daily Readings , Ten Commandments , Beatitudes , Parables
Essential Questions
<ul style="list-style-type: none"> • How will I conduct short research projects using relevant information from print and digital sources, using information that is clear and precise? • How can I develop a topic using relevant facts, definitions, concrete details, quotations or other information that relates the truth, beauty and goodness in the world? • How will I gather information from literary or informational texts to support analysis, reflection, and research? • How can I write regularly over a variety of different time spans which also includes Jesus and Saints time spans?
Activities

Writing Standards	
Text Types and Purposes	SIXTH GRADE
SCRIPTURE	
<i>According to what I have seen, those who plow iniquity And those who sow trouble harvest it. By the breath of God they perish, And by the blast of His anger they come to an end. Job 4:8-9</i>	
STANDARD	
W. 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence (EXAMPLE: write a narrative with the same themes as scripture passages).	
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.	
W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
W.6.3e Provide a conclusion that follows from the narrated experiences or events.	
EXAMPLES OF TEXT	
Scripture , Daily Readings , Ten Commandments , Beatitudes , Parables	
Essential Questions	
<ul style="list-style-type: none"> • How can I write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence? • How do I write a narrative with the same themes as a scripture passage? 	

- How does conflict impact character development in a text?
- How do I best convey my feelings through my words on a page?
- How can I provide a conclusion that follows the narrated experiences or events?
- How does learning about other peoples' challenges and differences help us understand and accept others?

[Activities](#)

Writing Standards	
Production and Distribution of Writing	SIXTH GRADE
SCRIPTURE	
<i>You are our letter written on our hearts, known and read by all, 2Corinthians 3:2</i>	
STANDARD	
W. 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
EXAMPLES OF TEXT	
<u>Scripture</u> , <u>Daily Readings</u> , <u>Ten Commandments</u> , <u>Beatitudes</u> , <u>Parables</u>	
Essential Questions	
<ul style="list-style-type: none"> • How do I produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience? • How does what I am writing reflect the truth, beauty and goodness of God's creation? • How can I strengthen my writing with guidance and support? • How can I use proper mechanics when writing? 	
<u>Activities</u>	

Writing Standards	
Production and Distribution of Writing	SIXTH GRADE
SCRIPTURE	
<i>Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths. Proverbs 3:5-6</i>	
STANDARD	
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.	
EXAMPLES OF TEXT	
<u>Scripture</u> , <u>Daily Readings</u> , <u>Ten Commandments</u> , <u>Beatitudes</u> , <u>Parables</u>	
Essential Questions	
<ul style="list-style-type: none"> • How will I strengthen my writing with guidance and support? • How does piece of writing measure up to God's plan or expectations in producing my best work? 	

- How can I strengthen my writing through revising, editing, and rewriting?

[Activities](#)

Writing Standards	
Production and Distribution of Writing	SIXTH GRADE
SCRIPTURE	
<i>Likewise the Spirit helps us in our weakness. For we do not know what to pray for as we ought, but the Spirit himself intercedes for us with groanings too deep for words. Romans 8:26</i>	
STANDARD	
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.	
EXAMPLES OF TEXT	
<u>Scripture</u> , <u>Daily Readings</u> , <u>Ten Commandments</u> , <u>Beatitudes</u> , <u>Parables</u>	
Essential Questions	
<ul style="list-style-type: none"> • How can I use technology, including the Internet, to provide and publish writing, as well as to collaborate with others the truth, beauty and goodness within God’s creation? • How can I use my command of keyboarding skills to type a minimum of three pages in one sitting? • How can I verify an Internet source as credible? • How does this measure up in terms of a Catholic worldview and values? 	
<u>Activities</u>	

Writing Standards	
Research to Build and Present Knowledge	SIXTH GRADE
SCRIPTURE	
<i>No temptation has overtaken you that is not common to man. God is faithful, and he will not let you be tempted beyond your ability, but with the temptation he will also provide the way of escape, that you may be able to endure it. 1 Corinthians 10:13</i>	
STANDARD	
W. 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate (EXAMPLE: lives of the saints and/or roots of Jewish spirituality).	
EXAMPLES OF TEXT	
<u>Scripture</u> , <u>Daily Readings</u> , <u>Ten Commandments</u> , <u>Beatitudes</u> , <u>Parables</u>	
Essential Questions	
<ul style="list-style-type: none"> • How do I conduct a short research project to answer a question, while also drawing on 	

<p>multiple sources and refocusing the inquiry when needed?</p> <ul style="list-style-type: none"> • How can I gather information from literary or informational texts to support analysis, reflection, and research? • How do I cite various sources I use in my research writing?
<u>Activities</u>

Writing Standards	
Research to Build and Present Knowledge	SIXTH GRADE
SCRIPTURE	
<i>So we are always of good courage. We know that while we are at home in the body we are away from the Lord, for we walk by faith, not by sight.</i> 2 Corinthians 5:6-7	
STANDARD	
W. 6.8 Gather relevant information from multiple print and digital sources including the Bible, Catechism, and USCCB.org; 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.	
EXAMPLES OF TEXT	
Scripture , Daily Readings , Ten Commandments , Beatitudes , Parables	
Essential Questions	
<ul style="list-style-type: none"> • How do I gather relevant information from multiple print and digital sources and assess the credibility and truth of each source? • How can I quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for these sources? • How do I cite various sources I've used in my research writing? • How do I synthesize information from a variety of sources? • How will I gather information from literary or informational texts to support analysis, reflection, and research? 	
<u>Activities</u>	

Writing Standards	
Research to Build and Present Knowledge	SIXTH GRADE
SCRIPTURE	
<i>He said to them, "Because of your little faith. For truly, I say to you, if you have faith like a grain of mustard seed, you will say to this mountain, 'Move from here to there,' and it will move, and nothing will be impossible for you."</i> Matthew 17:20	
STANDARD	
W. 6.9 Draw evidence from literary or informational texts, including the Bible and Catechism, to support analysis, reflection, and research.	

<p>W.6.9a Apply grade 6 reading standards to literature in terms of their approaches to similar themes and topics (EXAMPLE: Compare and contrast texts in different forms or genres such as stories and poems, historical novels and fantasy stories).</p> <p>W.6.9b Apply grade 6 reading standards to literary nonfiction (EXAMPLE: 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).</p>
EXAMPLES OF TEXT
<p>Scripture, Daily Readings, Ten Commandments, Beatitudes, Parables</p>
Essential Questions
<ul style="list-style-type: none"> • How do I draw evidence from literary or informational texts, including the Bible and Catechism, to support analysis, reflection, and research? • Using evidence from literary or informational texts, how will I apply grade 6 Reading Standards to literature in order to evaluate which arguments are supported with evidence from those that are not? • How will I apply grade 6 reading standards to literary nonfiction in order to evaluate which arguments are supported with evidence from those that are not? • How will I gather information from literary or informational texts to support analysis, reflection, and research? • How do regular, varied writing opportunities make you a stronger writer?
<u>Activities</u>

Writing Standards	
Range of Writing	SIXTH GRADE
SCRIPTURE	
<p><i>Confess [your] faults one to another, and pray one for another, that ye may be healed. The effectual fervent prayer of a righteous man availed much. James 5:16</i></p>	
STANDARD	
<p>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 (EXAMPLE: - Write routinely with sensitivity, appreciation, and respect for all people).</p>	
EXAMPLES OF TEXT	
<p>Scripture, Daily Readings, Ten Commandments, Beatitudes, Parables</p>	
Essential Questions	
<ul style="list-style-type: none"> • How can I write routinely over extended for a range of discipline-specific tasks, purposes, and audiences? • How can I strengthen my writing with guidance and support? • Using time constraints, how will I write routinely for a variety of different tasks, purposes, and audiences? 	
<u>Activities</u>	

Speaking and Listening Standards	
Comprehension and Collaboration	SIXTH GRADE
SCRIPTURE	
<p><i>But be doers of the word, and not hearers only, deceiving yourselves. For if anyone is a hearer of the word and not a doer, he is like a man who looks intently at his natural face in a mirror.</i> James 1:22-23</p>	
STANDARD	
<p>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. (EXAMPLES: Demonstrate a process for making moral decisions; Discuss consequences of actions; Express right to bodily integrity and personal boundaries.)</p> <p>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.</p> <p>SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	
EXAMPLES OF TEXT	
<p>Scripture, Daily Readings, Ten Commandments, Beatitudes, Parables</p>	
Essential Questions	
<ul style="list-style-type: none"> • How do I engage in collaborative discussions with diverse partners, building on others' ideas and expressing my own, while revealing the truth, beauty and goodness in the topics? • How do I express my faith and morality through discussions with a diverse group of partners? • How do I come to discussions prepared, ready to refer to and reflect on the evidence on the topic? • How will I follow the rules for collegial discussion, set specific goals and define individual roles? • How can I pose and respond to specific questions with elaboration and detail by making comments that add to the topic under discussion? • How will I review the key ideas expressed and demonstrate the understanding of multiple perspectives? • Why do I adapt my communication to different purposes and audiences? • How do sources of information affect the communication process? • What is my role in the discussion as a listener, speaker, and thinker? 	

[Activities](#)

Speaking and Listening Standards	
Comprehension and Collaboration	SIXTH GRADE
SCRIPTURE	
<i>For the LORD your God is God of gods and Lord of lords, the great God, mighty and awesome, who shows no partiality and accepts no bribes. Deuteronomy 10:17</i>	
STANDARD	
SL. 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study (EXAMPLE: the lives of the saints).	
EXAMPLES OF TEXT	
<u>Scripture</u> , <u>Daily Readings</u> , <u>Ten Commandments</u> , <u>Beatitudes</u> , <u>Parables</u>	
Essential Questions	
<ul style="list-style-type: none">• How do I collect and interpret information on a reading, topic, text, or issue from diverse media and formats? (e.g. visually, quantitatively, orally)• What is my role in communication; as a listener, speaker, thinker, and as a Catholic?	
<u>Activities</u>	

Speaking and Listening Standards	
Comprehension and Collaboration	SIXTH GRADE
SCRIPTURE	
<i>He is the atoning sacrifice for our sins, and not only for ours but also for the sins of the whole world. 1 John 2:2</i>	
STANDARD	
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	
EXAMPLES OF TEXT	
<u>Scripture</u> , <u>Daily Readings</u> , <u>Ten Commandments</u> , <u>Beatitudes</u> , <u>Parables</u>	
Essential Questions	
<ul style="list-style-type: none">• How do I determine if the speaker’s argument and specific claims are supported by reason and evidence from those that are not supported by reason and evidence?	
<u>Activities</u>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SIXTH GRADE

SCRIPTURE	
<i>Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, Philipians 2:3</i>	
STANDARD	
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 (EXAMPLE: sequence of salvation history).	
EXAMPLES OF TEXT	
Scripture - Daily Readings, Ten Commandments , Beatitudes , Parables	
Essential Questions	
<ul style="list-style-type: none"> • How do I use my God-given gifts to present claims and findings sequencing ideas logically to accentuate main ideas or themes? • How do I use my God-given gifts to present claims and findings using pertinent descriptions, facts, and details to accentuate main ideas or themes? • How do I use appropriate eye contact, adequate volume, and clear pronunciation when presenting claims and findings? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SIXTH GRADE
SCRIPTURE	
<i>The Peter came and said to him, “Lord, if another member of the church sins against me, how often should I forgive? As many as seven times? Jesus said to him, “Not seven times, but, I tell you, seventy-seven times.” Matthew 18:21-22</i>	
STANDARD	
SL. 6.5 – Include multimedia components (EXAMPLES: graphics, images, music, sound) and visual displays in presentations to clarify information over any of the religion standards.	
EXAMPLES OF TEXT	
Scripture - Daily Readings, Ten Commandments , Beatitudes , Parables	
Essential Questions	
<ul style="list-style-type: none"> • How can I include multimedia components and visual displays in presentations to clarify information over any of the religion standards? • How does the language, sound effects, and background music contribute to the truth, beauty and goodness of the message being sent? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SIXTH GRADE
SCRIPTURE	
<i>One thing I ask from the LORD, this only do I seek: that I may dwell in the house of the LORD all</i>	

<i>the days of my life, to gaze on the beauty of the LORD and to seek him in his temple. Psalm 27:4</i>
STANDARD
SL. 6.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate, or over any of the religion standards
EXAMPLES OF TEXT
Scripture - Daily Readings, Ten Commandments , Beatitudes , Parables
<u>Essential Questions</u>
<ul style="list-style-type: none"> • How do I adapt my speech to a variety of contexts and tasks while demonstrating command of formal English when presenting? • What does clear and effective communication looks like for a 6th grader? • How will understanding the audience help with the communication of ideas? • How do strong listening and speaking skills allow us to better understand scripture, our world, and each other?
<u>Activities</u>

Scripture

Old Testament

Adam and Eve (Genesis 2 & 3)[FT#15]

Noah Genesis (7:1-24)

Tower of Babel – Example of broken covenant (Genesis 11:1-9)

Abraham (Genesis 17:1-8)[FT#4]

The Book of Exodus-Moses (Exodus 34:10-24) [FT#5]

David (2 Samuel 7:9-16) [FT#6] - Lineage of David leading to Christ, NOT another covenant (Ruth 4:10-17)

Promise of a New Covenant fulfilled in Jesus (Jeremiah 31:31-34) [FT#16,18,21]

The Call and Commission of Moses (Exodus 3) [FT#5]

David (1 Samuel 16:1-13; 17:12-58) [FT#6]

Elijah meets God (1 Kings 19:9-18)

Call of Isaiah (Isaiah 6:1-13)

Call of Jeremiah (Jeremiah 1:4-19)

The First Passover (Exodus 12:1-20)

Your Body is a Temple (1 Corinthians 6:19-20)

Put to death what is earthly in you (Colossians 3:5) [FT#42]

The Ten Commandments (Exodus 20:1-17)

The Lord, Shepherd, and Host (Psalm 23)

The Miserere: Prayer of Repentance (Psalm 51)

God of the Universe (Psalm 96)

New Testament

The Beatitudes (Matthew 5: 1-12) [FT#42]

The Our Father (Matthew 6:9-13)

The Holy Spirit – Pentecost, beginning of the Church (Acts 2:1-13) [FT#24]

Baptism of Jesus – Revelation of the Trinity (Matthew 3:13-17)

Forgiveness of Sins (John 20:22-23)

Resurrection (John 20)

The Greatest Commandment (Matthew 22:34-40)

Whatever you do to the least of these (Matthew 25:40-46)

The Golden Rule – Anti-Bullying Emphasis (Luke 6:31)

Presentation of Jesus in the Temple (Luke 2:22-40)

Blessed are the pure in heart (Matthew 5:8)

Where your treasure is, your heart is also (Matthew 6:21)

YCC #427 Why is there no absolute right to private property?

Virtues

Cardinal virtues (prudence, justice, fortitude, temperance) as it relates to how we treat ourselves and others.

Saints

Personal connection and devotions with a specific saint

Vincent DePaul

Louise DeMarillac

Martin DePorres

Blessed Mother Teresa

Paul Miki

Monica

Rose Phillipine Duchsene

Rose of Lima

Prayers

Nicene Creed

Vocation Prayer (within Archdiocese)

Intro Angelus

Intro Divine Mercy Chaplet

Prayers of Thanksgiving

Personal Petitions

Contrition

Prayer of Adoration/Praise

Time in Adoration

Novenas

Personal Vocation discernment

Meditation through Scripture

Participates in the Stations of the Cross

Songs

Commandments

The Seventh Commandment: "You shall not steal"(Ex 20:15)

The great commandment introduced in the Old Testament (love God, love Neighbor)(Dt. 6)

All 10 commandments as they relate to Church law

All 10 commandments as they relate to making moral decisions

All 10 commandments as they relate to examination of conscience

<u>Catechism of the Catholic Church</u>		
SECTION TWO: THE TEN COMMANDMENTS		
Exodus 20 2-17	Deuteronomy 5:6-21	A Traditional Catechetical Formula
I am the LORD your God, who brought you out of the land of Egypt, out of the house of bondage.	I am the LORD your God, who brought you out of the land of Egypt, out of the house of bondage.	1. I am the LORD your God: you shall not have strange Gods before me.

<p>You shall have no other gods before me. You shall not make for yourself a graven image, or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth; you shall not bow down to them or serve them; for I the LORD your God am a jealous God, visiting the iniquity of the fathers upon the children to the third and the fourth generation of those who hate me, but showing steadfast love to thousands of those who love me and keep my commandments.</p>	<p>You shall have no other gods before me . . .</p>	
<p>You shall not take the name of the LORD your God in vain; for the LORD will not hold him guiltless who takes his name in vain.</p>	<p>You shall not take the name of the LORD your God in vain . . .</p>	<p>2. You shall not take the name of the LORD your God in vain.</p>
<p>Remember the Sabbath day, to keep it holy. Six days you shall labor, and do all your work; but the seventh day is a Sabbath to the LORD your God; in it you shall not do any work, you, or your son, or your daughter, your manservant, or your maidservant or your cattle, or the sojourner who is within your gates; for in six days the LORD made heaven and earth,</p>	<p>Observe the Sabbath day, to keep it holy . . .</p>	<p>3. Remember to keep holy the LORD'S Day.</p>

the sea, and all that is in them, and rested the seventh day; therefore the Lord blessed the Sabbath day and hallowed it.		
Honor your father and your mother, that your days may be long in the land which the LORD your God gives you.	Honor your father and your mother ...	4. Honor your father and your mother.
You shall not kill.	You shall not kill.	5. You shall not kill.
You shall not commit adultery.	Neither shall you commit adultery.	6. You shall not commit adultery.
You shall not steal.	Neither shall you steal.	7. You shall not steal.
You shall not bear false witness against your neighbor.	Neither shall you bear false witness against your neighbor.	8. You shall not bear false witness against your neighbor.
You shall not covet your neighbor's house; you shall not covet your neighbor's wife, or his manservant, or his maidservant, or his ox, or his ass, or anything that is your neighbor's.	Neither shall you covet your neighbor's wife . . . You shall not desire . . . anything that is your neighbor's.	9. You shall not covet your neighbor's wife. 10. You shall not covet your neighbor's goods.

Sacraments

Sacraments as related to the Old Covenant and sacramental life

Participation in Reconciliation/Eucharist

Beatitudes

Beatitudes

Blessed are the poor in spirit, for theirs is the kingdom of heaven.

Blessed are those who mourn, for they shall be comforted.

Blessed are the meek, for they shall inherit the earth.

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

Blessed are the merciful, for they shall obtain mercy.

Blessed are the pure in heart, for they shall see God.

Blessed are the peacemakers, for they shall be called sons of God.

Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven.

Blessed are you when men revile you and persecute you and utter all kinds of evil against you falsely on my account.

Rejoice and be glad,
for your reward is great in heaven.

Parables

<u>Parables of Jesus in Chronological Order</u>				
	Parable	Matthew	Mark	Luke
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 nd time, see #3)		4:21-22	8:16, 11:33
7	Rich man foolishly builds bigger barns			12:16-21
8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9
11	Sower and four types of soil	13:3-8, 18-23	4:3-8,14-20	8:5-8,11-15
12	Weeds among good plans (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		

21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14
37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 nd time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 nd time, see #8)		13:35-37	
45	Three servants given talents (also see #37)	25:14-30		
46	Sheep and goats will be separated	25:31-46		

Websites

USCCB.org (daily Mass readings)

Catholic.org

Literature R.6.1

Lesson Introduction Books:

The Empty Pot by DEMI (Easy Read) - Being honesty and doing the right thing.

A Day's Work by Eve Bunting(Easy Read)

Novels

The Man Who Loved Clowns by June Rae Wood
Wonder by R.J. Palacio

Short Stories

Sacred Stories by Morris Fenris - The book has 50 short stories, each with an introduction explaining its origin as well as a moral at the end.

Literature R.6.2

Lesson Introduction Books:

The Judge: An Untrue Tale by Harve Zemach

Novels

A Wrinkle in Time by Madeleine L'Engle

The Great Gilly Hopkins by Katherine Paterson

Literature R.6.3

Lesson Introduction Books:

Little Red Riding Hood by The Brothers Grimm

The Wolf's Story by Toby Forward

Nugget and Fang by Tammi Sauer

Novels

Bridge to Terabithia

Where the Red Fern Grows

Wonder by R.J. Palacio

Short Stories

Readworks.org - (i.e. Excerpt from: A Christmas Carol)

Sacred Stories by Morris Fenris - The book has 50 short stories, each with an introduction explaining its origin as well as a moral at the end.

Literature R.6.4

Lesson Introduction Books:

Any Prayers - Monthly Prayers

Amelia Bedelia Books

Novels

From the Mixed Up Files of Mrs. Basil E. Frankweiler

Bridge to Terabithia
Where the Red Fern Grows

Short Stories

Readworks.org - (i.e. Out of Line Online - article about how online messages are misunderstood)

Sacred Stories by Morris Fenris - The book has 50 short stories, each with an introduction explaining its origin as well as a moral at the end.

Poetry - Can be a great example.

Literature R.6.5

Lesson Introduction Books:

Me Want Pet by Tammi Sauer

Novels

Tuck Everlasting by Natalie Babbitt

The Giver by Lois Lowry

Literature R.6.6

Lesson Introduction Books:

How I Became a Pirate by Melinda Long

The True Story of the Three Little Pigs by Jon Scieszka, Lane Smith

Short Stories:

Icy Voyage - ReadWorks.org

Novels

Conductor on the Underground Railroad by Ann Petry

Soldier's Heart by Gary Paulsen

Literature R.6.7

Lesson Introduction Books:

Amelia Bedelia Books by Peggy Parish

Novels

Number the Stars by Lois Lowry

When You Reach Me by Rebecca Stead

Literature R.6.8

Lesson Introduction Books:

If You Give a Mouse a Cookie by Laura Joffe Numeroff

Dragons Love Tacos by Adam Rubin

Novels

Freak the Mighty by Rodman Philbrick

Treasure Island by Robert Louis Stevenson

Literature R.6.9

Lesson Introduction Books:

Stellaluna by Janell Cannon

The Three Pigs by David Wiesner

Novels

Conductor on the Underground Railroad by Ann Petry

Little Women by Louisa May Alcott

The Lion, The Witch and The Wardrobe by The Chronicles of Narnia

Literature R.6.10

Lesson Introduction Books:

El Deafo by Cece Bell

Keeping Quilt by Patricia Polacco

Novels

Holes by Louis Sachar

The Tale of Despereaux by Kate DiCamillo

Short Stories

Sacred Stories by Morris Fenris - The book has 50 short stories, each with an introduction explaining its origin as well as a moral at the end.

Literature L.6.1

Literature L.6.2

Literature L.6.3

Literature L.6.4

Literature L.6.5

Literature L.6.6

Literature W.6.1

Literature W.6.2

Literature W.6.3

Literature W.6.4

Literature W.6.5

Literature W.6.6

Literature W.6.7

Literature W.6.8

Literature W.6.9

Literature W.6.10

Literature SL.6.1

Literature SL.6.2

Literature SL.6.3

Literature SL.6.4

Literature SL.6.5

Literature SL.6.6

Activities R.6.1

Engage in small group discussions

Engage in a debate on a given topic

Generate a Reader's Response Entry

Create an outline

Make a picture book

Editorial (e.g., Identifying language in a newspaper article that show bias on the writer's part)

Activities R.6.2

Creating an outline

Engage in a small group discussions

Generate a Reader's Response Entry

Generate a summary _

Write a short story about a 6th grader with a big secret to keep.

Write about a time you did something for a friend that you didn't want to do. How did you feel afterward?

Activities R.6.3

Have students explain the theme of a text using text evidence.

Have students use text evidence to analyze character changes throughout a story.

Have students work in small groups to develop and publish a multimedia presentation similar to a book talk and/or book trailer based on their novel. Must include:

- a brief verbal or visual summary of the novel that references the elements of fiction
- a verbal or visual explanation of the novel's theme supported by text evidence
- a discussion or visual presentation of character changes throughout the story.

Activities R.6.4

Determine the author's point of view or purpose in a text and explain how it is conveyed in the text - compare it to a Bible passage and what we portray as the message.

Analyze how a particular word, sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.

Use sections of a newspaper to predict where types of stories would be found and what they are about.

Mad Libs - different word use

Activities R.6.5

Compare and contrast prayers.

Deconstruct paragraph to identify topic sentence and supporting details.

Graphic Organizers

Brainstorm different types of transitions: contrast and support indicators.

Analyze structure that an author used to organize text.

Activities R.6.6

Investigate how audience, subject and author interact.

Read an essay/short story and identify the purpose and viewpoint.

Use small group discussions to have groups summarize supporting details and central idea.

Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.

Activities R.6.7

Integrate information presented in different media or formats as well as words to develop coherent understanding of a topic or issue.

Create a Venn Diagram exploring information in different media and formats.

Journal response to reading

Compare/Contrast a book versus movie you have seen.

Activities R.6.8

Analyze advertising

Map concepts in a web to note new information presented by author

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence claims that are not.

Read aloud an editorial in a local newspaper and write a letter to the editor.

Activities R.6.9

Summarize an article in a Twitter style "tweet" (in 140 characters or less)

Round-robin reading of various pieces that illustrate differing viewpoints or a common topic (newspaper, magazine or news website)

Use a graphic organizer to extract key terms and ideas

Activities R.6.10

Students show *how their thinking and how much of the text they comprehend by annotating a text about Dr. Martin Luther King.*

Five Minute Focus Read Equation Sheet - Independent reading goal by BETTERLESSON.com

Literature circles with discussion rubrics

Work to incorporate informational texts into each student's repertoire.

Activities L.6.1

Have students create a job description and compare with a classmate.

Use expression, tone, and pitch, where appropriate to emphasize aspects of events or people.

Examine a piece of Scripture and elaborate with additional details (adverbs, adjectives, etc.); compare the writing conventions of Scripture to common language.

Activities L.6.2

Identify and use special uses of capitalization (headings, titles, emphasis)

Edit a teacher selected passage using the correct spelling, punctuation and capitalization.

Daily Language Review, Grade 6 (2015 Revised Edition) - Christianbook.com

Activities L.6.3

Text Structure

<http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf>

Engage in peer editing by projecting student writing samples onto whiteboard/SmartBoard, thereby allowing students to apply knowledge of editing symbols.

Give students different versions of the same Bible passage and compare and discuss how each person's understanding and meaning they take away from that reading may be slightly different.

Activities L.6.4

Greek and Latin Roots: Vocabulary Activities - Teachers pay teachers.
by Lovin Lit

Create a game show in which students have to use different reference material to answer the questions.

Create a WebQuest that takes questors through various dictionary Web sties, allowing them to explore and evaluate them.

Activities L.6.5

Similes and Metaphors:Printable Read and Answer Worksheet - Enchanted Learning

<http://tauhhidblog.blogspot.com/2010/11/poem-cliche.html> - You can use Eve Merriam's classic poem "A Cliché" in much the same way. (This poem can be found in her book *It Doesn't Have to Rhyme*.) Encourage students to brainstorm beyond common, overused similes. Project the text with a document camera or interactive white board (IWB). Do an initial reading of the poem. Then read it again, pausing to emphasize the word "think" in the poem and to highlight the questions Merriam asks. (Have a student emcee use the highlighter tools on your IWB). For the third reading, stop and have students Turn and Talk with someone sitting near them to suggest alternatives in the third and fifth stanzas from their "think" time. Chart responses as pairs share out. This lesson plan for similes and metaphors uses another of Eve Merriam's poems—about the willow tree and the ginkgo tree.

Readwritethink.org offers a student interactive flip book that middle elementary students could create online and print out, much like their own personal dictionaries. Each tab of the booklet could be dedicated to a different literary device, or students could brainstorm multiple similes using the same starter words (as fast as _____, as tough as ____). Options allow for illustrations if desired. A similar option that shows four types of figurative language on one sheet is available from Scholastic.

Activities L.6.6

Activities W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim{s} and organize the reasons and evidence clearly.

Support claim{s} with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Write informative/explanatory texts to examine a topic and convey ideas.

Introduce a topic; organize ideas, concepts, and information using strategies such as comparison/contrast, and cause/effect

Activities W.6.2

Have students use writing process and apply research skills to create a clear and coherent piece of writing using a variety of sources. The students will display honesty by responsibly completing their research paper without plagiarizing.

Using effective techniques and relevant descriptive details, engage the reader with clear and coherent writing with appropriate purpose and audience including, characters, logical sequencing, dialogue, transitions, precise words and phrases and a concluding paragraph.

Venn Diagram or Graphic Organizers to organize information

Activities W.6.3

Write about a personal experience (e.g., *Go to movies*), writing about oneself and friends, and including multiple events (how you get there, what snacks, where you sit).

Activities W.6.4

Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim[s] and organize the reasons and evidence clearly.

Dissect top quality introductory paragraphs and fix poor quality introductions.

<https://betterlesson.com/community/lesson/30776/swbat-dissect-top-quality-introductory-paragraphs-and-fix-poor-quality-introductions>

Activities W.6.5

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Use precise language and domain-specific vocabulary to inform or explain a topic.

Students choose a topic to explore and research. Gather and recall information from different sources and present in a 3 page essay. Student has to provide Works Cited. Proof with two peers who offer editing suggestions.

Activities W.6.6

www.readwritethink.org - didn't activities to do with students and their writing

Response Journals

Work with a partner in using word processing software to compose revise, edit and publish work.

KCTPO; <https://kcpt.pbslearningmedia.org>

Activities W.6.7

Conduct a mini-research projects that answer questions by drawing on several sources and refocusing the examination when appropriate.

Research a topic and cite sources properly.

Use technology to compile a bibliography in MLA format.

Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

Activities W.6.8

Analyze and evaluate information acquired from various sources.

Saint Reports - Using 6th grade Saints - choose a number of sources to research a Saint and report on them. Applying research skills to create a clear piece of writing using a variety of sources.

Use graphic organizers and outlines to elaborate and organize our ideas for writing.

Activities W.6.9

Gather and draw information and evidence from multiple sources as well as literary/informational texts that support your writing.

Use graphic organizers/venn diagrams to organize information and make comparisons before writing.

Activities W.6.10

Daily 6th Grade Writing Prompts - <http://www.writingprompts.net/6th-grade/>

Activities SL.6.1

Students should actively engage in a range of collaborative discussions by adding to other's ideas and expressing their own.

Reflect and paraphrase on key ideas and multiple perspectives from Scripture or Daily Readings.

Engage in Structured Debates - <https://www.literacyta.com/ecoach/engage-structured-debates>

Analyzing a Speech - <https://www.literacyta.com/literacy-skills/analyzing-speech>

Activities SL.6.2

Listening & Speaking Activities by Glencoe/McGraw-Hill;

<https://daleslanguagearts.wikispaces.com/file/view/Listening+and+Speaking+Activities+Grade+6.pdf>

Analyzing Advertisements will teach students how to breakdown persuasive techniques used in ads and help students evaluate the effectiveness of those techniques.

<https://www.literacyta.com/literacy-skills/analyzing-advertisements>

BetterLesson - teaching ideas that meet standards

https://betterlesson.com/search?grade_id=18&subject_id=42&from=search_filter_grade

Activities SL.6.3

Listening & Speaking Activities by Glencoe/McGraw-Hill;

<https://daleslanguagearts.wikispaces.com/file/view/Listening+and+Speaking+Activities+Grade+6.pdf>

Identifying Evidence - <https://www.literacyta.com/literacy-skills/identifying-evidence>

Analyzing Author's Point of View - To understand an author's point of view, a reader must consider the author's experience and the argument being made. Point of view is conveyed through language; therefore, students must look closely at what an author says and connect it back to what they author knows and believes. This process will help readers identify point of view.

<https://www.literacyta.com/literacy-skills/analyzing-authors-point-view>

Activities SL.6.4

Reader's Theatre - cooperatively acting out various roles amongst peers.

Listening & Speaking Activities by Glencoe/McGraw-Hill;

<https://daleslanguagearts.wikispaces.com/file/view/Listening+and+Speaking+Activities+Grade+6.pdf>

Debate A Side - Use this activity to introduce students to written and verbal debates. This engaging activity can be based on a text they have read or a topic they are given. Through structured debate, students learn the value of making clear arguments and supporting positions with strong evidence and details.

<https://www.literacyta.com/literacy-skills/debate-side>

Activities SL.6.5

High Five - When delivering a formal presentation, we want to emulate best practices from the professional world. In most professional presentations, the speaker will use PowerPoint, Google Presentation, Prezi or another modern presentation tool to present information. LiteracyTA's High 5 Presentation details the features of effective visual elements used in successful presentations.

<https://www.literacyta.com/ecoach/supporting-your-tech-initiatives-technology-your-standards>

Listening & Speaking Activities by Glencoe/McGraw-Hill;
<https://daleslanguagearts.wikispaces.com/file/view/Listening+and+Speaking+Activities+Grade+6.pdf>

Analyze and evaluate a Bible verse.

Activities SL.6.6

Engage in Structured Debates - Let's have some fun and get students ready for argumentation with LiteracyTA's Debate a Side activity. From clear directions and diagrams to language supports and assessment tools, LiteracyTA has what you need to successfully run debates in your classroom!

<https://www.literacyta.com/ecoach/engage-structured-debates>

Analyze and evaluate a speech.

Deliver an informative speech, oral narrative, oral problem/solution essay, oral response to literature, and persuasive speech.

Listening & Speaking Activities by Glencoe/McGraw-Hill;
<https://daleslanguagearts.wikispaces.com/file/view/Listening+and+Speaking+Activities+Grade+6.pdf>

SEVENTH GRADE ELA STANDARDS

(Click on the link to see specific details for each standard)

Reading All Text Types

[R.7.1](#) Discover the truth, beauty and goodness in the world through literature and informational text by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[R.7.2](#) While searching for truth, beauty, and goodness in the world through literature and informational text, determine a theme, virtue, moral, or central ideas of a text and analyze its development over the course of the text; provide an objective summary including the Catholic view of the text.

[R.7.3a](#) Analyze how particular elements of a story or drama interact (EXAMPLE: how setting shapes the characters or plot).

R.7.3b Analyze the interactions between individuals, events, and ideas in a text and how ideas influence individuals or events, or how individuals influence ideas or events.

[R.7.4](#) Jesus taught using figurative language; determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, technical meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a prayer or poem or section of a story or drama.

[R.7.5a](#) Analyze how a drama's, Psalms', or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

R.7.5b Analyze the structure an author uses to organize a text, specifically the Bible, including how the major sections contribute to the whole and to the development of the ideas or themes.

[R.7.6a](#) Determine an author's point of view or purpose in a text or scripture and analyze how the author distinguishes his or her position from that of others.

R.7.6b Analyze how the Holy Spirit guided the authors to be moved in such a way that their writings were of God.

R.7.6c Explain how an author develops the point of view of the narrator or speaker in a text.

R.7.6d Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

[R.7.7](#) Compare and contrast a text, written story, drama, or poem, or scripture to its audio, filmed, staged, or multimedia version, analyzing the medium's portrayal of the subject (EXAMPLE: how the delivery of a speech affects the impact of the words) and the effects of

techniques unique to each medium (EXAMPLES: lighting, sound, color, or camera focus and angles in a film).

R.7.8 Drawing on specific details from the text to find the truth, beauty and goodness in God's creation 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.

R.7.9a R710 Compare and contrast a fictional portrayal of a time, place, or character and a historical account (scripture) of the same period as a means of understanding how authors of fiction use or alter history

R.7.9b 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.

R.7.10 By the end of the year, read and comprehend literature, including stories, dramas, scripture, prayers, literature on religious figures and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language Standards

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing over any of the religion standards.

L.7.2a Use a comma to separate coordinate adjectives (EXAMPLE: It was a fascinating, enjoyable movie. (but not: He wore an old [,] green shirt)).

L.7.2b Spell correctly

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening over any of the religion standards.

L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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 (include vocabulary related to the Mass).

- 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.
- L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (EXAMPLES: belligerent, bellicose, rebel).
- L.7.4c Consult general and specialized reference materials (e.g., Catechism, 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.
- L.7.4d Verify the preliminary determination of the meaning of a word or phrase using context or by using a dictionary.

L. 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.7.5a Interpret figures of speech (EXAMPLES: literary, biblical, and mythological allusions) in context.
- L.7.5b Use the relationship between particular words (EXAMPLES: synonym/antonym, analogy) to better understand each of the words.
- L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (EXAMPLES: refined, respectful, polite, diplomatic, condescending).

L. 7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including religious vocabulary; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards

W.7.1 I keeping with the tenant of our Catholic faith write arguments to support claims with clear reasons and relevant evidence to discover the Truth.

- W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 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.
- W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1d Establish and maintain a formal style.
- W.7.1e Provide a concluding statement or section that follows from and supports the argument presented

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/scripture.

- 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.

W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e Establish and maintain a formal style.

W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W. 7.3 With the teaching of Jesus as inspiration, write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

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.

W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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.

W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

W. 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W. 7.5 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, focusing on how well purpose and audience have been addressed.

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.

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

W. 7.8 Gather relevant information from multiple print and digital sources, and scripture 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.

[W. 7.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research over the religion standards.

W.7.9a Apply grade 7 reading standards to literature (EXAMPLE: 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).

W.7.9b Apply grade 7 reading standards to literary nonfiction (EXAMPLE: 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).

[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) over the religion standards for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

[SL.7.1](#) Discover the truth, beauty and goodness in the world by engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.

SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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.

SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.

[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. (EXAMPLES: vocations, sacraments)

[SL. 7.3](#) Using the Catholic perspective delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

[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.

[SL. 7.5](#) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points in the religion standards.

[SL. 7.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SEVENTH GRADE
SCRIPTURE	
<i>Be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you. Ephesians 4:32</i>	
STANDARD	
R.7.1 Discover the truth, beauty and goodness in the world through literature and informational text by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
EXAMPLES OF TEXT	
Scripture , Prayers , Parables , Mysteries , Daily Mass Readings , 7th Grade Saints with which there is a personal connection or devotion, Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does citing evidence reveal the truth, integrity and beauty of the source? • In what way does plagiarism inhibit revealing the truth and the integrity of the writer? • How do your morals help in determining the decisions you make? • How does my evidence measure up to God’s plan or expectations? • How does my evidence reveal God’s graciousness, presence, and transcendence? • How does knowledge and selection of textual evidence deepen comprehension of text? • How can I use textual evidence to support analysis of the text? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SEVENTH GRADE
SCRIPTURE	
<i>The natives showed us extraordinary kindness; for because of the rain that had set in and because of the cold, they kindled a fire and received us all. Acts 28:2</i>	
STANDARD	
R.7.2 While searching for truth, beauty, and goodness in the world through literature and informational text, determine a theme, virtue, moral, or central ideas of a text and analyze its development over the course of the text; provide an objective summary including the Catholic view of the text.	
EXAMPLES OF TEXT	
Parables , Scripture , Biographies of Saints , Daily Mass Readings , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How do some themes contribute to strengthening one’s moral character? • How does the theme measure up in terms of Catholic worldview and values? • How does the theme measure up in terms of Catholic morality and virtue? • How does the theme measure up to God’s plan or expectations? • What is the established relationship between the theme and development of the story? 	

- How can summarizing establish an overall comprehension of theme?

[Activities](#)

Reading Standards for All Text Types

ELA-Key Ideas and Details

SEVENTH GRADE

SCRIPTURE

Your kindness should be known to all. The Lord is near. Philippians 4:5

STANDARD

R.7.3a Analyze how particular elements of a story or drama interact (EXAMPLE: how setting shapes the characters or plot.

R.7.3b Analyze the interactions between individuals, events, and ideas in a text and how ideas influence individuals or events, or how individuals influence ideas or events.

EXAMPLES OF TEXT

[Scripture](#), [biographies about saints](#), [literature](#) reflecting Catholic morals/values

Essential Questions

- How do ideas influence individuals or events? (Consider how it relates to Church history and the lives of the saints.)
- How do individuals influence ideas or events? (Consider how it relates to Church history and the lives of the saints.)
- How does the beauty, truth, and/or goodness of a character compare to the other characters?
- How does the interaction of story elements shape understanding?

[Activities](#)

Reading Standards for All Text Types

ELA-Craft and Structure

SEVENTH GRADE

SCRIPTURE

[The Beatitudes](#) Matthew 5:3-12

STANDARD

R.7.4 Jesus taught using figurative language; determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, technical meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a prayer or poem or section of a story or drama.

EXAMPLES OF TEXT

[Scripture](#), [biographies about saints](#), [literature](#) reflecting Catholic morals/values, [Prayers](#), Poems, [Ten Commandments](#)

Essential Questions

- How do word meanings affect the understanding of figurative and connotative language?
- How do literary devices in biblical text increase our ability to understand the author's intention?

[Activities](#)

Reading Standards for All Text Types	
ELA-Craft and Structure	SEVENTH GRADE
SCRIPTURE	
So faith, hope and love remain these three; but the greatest of these is love. Love 1 Corinthians, Chapter 13	
STANDARD	
R.7.5a Analyze how a drama’s, Psalms’, or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. R.7.5b Analyze the structure an author uses to organize a text, specifically the Bible, including how the major sections contribute to the whole and to the development of the ideas or themes.	
EXAMPLES OF TEXT	
Scripture , Prayers , Parables , Mysteries , Daily Mass Readings , 7th Grade Saints with which there is a personal connection or devotion, Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the analysis of a Psalms’ form and structure contribute to meaningful comprehension? • How does the structure of a piece reveal what is beautiful, truthful, or good? • How does the structure reveal God’s graciousness, presence, and transcendence? • How does the analysis of dramatic and poetic form contribute to meaningful comprehension? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	SEVENTH GRADE
SCRIPTURE	
<i>I in my turn, after carefully going over the whole story from the beginning, have decided to write an ordered account for you, Theophilus, so that your Excellency may learn how well founded the teaching is that you have received.</i> Luke 1:3-4	
STANDARD	
R.7.6a Determine an author’s point of view or purpose in a text or scripture and analyze how the author distinguishes his or her position from that of others. R.7.6b Analyze how the Holy Spirit guided the authors to be moved in such a way that their writings were of God. R.7.6c Explain how an author develops the point of view of the narrator or speaker in a text. R.7.6d Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
EXAMPLES OF TEXT	
Scripture , Biographies About Saints , Literature reflecting Catholic morals/values	

Essential Questions

- How does culture of the writer influence point of view; specifically writers of the Old Testament?
- How does the development of contrasting points of view affect characters in a text?
- How does a change in point of view affect our perception?
- How do writers use different points of view to develop a text?
- How can a certain point of view that a writer chooses influence a reader?
- How do omniscient, first-person, and third-person limited points of view differ and what impact do they have on a reader's understanding of the text?

Activities

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas

SEVENTH GRADE

SCRIPTURE

It is the same with you: if you do not use your tongue to produce speech that can be readily understood, how can anyone know what you are saying? You will be talking to the air. However many the languages used in the world, all of them use sound; but if I do not understand the meaning of the sound, I am a barbarian to the person who is speaking, and the speaker is a barbarian to me. 1 Corinthians 14:9-11

STANDARD

R.7.7 Compare and contrast a text, written story, drama, or poem, or scripture to its audio, filmed, staged, or multimedia version, analyzing the medium's portrayal of the subject (EXAMPLE: how the delivery of a speech affects the impact of the words) and the effects of techniques unique to each medium (EXAMPLES: lighting, sound, color, or camera focus and angles in a film).

EXAMPLES OF TEXT

[Daily Mass Readings](#), [7th Grade Saints](#) with which there is a personal connection or devotion, [Literature](#) reflecting Catholic morals/values

Essential Questions

- How do the synoptic gospels develop a deeper understanding of the person of Jesus?
- How does comparing and contrasting stage direction affect the understanding of produced works?
- How does the delivery of a speech affect the impact of the words?
- How does lighting, sound, color, or camera focus and angles affect the interpretation?
- How does analyzing diverse media help us to build our own knowledge?
- How does the use of evidence impact the author's claim?
- How does analyzing more than one text help us to interpret the author's intent and build our knowledge?

Activities

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SEVENTH GRADE
SCRIPTURE	
<i>All scripture is inspired by God and useful for refuting error, for guiding people's lives and teaching them to be upright. This is how someone who is dedicated to God becomes fully equipped and ready for any good work. 2Timothy3: 16-17</i>	
STANDARD	
R.7.8 Drawing on specific details from the text to find the truth, beauty and goodness in God's creation 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.	
EXAMPLES OF TEXT	
Daily Mass Reading , Scripture , Seventh Grade Saints biographies, Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • In Scripture, how are author's claims supported in the text? • How does an author support his/her claim(s)? • How does one determine whether an author's evidence is sufficient? • In what ways does irrelevant information impact an argument? 	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SEVENTH GRADE
SCRIPTURE	
<i>Do not let anyone look down on you because you are young, but be an example for believers in your speech, your conduct, your love, faith and purity. 1 Timothy 4:12</i>	
STANDARD	
R.7.9a Compare and contrast a fictional portrayal of a time, place, or character and a historical account (scripture) of the same period as a means of understanding how authors of fiction use or alter history	
R.7.9b 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.	
EXAMPLES OF TEXT	
Scripture , Daily Mass Readings , 7th Grade Saints with which there is a personal connection or devotion, literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How do the authors of the gospels paint similar images of Jesus? • How do the authors of the gospels draw upon historical events to give evidence of the 	

person of Jesus? <ul style="list-style-type: none"> • Why is it important to gather information from a variety of sources? • What validates an author’s ideas? • How does tone affect the relevance of the information?
<u>Activities</u>

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	SEVENTH GRADE
SCRIPTURE	
<i>Ask, and it will be given you; seek, and you will find; knock, and it will be opened to you.</i> Matthew 7:7	
STANDARD	
R.7.10 By the end of the year, read and comprehend literature, including stories, dramas, scripture, prayers, literature on religious figures and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
EXAMPLES OF TEXT	
Scripture , Prayers , Daily Mass Readings , 7th Grade Saint with which there is a personal connection or devotion, Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does reading deepen your relationship with Jesus and allow you to communicate faith? • Why is reading important? • Why is it important to read a variety of literary forms in Scripture to reveal the truth, beauty, and goodness of your relationship with Jesus? 	
<u>Activities</u>	

Language Standards	
Conventions of Standard English	SEVENTH GRADE
SCRIPTURE	
<i>I pray that the fellowship of your faith may become effective through the knowledge of every good thing which is in you for Christ’s sake.</i> Philemon 1:6	
STANDARD	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	
EXAMPLES OF TEXT	

Newspaper, Scripture , Independent Reading	
Essential Questions	
<ul style="list-style-type: none"> • How can I apply the decoding of unfamiliar words or usage to an interpretation of Scripture? • How do words and their use influence language; culture, and context in literature and Scripture? • How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate faith? • To what extent do the rules of language affect communication? • To what extent does the complexity of a sentence impact written communication? • Why is it important to have command of standard English conventions? • In what way will implementation of standard English conventions allow communication of faith? • How do I determine the meaning of an unfamiliar word or usage? 	
Activities	

Language Standards	
Conventions of Standard English	SEVENTH GRADE
SCRIPTURE	
<i>Explaining and giving evidence that the Christ had to suffer and rise again from the dead, and saying, This Jesus whom I am proclaiming to you is the Christ. Acts 17:3</i>	
STANDARD	
L. 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing over any of the religion standards. L.7.2a Use a comma to separate coordinate adjectives (EXAMPLE: It was a fascinating, enjoyable movie. (but not: He wore an old [,] green shirt)). L.7.2b Spell correctly	
EXAMPLES OF TEXT	
Newspaper or other print periodicals. Use of Catholic source: National Catholic Register, St. Anthony’s Messenger, etc.	
Essential Questions	
<ul style="list-style-type: none"> • How will mechanics of standard English assist in understanding Scripture? • How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate faith? • To what extent are proper mechanics integral to scholarly writing? • Why is it important to have command of standard English conventions? • How do I determine the meaning of an unfamiliar word or usage? • How do words and their use influence language? 	
Activities	

Language Standards	
Knowledge of Language	SEVENTH GRADE
SCRIPTURE	
<i>Upon this rock, I will build my church. Matthew 16:18</i>	
STANDARD	

L. 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening over any of the religion standards.

L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

EXAMPLES OF TEXT

Parables

Essential Questions

- To what extent do the rules of language affect one's ability to reveal the truth and beauty of ideas?
- How can we apply the rules of language to develop an understanding of the rules of language in the time/culture of the biblical writers?
- How do words and their use influence language and your ability to express your faith?
- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively; understand and convey Scripture?
- To what extent does word choice affect the message being conveyed?
- Why is it important to have command of standard English conventions?

Activities

Language Standards

Vocabulary Acquisition and Use

SEVENTH GRADE

SCRIPTURE

He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end. Ecclesiastes 3:11

STANDARD

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 (include vocabulary related to the Mass).

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.

L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (EXAMPLES: belligerent, bellicose, rebel).

L.7.4c Consult general and specialized reference materials (e.g., Catechism, 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.

L.7.4d Verify the preliminary determination of the meaning of a word or phrase using context or by using a dictionary.

EXAMPLES OF TEXT

Daily Mass Readings, Scripture (Gospels/Parables)

Essential Questions

- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate faith?
- Why do readers need to pay attention to a writer's choice of words?
- How does the biblical writer's choice of words illustrate perspective and culture?

- To what extent does knowledge of etymology enlarge the scope of one’s vocabulary?
- How does knowledge of the history of language of the Church assist in understanding and enlarge vocabulary?
- How does knowledge of language assist in drawing multiple meanings of words and phrases?
- Why is it important to have command of standard English conventions?
- How do words and their use influence language and your ability to express your faith?
- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively; understand and convey Scripture?
- How do I determine the meaning of an unfamiliar word or usage and how does it influence language?

[Activities](#)

Language Standards	
Vocabulary Acquisition and Use	SEVENTH GRADE
SCRIPTURE	
<p><i>LORD...</i> <i>Make me an instrument of your peace;</i> <i>where there is hatred, let me sow love;</i> <i>where there is injury, pardon;</i> <i>where there is doubt, faith;</i> <i>where there is darkness, light and</i> <i>where there is sadness, joy.</i> Prayer of Saint Francis of Assisi</p>	
STANDARD	
<p>L. 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5a Interpret figures of speech (EXAMPLES: literary, biblical, and mythological allusions) in context.</p> <p>L.7.5b Use the relationship between particular words (EXAMPLES: synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (EXAMPLES: refined, respectful, polite, diplomatic, condescending).</p>	
EXAMPLES OF TEXT	
<p>Genesis, <u>Parables</u></p>	
Essential Questions	
<ul style="list-style-type: none"> • Why is figurative language essential to written creativity? • How do biblical writers use figurative language to engage the reader and convey meaning? • How do good readers construct meaning from text? • Why is it important to have command of standard English conventions? • How do words and their use influence language? • How does the depth of your vocabulary contribute to your ability to read, write, listen, and 	

<p>Speak more effectively and communicate truth, beauty, and goodness of faith?</p>
<p>Activities</p>

Language Standards	
Vocabulary Acquisition and Use	SEVENTH GRADE
SCRIPTURE	
<p><i>Jesus told them a story to teach them that they should keep on talking with God and not give up.</i> Luke 18</p>	
STANDARD	
<p>L. 7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including religious vocabulary; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
EXAMPLES OF TEXT	
<p>Daily Mass Readings, Parables</p>	
Essential Questions	
<ul style="list-style-type: none"> • Why is it important to have command of the language and culture of the time of Jesus to develop a personal relationship with Jesus and to communicate faith? • How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate faith? • To what extent does word choice affect one’s intended message? • Why is it important to have command of standard English conventions? • How do I determine the meaning of an unfamiliar word or usage? • How do words and their use influence language? 	
<p>Activities</p>	

Writing Standards	
Text Types and Purposes	SEVENTH GRADE
SCRIPTURE	
<p><i>I too will answer my share, I also will tell my opinion.</i> Job 32:17</p>	
STANDARD	
<p>W.7.1 I keeping with the tenant of our Catholic faith write arguments to support claims with clear reasons and relevant evidence to discover the Truth.</p> <p>W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>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.</p> <p>W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1d Establish and maintain a formal style.</p> <p>W.7.1e Provide a concluding statement or section that follows from and supports the</p>	

argument presented
EXAMPLES OF TEXT
Essential Questions
<ul style="list-style-type: none"> • How will the skill of creating logical, non-emotional arguments allow one to defend faith? • Why is it important to have strong evidence to make a logical, non-emotional argument? • In what way is word choice valuable in presenting your point of view?
<u>Activities</u>

Writing Standards	
Text Types and Purposes	SEVENTH GRADE
SCRIPTURE	
<i>Explaining and giving evidence that the Christ had to suffer and rise again from the dead, and saying, This Jesus whom I am proclaiming to you is the Christ. Acts 17:3</i>	
STANDARD	
<p>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/scripture.</p> <p>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.</p> <p>W.7. 2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2e Establish and maintain a formal style.</p> <p>W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
EXAMPLES OF TEXT	
<u>Nicene Creed</u> , <u>Apostles' Creed</u> , <u>Daily Mass Readings</u> , <u>Theology of the Body for Teens</u>	
Essential Questions	
<ul style="list-style-type: none"> • How does the Church use precise language to communicate doctrine and morality? • How does one determine relevant content to support a concrete idea? • In what way is precise language necessary in helping to establish and maintain a formal style? 	
<u>Activities</u>	

Writing Standards	
Text Types and Purposes	SEVENTH GRADE
SCRIPTURE	

I pray that the fellowship of your faith may become effective through the knowledge of every good thing which is in you for Christ's sake. Philemon 1:6

STANDARD

W. 7.3 With the teaching of Jesus as inspiration, write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

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.

W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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.

W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

EXAMPLES OF TEXT

[Daily Mass Readings](#), Acts of the Apostles

Essential Questions

- How did the Scripture authors use figurative/ imaginative language when communicating a relationship with God?
- How does point of view affect the direction a story will take?
- In what way is it important to use imagination when creating a narrative text?
- In what way is precise and vivid language necessary to create narrative texts?

Activities

Writing Standards

Production and Distribution of Writing

SEVENTH GRADE

SCRIPTURE

A good tree cannot produce bad fruit, nor can a bad tree produce good fruit. Matthew 7:18

STANDARD

W. 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXAMPLES OF TEXT

Essential Questions

- How do regular, varied writing opportunities make you a stronger writer and give you opportunities to share your character and relationship with Jesus?
- How does the self revision process affect the final product?
- How do writers select the genre of writing for a specific purpose and audience, specifically biblical authors?
- How do essential components of the writing process guide writers in the communication of

<p>ideas?</p> <ul style="list-style-type: none"> • How does the selection of resources impact the quality and validity of the research process and product?
<u>Activities</u>

Writing Standards	
Production and Distribution of Writing	SEVENTH GRADE
SCRIPTURE	
<i>But you, be sober in all things, endure hardship, do the work of an evangelist, fulfill your ministry.</i> 2 Timothy 4:5	
STANDARD	
W. 7.5 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, focusing on how well purpose and audience have been addressed.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How does the skill of revising, editing, and rewriting allow one to gain personal/spiritual conversion? • How do regular, varied writing opportunities make you a stronger writer and better communicator of your faith? • In what way is peer and adult revision necessary in contributing to the final product? • How does point of view affect a particular writing piece to make it unique from another writer’s perspective? • How do essential components of the writing process guide writers in the communication of ideas? • How does the selection of resources impact the quality and validity of the research process and product? 	
<u>Activities</u>	

Writing Standards	
Production and Distribution of Writing	SEVENTH GRADE
SCRIPTURE	
<i>Commit your works to the Lord and your plans will be established.</i> Proverbs 16:3	
STANDARD	
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.	

EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How do regular, varied writing opportunities make you a stronger writer and better communicator of your faith? • Why is technology a necessary tool to enhance the appearance of the final product? • How do essential components of the writing process guide writers in the communication of ideas? • How does the selection of resources impact the quality and validity of the research process and product? 	
<u>Activities</u>	

Writing Standards	
Research to Build and Present Knowledge	SEVENTH GRADE
SCRIPTURE	
<i>I have filled him with the Spirit of God in wisdom, in understanding, in knowledge, and in all kinds of craftsmanship. Exodus 31:3</i>	
STANDARD	
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.	
EXAMPLES OF TEXT	
<u>7th grade saints</u> with which there is a personal connection or devotion	
Essential Questions	
<ul style="list-style-type: none"> • How do regular, varied writing opportunities make you a stronger writer and communicator of your faith? • Why is it important to draw information from several sources when conducting a short research project? • How does the selection of resources impact the quality and validity of the research process and product? • How does research guide students to focus their ideas on a specific topic and support them in their ability to make firm statements regarding faith? • How do essential components of the writing process guide writers in the communication of ideas? 	
<u>Activities</u>	

Writing Standards	
Research to Build and Present Knowledge	SEVENTH GRADE
SCRIPTURE	
<i>I will fetch my knowledge from afar, And I will ascribe righteousness to my Maker. Job 36:3</i>	
STANDARD	
W. 7.8 Gather relevant information from multiple print and digital sources, and scripture 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.

EXAMPLES OF TEXT

[7th Grade Saints](#), Catholic periodicals

Essential Questions

- How do essential components of the writing process guide writers in the communication of ideas and express your faith?
- How do regular, varied writing opportunities make you a stronger writer and communicator of your faith?
- When is it more effective to quote or to paraphrase, and how will the skill of effective paraphrasing and use of credible resources allow one to become a credible witness of faith?
- Why is following a universal format for citation important?
- How does research guide students to focus their ideas on a specific topic?
- How does the selection of resources impact the quality and validity of the research process and product?

[Activities](#)

Writing Standards

Research to Build and Present Knowledge

SEVENTH GRADE

SCRIPTURE

Therefore we ought to support such men, so that we may be fellow workers with the truth. 3
John 1:8

STANDARD

W. 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research over the religion standards.

W.7.9a Apply grade 7 reading standards to literature (EXAMPLE: 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).

W.7.9b Apply grade 7 reading standards to literary nonfiction (EXAMPLE: 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).

EXAMPLES OF TEXT

[7th Grade Saints](#)

Essential Questions

- How do essential components of the writing process guide writers in the communication of ideas and better communicator of your faith?
- How do regular, varied writing opportunities make you a stronger writer and communicator of your faith?
- Why is evidence important when generating responses to different reading genres?
- How can evidence support claims in fiction and nonfiction writing?
- Why is following a universal format for citation important?
- How does research guide students to focus their ideas on a specific topic?

[Activities](#)

Writing Standards	
Range of Writing	SEVENTH GRADE
SCRIPTURE	
<i>My words are from the uprightness of my heart, And my lips speak knowledge sincerely.</i> Job 33:3	
STANDARD	
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) over the religion standards for a range of discipline-specific tasks, purposes, and audiences.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How do essential components of the writing process guide writers in the communication of ideas and their faith? • How do regular, varied writing opportunities make you a stronger writer and communicator of your faith? • How does regular writing, reflecting, and editing allow one to develop a personal prayer, reflection, and relationship with the person of Jesus? • Why are writing tasks that are done routinely and in a timely manner important in becoming a more proficient writer? • Why is it important to periodically reflect on your own piece of writing? 	
<u>Activities</u>	

Speaking and Listening Standards	
Comprehension and Collaboration	SEVENTH GRADE
SCRIPTURE	
<i>And the one who searches hearts knows what is the intention of the Spirit, because it intercedes for the holy ones according to God's will.</i> Romans 8:27	
STANDARD	
<p>SL.7.1 Discover the truth, beauty and goodness in the world by engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p>	

SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
EXAMPLES OF TEXT
Daily Mass Readings
Essential Questions
<ul style="list-style-type: none"> • How does development of conversation and discussion allow one to express faith and develop a personal relationship with the person of Jesus? • To what extent can a conversation affect change? • Why is discussion important to consensus building? • What is my role in communication (as a listener, speaker, thinker)? • How do sources of information affect the communication process? • Why do I adapt my communication to different purposes and audiences?
Activities

Speaking and Listening Standards	
Comprehension and Collaboration	SEVENTH GRADE
SCRIPTURE	
<i>Therefore, we aspire to please him, whether we are at home or away. 2 Corinthians 5:9</i>	
STANDARD	
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. (EXAMPLES: vocations, sacraments)	
EXAMPLES OF TEXT	
Parables	
Essential Questions	
<ul style="list-style-type: none"> • How does development of communication allow one to express faith? • To what extent does the message of the media affect an audience? • How can supporting details contribute to the speaker’s message? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? 	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	SEVENTH GRADE
SCRIPTURE	
<i>Everything must be done 1 Corinthians 14:40</i>	
STANDARD	
SL. 7.3 Using the Catholic perspective delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	

EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How does sound reasoning allow one to defend one’s faith? • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? • How do I adapt my communication to different purposes and audiences? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SEVENTH GRADE
SCRIPTURE	
<i>But I have raised you up[a] for this very purpose, that I might show you my power and that my name might be proclaimed in all the earth. Exodus 9:16</i>	
STANDARD	
SL. 7.3 Using the Catholic perspective delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
EXAMPLES OF TEXT	
Gospels , Lives of the Saints Literature	
Essential Questions	
<ul style="list-style-type: none"> • How did Jesus adapt his communication to reach his audience? • How did the saints develop communication to influence the people of the time and us today? • How does an understanding of communication skills allow one to express faith? • In what ways do we use persuasion to express our point of view? • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SEVENTH GRADE
SCRIPTURE	
<i>But I have raised you up[a] for this very purpose, that I might show you my power and that my name might be proclaimed in all the earth. Exodus 9:16</i>	
STANDARD	
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.	
EXAMPLES OF TEXT	
Gospels , Lives of the Saints literature	
Essential Questions	
<ul style="list-style-type: none"> • How did Jesus adapt his communication to reach his audience? 	

- How did the saints develop communication to influence the people of the time and us today?
- How does an understanding of communication skills allow one to express faith?
- In what ways do we use persuasion to express our point of view?
- What is my role in communication (as a listener, speaker, thinker, and as a Catholic)?
- How do sources of information affect the communication process?
- How do I adapt my communication to different purposes and audiences?

[Activities](#)

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SEVENTH GRADE
SCRIPTURE	
<i>Then Peter came up and said to him, Lord, how often will my brother sin against me, and I forgive him? As many as seven times? Jesus said to him, I do not say to you seven times, but seventy-seven times. Matthew 18: 21-22</i>	
STANDARD	
SL. 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points in the religion standards.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? • What are the pros and cons of using technology to clarify and/or enhance information? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? • How does a visual aid enhance communication and make evident what is being communicated? 	
<u>Activities</u>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SEVENTH GRADE
SCRIPTURE	
<i>While they were eating, he took bread, said the blessing, broke it, and gave it to them, and said, "Take it; this is my body". Then he took a cup, gave thanks, and gave it to them, and they all drank from it. He said to them "This is my blood of the covenant, which will be shed for many." Mark 14: 22-24</i>	
STANDARD	
SL. 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How will command of formal English allow one to express faith? • Why is it important to adapt speech for a target audience? • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? 	

- How do sources of information affect the communication process?
- How do I adapt my communication to different purposes and audiences?
- How do I determine when to use formal language or informal language to communicate a message?

Activities

Scripture

New Testament

Matthew 26:36-46, Mark 14:32-42 (agony in the garden)

John 17, Matthew 6:9-14 (Jesus as a man of prayer)

John 13 (Jesus as servant, humility)

Matthew 21:12-17 (Anger)

Mark 2:1-12 (Authority to forgive)

John 6 (Bread of Life)

John 4 (Love and Mercy)

John 10:1-18 (Jesus as Shepherd)

Matthew 26:26-30 (The Last Supper)

Matthew 28:18-20 (The Great Commission)

John 6 (The Bread of Life)

John 20:21 (Sent by the Father)

1 Timothy 4:12 (Ageism)

Luke 10:29-37 (Good Samaritan)

Galatians 3:26-29 (Equality of all baptized)

Matthew 5-7 (Sermon on the Mount)

Matthew 8:1-4 (Cleansing of the Leper)

Matthew 13 (The purpose of miracles)

John 2:1-12 (Wedding at Cana)

Beatitudes

Matthew 5:3-12

“Blessed are the poor in spirit,
for theirs is the kingdom of heaven.

Blessed are those who mourn,
for they will be comforted.

Blessed are the meek,
for they will inherit the earth.

Blessed are those who hunger and thirst for righteousness,
for they will be filled.

Blessed are the merciful,
for they will be shown mercy.

Blessed are the pure in heart,
for they will see God.

Blessed are the peacemakers,
for they will be called children of God.

Blessed are those who are persecuted because of righteousness,
for theirs is the kingdom of heaven.

“Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. ¹² Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.

Corinthians 13

13 If I speak in the tongues^[a] of men or of angels, but do not have love, I am only a resounding gong or a clanging cymbal. ² If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing. ³ If I give all I possess to the poor and give over my body to hardship that I may boast,^[b] but do not have love, I gain nothing.

⁴ Love is patient, love is kind. It does not envy, it does not boast, it is not proud. ⁵ It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. ⁶ Love does not delight in evil but rejoices with the truth. ⁷ It always protects, always trusts, always hopes, always perseveres.

⁸ Love never fails. But where there are prophecies, they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away. ⁹ For we know in

part and we prophesy in part, ¹⁰ but when completeness comes, what is in part disappears. ¹¹ When I was a child, I talked like a child, I thought like a child, I reasoned like a child. When I became a man, I put the ways of childhood behind me. ¹² For now we see only a reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known.

¹³ And now these three remain: faith, hope and love. But the greatest of these is love.

Daily Mass Readings

<http://www.usccb.org/bible/readings/061317.cfm>

Additional Scripture

R.7.2 -- John 2: 1-11 (Wedding at Cana)

R.7.3 -- Acts 9:1-22 (The Conversion of Paul)

Virtues

Theological Virtues: faith, hope, charity

Cardinal Virtues: prudence, justice, fortitude, temperance

Theology of the Body

Saints

Personal connection and devotions with a specific saint

St. Peter Claver

St. Agnes

St. Maria Goretti

St. Giana Molla

St. Dominic

St. John Neumann

St. Thomas Aquinas

St. Stephen the Martyr

St. Peter and Paul

St. Elizabeth Ann Seton

St. Rose of Lima

Prayers

Faith

Hope

Love

Angelus

Nicene Creed

Intro Magnificat

Vocation Prayer

Prayers of Thanksgiving

Personal Petitions

Contrition

Prayer of Adoration/Praise

Time in Adoration

Novenas

Personal Vocation discernment

Meditation through Scripture

Written reflection/journal

Participates in the Stations of the Cross

Nicene Creed

I believe in one God,
the Father almighty,
maker of heaven and earth,
of all things visible and invisible.

I believe in one Lord Jesus Christ,
the Only Begotten Son of God,
born of the Father before all ages.
God from God, Light from Light,
true God from true God,
begotten, not made, consubstantial with the Father;
through him all things were made.
For us men and for our salvation
he came down from heaven,

and by the Holy Spirit was incarnate of the Virgin Mary,
and became man.

For our sake he was crucified under Pontius Pilate,
he suffered death and was buried,
and rose again on the third day
in accordance with the Scriptures.
He ascended into heaven
and is seated at the right hand of the Father.
He will come again in glory
to judge the living and the dead
and his kingdom will have no end.

I believe in the Holy Spirit, the Lord, the giver of life,
who proceeds from the Father and the Son,
who with the Father and the Son is adored and glorified,
who has spoken through the prophets.

I believe in one, holy, catholic and apostolic Church.
I confess one Baptism for the forgiveness of sins
and I look forward to the resurrection of the dead
and the life of the world to come. Amen.

Apostles' Creed

I believe in God,
the Father almighty,
Creator of heaven and earth,
and in Jesus Christ, his only Son, our Lord,

who was conceived by the Holy Spirit,
 born of the Virgin Mary,
 suffered under Pontius Pilate,
 was crucified, died and was buried;
 he descended into hell;
 on the third day he rose again from the dead;
 he ascended into heaven,
 and is seated at the right hand of God the Father almighty;
 from there he will come to judge the living and the dead.

I believe in the Holy Spirit,
 the holy catholic Church,
 the communion of saints,
 the forgiveness of sins,
 the resurrection of the body,
 and life everlasting. Amen.

Songs

Commandments

5th, 6th and 9th Commandments as they relate to human dignity

All 10 Commandments (Reconciliation examination of conscience)

Sacraments

All sacraments as instituted by Christ

Participation in Reconciliation/Eucharist

Parables

<u>Parables of Jesus in Chronological Order</u>				
	Parable	Matthew	Mark	Luke
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 nd time, see #3)		4:21-22	8:16, 11:33

7	Rich man foolishly builds bigger barns			12:16-21
8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9
11	Sower and four types of soil	13:3-8, 18-23	4:3-8,14-20	8:5-8,11-15
12	Weeds among good plans (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		
21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14
37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 nd time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 nd time, see #8)		13:35-37	

45	Three servants given talents (also see #37)	25:14-30		
46	Sheep and goats will be separated	25:31-46		

Mysteries of the Rosary

Literature R.7.1

Short Stories

Thank You Ma'am by Langston Hughes

The Two Brothers by Leo Tolstoy

Poems

The Road Not Taken by Robert Frost

The Arrow and the Song by Henry Wadsworth Longfellow

Novels

The Call of the Wild by Jack London

The Long Winter by Laura Ingalls Wilder

Informational Texts

Saint biographies (age appropriate) - see "Seventh Grade Saint Studies"

Literature R.7.2

Novels

Little Women by Alcott

Where the Red Fern Grows by Rawls

Wonder by R.J. Palacio

Short Stories

The Fisherman and His Wife by Grimm

The Gift of the Magi by O'Henry

Informational Texts

Saint biographies (age appropriate) - see "Seventh Grade Saint Studies"

Newsela articles

Literature R.7.3

Novels/Short Stories -

To Kill a Mockingbird by Harper Lee

The Necklace by Guy de Maupassant

Literature R.7.4

The following suggestions could be used to support students as they investigate how words/phrases provide deeper meaning.

Prayers:

- *Hail, Holy Queen*
- *Memorare*
- Prayers of Thanksgiving
- Novenas

The Ten Commandments - especially the 5th, 6th, and 9th Commandments as they relate to human dignity.

Poems:

Jabberwocky by Lewis Carroll

I Sing the Battle by Harry Kemp

The Dawn's Awakening! by Otto Leland Bohanan (Great while teaching the Harlem Renaissance.).

Additional suggestions:

The People Could Fly by Virginia Hamilton

Where the Red Fern Grows by Rawls

Literature R.7.5

Poems

Love that Dog by Sharon Creech

Stopping by Woods on a Snowy Evening by Robert Frost

The Red Wheelbarrow by William Carlos Williams

Psalms

Psalm 27

Psalm 127

Psalm 1

Psalm 123

Literature R.7.6

Echo and Narcissus

To Kill a Mockingbird by Harper Lee

Picture Books:

The True Story of the Three Little Pigs by Jon Scieszka

The Day the Crayons Quit by Drew Daywalt

Literature R.7.7

Short Story:

The Monkey's Paw by W.W. Jacobs

The Gift of the Magi by O'Henry

Novels:

Red Badge of Courage by Stephen Crane

To Kill a Mockingbird by Harper Lee

Other suggestions:

Diary of Young Girl by Anne Frank

I Have a Dream speech, Martin Luther King, Jr (Text and video)

Literature R.7.8

Sword of the Spirit: A Beginner's Guide to St. Paul by Christopher Cuddy and Mark Hart

I am Malala by Malala Yousafzia

We Will Not Be Silent : How the White Rose Student Resistance Movement Defied Adolf Hitler by

Russell Freedman

Literature R.7.9

Oliver Twist by Charles Dickens

The Bronze Bow by Elizabeth Speare

Esperanza Rising by Pam Munoz Ryan

Literature R.7.10

Where the Red Fern Grows by Rawls

Little Women by Alcott

The Long Winter by Wilder

Literature L.7.1

Literature L.7.2

Literature L.7.3

Literature L.7.4

Literature L.7.5

Literature L.7.6

Literature W.7.1

Literature W.7.2

Literature W.7.3

Literature W.7.4

Literature W.7.5

Literature W.7.6

Literature W.7.7

Literature W.7.8

Literature W.7.9

Literature SL.7.1

Literature SL.7.2

Literature SL.7.3

Literature SL.7.4

Literature SL.7.5

Literature SL.7.6

Activities R.7.1

The following activities could be used to support students' ability to interpret the relationship between literal and inferential meanings.

- Create a character interview.
- Create a character trait analysis.
- Change a major element of the text to show the main character's reaction.
- Rewrite the ending of a story.

Activities R.7.2

The following activities could be used to support students in determining the importance of theme and summarizing content.

- Create a timeline of events.
- Students search for an inspirational quote/bible verse to define a theme and brainstorm stories, movies, or real life events in which you see this theme played out.
- Use biblical narratives as "case studies" to interpret personal faith, real life issues, and moral dilemmas.
- Post covers of books you have read and ask students to discuss whether or not the theme is evident in the cover.
- Read the dust cover of a book or introduction to a book of the bible and create a cover that conveys the theme.
- Complete a graphic organizer which highlights "the big idea."

- Conduct a class discussion debating the author’s message.
- Online story-mapping.
- Make Connections (Text-to-Self, Text-To-Text, Text-to-World).
- Use movie’s(G-rated) students know today to show the moral or theme (i.e. Pixar short films); support with Scripture, CCC, Catholic Social Teachings, Theology of the Body evidence

Activities R.7.3

The following activities could be used to support understanding of story elements and provide insight into the progression of a story:

- Plot diagram
- Character T-Chart
- Character interview
- Develop a comic strip
- Participate in a reader’s theater
- Play “Two Truths and a Lie”

Activities R.7.4

- Analyze specific words in a prayer to determine *meaning* and *tone*.
- Create a figurative Language Chart depicting examples
- Create an advertisement utilizing figurative language
- Compile a poetry booklet depicting examples of figurative language
- Use the book of Psalms to analyze rhymes/repetitions/use of poetry
- Practice using a thesaurus for word choice

Activities R.7.5

The following activities could be used to support students ability to determine the significance of text structure.

- Participate in literary centers/circles.
- Compare/Contrast various types of poetry.
- Write song lyrics for a theatrical review.
- Alter a chapter from a selected novel.

Activities R.7.6

Below you will find several activities to support a student’s understanding of how contrasting points of view in a text can reveal the purpose of characters within a text.

- Read and analyze news reports from various perspectives
- Rewrite chapter of a story from a different point of view

- Critique author’s point of view by providing a persuasive rebuttal
- Create a script or screenplay
- Participate in Reader’s Theater
- Read two accounts of the same experience.
- Rewrite a fairy tale from the antagonist’s point of view

Activities R.7.7

- After reading the text and watching Martin Luther King’s “I Have a Dream” speech, tie the words of MLK to the Church’s teachings on discrimination
- Create a video of a script
- Write a script production
- Compare and contrast film/live production to text
- Compare and contrast Scripture stories to film depictions ie: 10 Commandments

Activities R.7.8

The following activities could offer support in students’ ability to recognize and think about evidence and logic, as they are *key* to understanding argumentation.

- Write a position paper, a type of argument essay, which highlights a claim from the text which speaks to a Catholic perspective.
- 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.
- Select multiple quotes that provide the most sound reasoning to support a claim from the text. Then share your findings with a partner.
- Create an author’s point of view cartoon
- Analyze advertising from a magazine or newspaper
- Read aloud an editorial from the local paper and write a letter to the editor
- Map concepts in a web to note new information presented by the author
- Outline text structure
- Trace and evaluate the process of canonization or sainthood. Look at the saints and how they shaped the history of the church.

Activities R.7.9

- Discuss that there are historical fiction books that incorporate biblical history with fictional characters.
- Compare and analyze the gospel writers’ accounts of The Cleansing of the Temple, The Feeding of the 5,000, and The Death and Burial that appear in each of the four gospels. Each communicates something different about Jesus.
- Give students short articles on a common topic (for instance, stories about the same event from two separate newspapers or magazines) and look for common words or phrases

- Investigate the denotative and connotative differences between words in context of multiple written pieces
- After analysis of an author’s biography, attempt to determine which pieces of writing are from a particular author based on the words/ideas he or she uses
- Using a graphic organizer (T-organizer, etc.), extract facts and opinions from a piece of writing
- Extract meaningful words/phrases from a work of writing for analysis
- Summarize an article in a Twitter style “tweet” (in 140 characters or less)
- Analyze a humorous anecdote of an important event. Discuss the author’s techniques that made it humorous.

Activities R.7.10

- Read a variety of nonfiction and fiction pieces to determine which form resonates with them and why?
- Write a memoir recounting a specific person, place, experience, event, day, moment, work of art or another specific thing to convey its significance to you.
- Read a synoptic story from the gospels and share which one resonates with them and why?

Activities L.7.1

- Construct different versions of the same sentence through the use of post-it notes (each post-it will denote one of the 5 Ws)
- Enact teacher selected simple sentences; elaborate with additional details (adverbs, adjectives, etc.) to construct complex sentences
- Examine a piece of Scripture and elaborate with additional details (adverbs, adjectives, etc.); compare the writing conventions of Scripture to common language.

Activities L.7.2

- Engage in small collaborative group-mechanics circles, whereby each student is assigned a specific role (punctuation protector, spelling seeker, capitalization captain) editing first drafts)
- Model a mini-lesson for peers, teaching one rule specific to capitalization, punctuation, or spelling
- Engage in process writing utilizing proper mechanics
- Review articles from the newspaper or other periodical to find proper and improper use of mechanics.
- Participate in editing a teacher selected passage using the correct spelling, punctuation and capitalization
- Engage in peer editing by projecting student writing samples onto whiteboard/SmartBoard, thereby allowing students to apply knowledge of editing symbols

Activities L.7.3

- Engage in a debate of a controversial issue and support their position with precise content-specific concepts, words, and phrases focusing on the Catholic perspective
- Construct a persuasive/argumentative essay implementing peer feedback
- Read, discuss, and interpret the surface and deeper meanings of the parables of Jesus.

Activities L.7.4

- Read and identify unknown words from the precepts of the Church.
- Do research on Church history while paying close attention to vocabulary.
- Study scripture, specifically the parables, and search for multiple meaning words. Use the footnotes to learn cultural understanding of the words.
- Create a personal dictionary using vocabulary cues such as illustrations, synonyms, antonyms, sensory associations, etc.
- Construct meaning of words based on context clues provided within the given passage.
- Create bookmarks that identify multiple strategies students can use when determining the meaning of a word (such as: examine context clues within a passage; referring to a list of common prefixes, roots, and suffixes; consulting a thesaurus or dictionary)
- Create a PowerPoint to demonstrate understanding and appropriate application of Greek and/or Latin roots, prefixes, and suffixes.
- Collaborate to navigate and explain how to use various reference sites such as the USCCB, Catholic Online, New Advent, Saint sources, etc.
- Collaborate to generate multiple words using a set of given prefixes, roots, and suffixes

Activities L.7.5

- Read, analyze, and identify figurative language in the parables and Genesis story.
- Create a skit enacting the meaning of an idiom.
- Construct flashcards that identify lines of poetry on one side and the type of figurative language being utilized on the other side.
- Describe sensory details of a particular type of object utilizing specific forms of figurative language.
- Explain an artist's application of figurative language within his/her song lyrics.
- Study a gospel to determine the author's perspective and image of Jesus conveyed in the writing. Apply the figurative image of the writing to the person of Jesus.
- Compare and contrast how connotation and denotation changes the meaning of a sentence.

Activities L.7.6

- Using the Bible, collaborate in small groups to use domain specific vocabulary to construct a summary or story.
- Using the Bible, collaborate in a small group to rewrite a parable using current vocabulary without losing the context/meaning of the parable.

- Create a speech appropriately applying domain specific vocabulary.
- Engage in completing concept webs (such as KWHL charts).

Activities W.7.1

- Write an argumentative essay that demonstrates ways in which students can respect themselves and others.
- Create an advertisement.
- Create a script for a commercial using persuasive techniques learned.
- Read a advertisements and locate/highlight persuasive techniques.
- Using historical events such as genocide or health issues such as childhood obesity and smoking to identify the use of propaganda.

Activities W.7.2

- Examine topics such as the *Nicene Creed* and *Apostles' Creed* to understand periods of church history and then write a piece explaining your findings.
- Create a variety of graphic organizers/ outlines to support your topic.
- Compare/contrast a 21st century issue (environmental or health) distinguishing relevant and irrelevant information from speculative information.
- Create an explanatory piece using with emphasis on transitional words with cohesion and clarity.

Activities W.7.3

- Write narratives with the same themes as scripture passages, such as readings from the Acts of the Apostles or parables of Jesus.
- Create a narrative using graphic organizers (for example a plot diagram) to list sequence of events during the brainstorming stages of the writing process.
- Dissect a current reading piece to identify story elements prior to creating their own composition, thus leading to writing.
- Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs.
- Write a class narrative story (“round-robin style”). – possible activity is to assign each student a specific length to write (a paragraph) about a teacher directed topic.
- Create a graphic novel (comic book style).
- Using a graphic organizer, such as a Venn Diagram,

Activities W.7.4

- With the class, create a rubric for grading.
- Write a memoir.
- Identify the structure of a memoir through a published author’s piece.

Activities W.7.5

- Conduct conferences in cooperative groups so that students can take on specific roles (theologian, content and organization, mechanics, sentence construction, and usage) to edit their work.

Activities W.7.6

- Practice citing sources using MLA.
- Internet scavenger hunt to become acclimated with surfing the web for credible, supporting information.

Activities W.7.7

- Based on research done, expand on a list of questions to write a research paper about a saint
- Based on research done, expand on a list of focused questions to be answered throughout the research paper.
- Write a research paper about our Faith
- Provide students with a list of sources and then have students determine their credibility.
- Perform peer and teacher led conferences to ensure focus is on task.

Activities W.7.8

- Develop a project over the lives of the saints.
- Write a response to problems in issues from the Catholic perspective.
- Create a bibliography based on a standard format.
- Paraphrase an article to identify a main idea.
- Read an article and place quotes around one essential idea.
- Using the same article, extrapolate a quote and paraphrase.
- Give students a list of footnotes and have them create a bibliography.
- Provide multiple print and digital sources and create a bibliography or work cited page.

Activities W.7.9

- Create a graphic organizer to compare/contrast a fictional character or event with a historical or factual event identifying the beauty, truth and goodness. (i.e. A Christmas Carol and the Victorian period).
- Create foldables to distinguish connections (text-to-text, text-to-self, text-to-world)
- List evidence that supports claims found within various forms of texts/genres in response to an open-ended question

Activities W.7.10

- Keep a periodic writing journal with teacher driven topics.
- Partake in a self-assessments and peer assessments using the state's rubric as a guide.
- Perform conferences with teacher and peers during revising/editing stage.
- Self-reflect periodically comparing/contrasting various forms of writing submitted in portfolio.
- Create a chapter book or children's story.
- Research a topic for relevant facts one of the 21st Century themes.

Activities SL.7.1

- Have conversations about the lives of favorite saints.
- Review and discuss the Church's response to problem areas.
- Review the foundational processes involved in public speaking.
- Interview faculty members with a focus on questioning technique.
- Develop and craft strong open-ended questions for teachers to answer.
- Identify pros/cons of a class initiated topic pertaining to school culture (homework policy, technology in class) with points to debate.
- Examine a model conversation such as a fish-bowl activity that is guided by teacher's questions. Topics: current events, literature read in class, environmental concerns, health-related issues all from the Catholic perspective.
- Examine and critique a model of a successful and age appropriate interview.

Activities SL.7.2

- View product commercials and identify the main idea and supporting details used to clarify the topic represented in the commercial.
- Ask a lifelong Catholic who has made a commitment to service to speak to the class and analyze the main ideas and supporting details presented.
- Ask a priest or religious to speak to the class and analyze the main ideas and supporting details presented.
- Analyze the main ideas and supporting details used by Jesus in the parables.

Activities SL.7.3

- Review and critique a round table discussion, in order to evaluate the soundness of the reasoning and relevancy of the message or position.
- Use current events and topics to compare society with Catholic morality based on the teachings of the church.
- Review and critique political debates in order to prepare an original argument for debate.
- Research debate strategies.
- Review persuasive arguments and strategies.

Activities SL.7.4

- Participate in speech exercises relating to volume and pronunciation.
- Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of the speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic.
- Review elements of persuasion.
- Identify credible sources for use in support of claims. Identify Catholic resources to support a claim. Work in cooperative groups to review possible topics for presentation.
- Investigate the incorporation of visual aids to enhance one's argument.
- Prepare and present a personal witness/testament to the class.
- Outline salient points in presenting an argument.

Activities SL.7.5

- Create charts and visual displays which include statistics, demographics and geography as evidence to support claims.
- Create a visual aid and verbal presentation on the life of a saint.

Activities SL.7.6

- Watch public speeches, discussing strengths and weaknesses, and how they support the Catholic worldview.
- Review specific vocabulary used in persuasive speeches, as well as in critiquing.

EIGHTH GRADE ELA STANDARDS

(Click on the link to see specific details for each standard)

Reading Standards for All Text Types

[R.8.1](#) Discover the truth, beauty, and goodness in the world by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[R.8.2](#) While searching for truth, beauty, and goodness in the world, determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, to the characters, setting, and plot; provide an objective summary, including the Catholic view of the text/parable

[R.8.3](#) Analyze how particular lines of dialogue or incidents in a story (especially in the lives of the saints) or drama propel the action, reveal aspects of a character, or provoke a decision and how a text makes connections among and distinctions between individuals, ideas, or events, through comparisons, analogies, or categories

[R.8.4](#) Discover the Truth, beauty and goodness in the world by determining the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

[R.8.5a](#) Analyze in detail the structure of a specific paragraph in a text, (scripture) including the role of particular sentences in developing and refining a key concept

[R.8.5b](#) Compare and contrast the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.

[R.8.6a](#) Determine an author's point of view or purpose in a text or scripture

[R.8.6b](#) Analyze how the author acknowledges and responds to conflicting evidence or viewpoints

[R.8.6.c](#) Analyze how differences in the points of view of the characters and the audience or reader (created through the use of dramatic irony) create such effects as suspense or humor.

[R.8.7](#) Evaluate the advantages and disadvantages of using different media to present a particular topic or idea and analyze the extent to which any religious filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

[R.8.8a](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient

R.8.8b Recognize when irrelevant evidence is introduced or contrary to Church teaching.

[R.8.9](#) Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

[R.8.10](#) By the end of the year, read and comprehend literature, including scripture, stories, dramas, poems and literature about religious figures, at the high end of grades 6–8 text complexity band independently and proficiently.

Language Standards

[L.8.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including any written material in religion.

L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1b Form and use verbs in the active and passive voice.

L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.

[L.8.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b Use an ellipsis to indicate an omission.

L.8.2c Spell correctly.

[L.8.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

[L.8.4](#) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies, including vocabulary related to the Mass, such as: pyx, sanctuary, nave, tabernacle, ambo, etc.

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.

(EXAMPLE: Discuss how knowing the context of scripture readings aids in understanding of difficult language.)

L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (EXAMPLES: precede, recede, secede), especially religious words.

L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, Catechism, Bible), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4d Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary, Bible, or Catechism.

[L.8.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including those used in scripture.

L.8.5a Interpret figures of speech, such as verbal irony and puns in context, including metaphors made in the parables.

L.8.5b Use the relationship between particular words to better understand each of the words, cross-referencing like passages in each gospel.

L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (EXAMPLES: bullheaded, willful, firm, persistent, resolute; "the eye of the needle" in Jesus' parable).

[L.8.6](#) Acquire and use accurately grade-appropriate general academic, religious, and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing Standards

[W.8.1 W82](#) Considering the teachings of Jesus, write arguments to support claims with clear reasons and relevant evidence

W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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.

W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d Establish and maintain a formal style.

W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

[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 including scripture.

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.

W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2e Establish and maintain a formal style.

W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

[W. 8.3](#) With the teaching of Jesus as inspiration write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (EXAMPLE Compare the lives of the saints to our own lives or the lives of others.)

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.

W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

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.

W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

[W. 8.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[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 new approach, focusing on how well purpose and audience have been addressed.

[W. 8.6](#) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

[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.

[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.

[W. 8.9](#) Draw evidence from literary or informational texts, including the Bible, to support analysis, reflection, and research.

W.8.9a Apply grade 8 reading standards to literature (EXAMPLE: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).

W.8.9b Apply grade 8 reading standards to literary nonfiction (EXAMPLE: 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).

[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.

Speaking and Listening Standards

[SL.8.1](#) Discover the Truth, beauty and goodness in the world engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, including theological issues, building on others' ideas and expressing one's own ideas clearly.

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.

SL.8. 1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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.

SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

[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, looking especially for religious bias.

[SL. 8.3](#) Keeping in mind the Catholic worldview 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 (EXAMPLE: the speakers at a pro-life forum)

[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 (EXAMPLE: saint presentations).

[SL. 8.5](#) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

[SL. 8.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. See grade 8 Language standards 1 and 3 on page 52 [of the CCSS] for specific expectations, including appropriate speech for readings at Mass, the Psalms, universal prayers of the Church, etc.

Reading Standards for All Text Types	
ELA-Key Ideas and Details	EIGHTH GRADE
SCRIPTURE	
<i>All bitterness, fury, anger, shouting, and reviling must be removed from you, along with all malice.[And] be kind to one another, compassionate, forgiving one another as God has forgiven you in Christ.</i> Ephesians 4:31-32	
STANDARD	
R.8.1 Discover the truth, beauty, and goodness in the world by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
EXAMPLES OF TEXT	
Scripture , Prayers , Parables , Mysteries of the Rosary , Daily Mass Readings , 8th Grade Saints studies with which there is a personal connection or devotion, Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does my evidence measure up to God’s plan or expectations? • How does my evidence reveal God’s graciousness, presence, and transcendence? • How does prior knowledge and selection of textual evidence deepen comprehension of text? (ie reading the Mass readings in advance of Mass) • How do I use textual evidence to support my analysis of what the text says explicitly as well as inferences drawn from the text? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	EIGHTH GRADE
SCRIPTURE	
<i>Jesus replied to them, now the hour has come for the Son of man to be glorified.</i> John 12:23	
STANDARD	
R.8.2 While searching for truth, beauty, and goodness in the world, determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, to the characters, setting, and plot; provide an objective summary, including the Catholic view of the text/parable	
EXAMPLES OF TEXT	
Parables , Scripture , Biographies of Saints , Daily Mass Readings , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the theme of a text contribute to strengthening one’s moral character, worldview, and virtue? • What is the established relationship between theme in literature, and supplemental literary elements: characters, setting, and plot? • In what way can summarizing literature establish an overall understanding of literary aspects within a text? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	EIGHTH GRADE
SCRIPTURE	
<i>Rejoice in the Lord always. I shall say it again: rejoice! Your kindness should be known to all. The Lord is near.</i> Philippians 4: 4-5	
STANDARD	
R.8.3 Analyze how particular lines of dialogue or incidents in a story (especially in the lives of the saints) or drama propel the action, reveal aspects of a character, or provoke a decision and how a text makes connections among and distinctions between individuals, ideas, or events, through comparisons, analogies, or categories	
EXAMPLES OF TEXT	
Scripture , Biographies about Saints , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the analysis of dialogue between characters provoke a deeper understanding of text and literary elements? • How do individual ideas influence others and events? (Consider how it relates to Church history and the lives of the saints.) • How is the character beautiful, truthful, or good compared to the other characters in the text? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	EIGHTH GRADE
SCRIPTURE	
The Beatitudes Matthew 5:3-12	
STANDARD	
R.8.4 Discover the Truth, beauty and goodness in the world by determining the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
EXAMPLES OF TEXT	
Scripture , Biographies about Saints , Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does the skill of recognition of the use of text/language allow one to be an effective communicator of faith? • In what ways does the selected vocabulary within text enrich the experience and understanding of literature? • How do literary devices affect meaning in a text? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	EIGHTH GRADE
SCRIPTURE	
<i>So faith, hope, love remain, these three; but the greatest of these is love.</i> Love 1 Corinthians, Chapter 13	
STANDARD	
R.8.5a Analyze in detail the structure of a specific paragraph in a text, (scripture) including the role of particular sentences in developing and refining a key concept	
R.8.5b Compare and contrast the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.	
EXAMPLES OF TEXT	
Scripture , Prayers , Parables , Mysteries of the Rosary , Daily Mass Readings , 8th Grade Saint studies with which there is a personal connection or devotion, Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> • How does comparing and contrasting text structure assist in deciphering meaning and style? • How does the structure of a piece of text reveal what is beautiful, truthful, or good and contribute to meaningful comprehension? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	EIGHTH GRADE
SCRIPTURE	
<i>Since many have undertaken to compile a narrative of the events that have been fulfilled among us, just as those who were eyewitnesses from the beginning and ministers of the word have handed them down to us, I too have decided, after investigating everything accurately anew, to write it down in an orderly sequence for you, most excellent Theophilus, so that you may realize the certainty of the teachings you have received.</i> Luke 1:1-4	
STANDARD	
R.8.6a Determine an author’s point of view or purpose in a text or scripture	
R.8.6b Analyze how the author acknowledges and responds to conflicting evidence or viewpoints	
R.8.6.c Analyze how differences in the points of view of the characters and the audience or reader (created through the use of dramatic irony) create such effects as suspense or humor.	
EXAMPLES OF TEXT	
Scripture , Prayers , Daily Mass Readings , 8th Grade Saint studies with which there is a personal connection or devotion, Literature reflecting Catholic morals/values	

Essential Questions

- In what ways do multiple points of view create dramatic effects in literature and scripture?
- In what ways do omniscient, first-person, and third-person limited points of view differ and what impact do they have on a reader's understanding of the text?
- In what way can point of view change the message of a story?

Activities

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas

EIGHTH GRADE

SCRIPTURE

Keep yourselves in the love of God and wait for the mercy of our Lord Jesus Christ that leads to eternal life. Jude 1:21

STANDARD

R.8.7 Evaluate the advantages and disadvantages of using different media to present a particular topic or idea and analyze the extent to which any religious filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

EXAMPLES OF TEXT

[Scripture Daily Mass readings](#), [8th Grade Saint](#) studies with which there is a personal connection or devotion, [Literature](#) reflecting Catholic morals/values,

Essential Questions

- In what way does the evaluation of acting and directorial choices influence filmed or live story production?
- What are the advantages/disadvantages of using different mediums to present a particular topic or idea and increase understanding of the audience?

Activities

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas

EIGHTH GRADE

SCRIPTURE

All scripture is inspired by God and useful for refuting error, for guiding people's lives and teaching them to be upright.

This is how someone who is dedicated to God becomes fully equipped and ready for any good work. 2 Timothy 3: 16-17

STANDARD

R.8.8a Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient

R.8.8b Recognize when irrelevant evidence is introduced or contrary to Church teaching.

EXAMPLES OF TEXT

<p>Scripture Daily Mass Reading, Eighth Grade Saints biographies, Literature reflecting Catholic morals/values,</p>
<p>Essential Questions</p>
<ul style="list-style-type: none"> In what ways can a reader determine whether an author’s reasoning is sound and evidence is sufficient to support the intended meaning?
<p>Activities</p>

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	EIGHTH GRADE
SCRIPTURE	
<p><i>Trust in the Lord with all your heart, and do not rely on your own insight. In all your ways acknowledge him, and he will make straight your paths.</i> Proverbs 3:5-6</p>	
STANDARD	
<p>R.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	
EXAMPLES OF TEXT	
<p>Scripture, Daily Mass Readings, 8th Grade Saint studies with which there is a personal connection or devotion, Literature reflecting Catholic morals/values</p>	
<p>Essential Questions</p>	
<ul style="list-style-type: none"> In what way does the comparison of a modern work of fiction to the original text expand the reader’s understanding of the author’s intent. 	
<p>Activities</p>	

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	EIGHTH GRADE
SCRIPTURE	
<p><i>Thy word is a lamp to my feet and a light to my path.</i> Psalm 119:105</p>	
STANDARD	
<p>R.8.10 By the end of the year, read and comprehend literature, including scripture, stories, dramas, poems and literature about religious figures, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	
EXAMPLES OF TEXT	
<p>Scripture, Daily Mass Readings, 8th Grade Saint studies with which there is a personal connection or devotion, Literature reflecting Catholic morals/values</p>	
<p>Essential Questions</p>	
<ul style="list-style-type: none"> How does reading deepen your relationship with Jesus and allow you to communicate faith? Why is reading important? Why is it important to read a variety of literary forms in Scripture to reveal the truth, beauty, 	

and goodness of your relationship with Jesus?

[Activities](#)

Language Standards

Conventions of Standard English

EIGHTH GRADE

SCRIPTURE

Love does not delight in evil but rejoices with the truth. 1 Corinthians 13:6

STANDARD

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including any written material in religion.

L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.1b Form and use verbs in the active and passive voice.

L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.

EXAMPLES OF TEXT

[Scripture](#)

Essential Questions

- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate faith?
- How do voice and intonation affect the message being communicated?
- To what extent do the rules of language affect communication?
- To what extent does the complexity of a sentence impact written communication?
- Why is it important to have command of standard English conventions?
- How do I determine the meaning of an unfamiliar word or usage?

[Activities](#)

Language Standards

Conventions of Standard English

EIGHTH GRADE

SCRIPTURE

But Jesus said, Let the little children come to me. Don't stop them, because the kingdom of heaven belongs to people that are like these children.

Matthew 19:14

STANDARD

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2b Use an ellipsis to indicate an omission.

L.8.2c Spell correctly.

EXAMPLES OF TEXT

[Scripture](#)

Essential Questions

- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate your faith?
- Why is it important to have command of standard English conventions?
- How do I determine the meaning of an unfamiliar word or usage particularly in biblical text ?

[Activities](#)

Language Standards

Knowledge of Language

EIGHTH GRADE

SCRIPTURE

Upon this rock, I will build my church. Matthew 16:18

STANDARD

L. 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

EXAMPLES OF TEXT

[Daily Mass Readings](#), [Scripture](#)

Essential Questions

- How do voice, intonation, and mood affect the message being communicated?
- How do I determine the meaning of an unfamiliar word or usage, particularly biblical text ?
- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate your faith?

[Activities](#)

Language Standards

Vocabulary Acquisition and Use

EIGHTH GRADE

SCRIPTURE

Your word is a lamp to my feet and a light for my path. Psalm 119:105

STANDARD

L. 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies, including vocabulary related to the Mass, such as: pyx, sanctuary, nave, tabernacle, ambo, etc.

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.

(EXAMPLE: Discuss how knowing the context of scripture readings aids in understanding of difficult language.)

L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the

<p>meaning of a word (EXAMPLES: precede, recede, secede), especially religious words.</p> <p>L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, Catechism, Bible), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.4d Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary, Bible, or Catechism.</p>
EXAMPLES OF TEXT
Daily Mass Readings, Scripture
Essential Questions
<ul style="list-style-type: none"> • How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate your faith? • To what extent does knowledge of etymology enlarge the scope of one’s vocabulary? • How does knowledge of language assist in drawing multiple meanings of words and phrases?
Activities

Language Standards	
Vocabulary Acquisition and Use	EIGHTH GRADE
SCRIPTURE	
<i>If we tell God our sins, he will forgive us and make us clean again. 1 John 1:9</i>	
STANDARD	
<p>L. 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including those used in scripture.</p> <p>L.8.5a Interpret figures of speech, such as verbal irony and puns in context, including metaphors made in the parables.</p> <p>L.8.5b Use the relationship between particular words to better understand each of the words, cross-referencing like passages in each gospel.</p> <p>L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (EXAMPLES: bullheaded, willful, firm, persistent, resolute; "the eye of the needle" in Jesus' parable).</p>	
EXAMPLES OF TEXT	
Scripture Daily Mass Readings , Parables	
Essential Questions	
<ul style="list-style-type: none"> • How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate your faith? • In what way is figurative language important to written creativity? 	
Activities	

Language Standards	
Vocabulary Acquisition and Use	EIGHTH GRADE
SCRIPTURE	

So they went into the ark to Noah, by twos of all flesh in which was the breath of life. Those that entered, male and female of all flesh, entered as God had commanded him; and the Lord closed it behind him. Genesis 7:15-16

STANDARD

L 8.6 Acquire and use accurately grade-appropriate general academic, religious, and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EXAMPLES OF TEXT

[Daily Mass Readings](#), [Parables](#), [Scripture](#)

Essential Questions

- In what way does word choice affect one’s intended message?
- How does the depth of vocabulary contribute to your ability to read, write, listen, and speak more effectively and communicate your faith?

[Activities](#)

Writing Standards

Text Types and Purposes

EIGHTH GRADE

SCRIPTURE

Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you. Matthew 7:7

STANDARD

W.8.1 Considering the teachings of Jesus, write arguments to support claims with clear reasons and relevant evidence

W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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.

W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d Establish and maintain a formal style.

W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

EXAMPLES OF TEXT

[Scripture](#), [Fruits of the Holy Spirit](#)

Essential Questions

- How will the skill of creating logical, non-emotional arguments allow one to defend faith?
- Why is it important to have strong evidence to make a logical, non-emotional argument?
- In what way is word choice valuable in presenting your point of view?

[Activities](#)

Writing Standards

Text Types and Purposes	EIGHTH GRADE
SCRIPTURE	
<i>Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you.</i> Matthew 7:7	
STANDARD	
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 including scripture.	
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.	
W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.8.2e Establish and maintain a formal style.	
W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	
EXAMPLES OF TEXT	
Scripture , Lives of the Saints , Church History Text	
Essential Questions	
<ul style="list-style-type: none"> • How does the Church use precise language to communicate doctrine and morality? • How does one determine relevant content to support a concrete idea? • In what way is precise language necessary in helping to establish and maintain a formal style? 	
Activities	

Writing Standards	
Text Types and Purposes	EIGHTH GRADE
SCRIPTURE	
<i>Remember those who led you, who spoke the word of God to you; and considering the result of their conduct, imitate their faith.</i> Hebrews 13:7	
STANDARD	
W. 8.3 With the teaching of Jesus as inspiration write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (EXAMPLE Compare the lives of the saints to our own lives or the lives of others.)	
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.	
W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection,	

to develop experiences, events, and/or characters.

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.

W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

EXAMPLES OF TEXT

[8th Grade Saint Studies](#), [Scripture](#)

Essential Questions

- How did the Scripture authors use figurative/ imaginative language when communicating a relationship with God?
- How does point of view affect the direction a story will take?
- In what way is it important to use imagination when creating a narrative text?
- In what way is precise and vivid language necessary to create narrative texts?

[Activities](#)

Writing Standards

Production and Distribution of Writing

EIGHTH GRADE

SCRIPTURE

I can do all things through him who strengthens me. Philippians 4:13

STANDARD

W. 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXAMPLES OF TEXT

Essential Questions

- How do regular, varied writing opportunities make you a stronger writer and give you opportunities to share your character and relationship with Jesus?
- How does the self revision process affect the final product?
- How do writers select the genre of writing for a specific purpose and audience, specifically biblical authors?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?

[Activities](#)

Writing Standards

Production and Distribution of Writing

EIGHTH GRADE

SCRIPTURE

<i>We love because he first loved us.</i> 1 John 4:19
STANDARD
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 new approach, focusing on how well purpose and audience have been addressed.
EXAMPLES OF TEXT
Essential Questions
<ul style="list-style-type: none"> • How does the skill of revising, editing, and rewriting allow one to gain personal/spiritual conversion? • How do regular, varied writing opportunities make you a stronger writer and better communicator of your faith? • In what way is peer and adult revision necessary in contributing to the final product? • How does point of view affect a particular writing piece to make it unique from another writer’s perspective? • How do essential components of the writing process guide writers in the communication of ideas? • How does the selection of resources impact the quality and validity of the research process and product?
<u>Activities</u>

Writing Standards	
Production and Distribution of Writing	EIGHTH GRADE
SCRIPTURE	
<i>We love because he first loved us.</i> 1 John 4:19	
STANDARD	
W. 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	
EXAMPLES OF TEXT	
Church History text, <u>Lives of the Saints</u> , <u>Scripture</u>	
Essential Questions	
<ul style="list-style-type: none"> • How do regular, varied writing opportunities make you a stronger writer and better communicator of your faith? • Why is technology a necessary tool to enhance the appearance of the final product? • How do essential components of the writing process guide writers in the communication of ideas? • How does the selection of resources impact the quality and validity of the research process and product? 	
<u>Activities</u>	

Writing Standards

Research to Build and Present Knowledge	EIGHTH GRADE
SCRIPTURE	
<i>I am the good shepherd, and I know My own and My own know Me, even as the Father knows Me and I know the Father; and I lay down My life for the sheep. John 10</i>	
STANDARD	
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.	
EXAMPLES OF TEXT	
8th Grade Saint Studies, Church History text and related research materials, Scripture , YouCat/CCC	
Essential Questions	
<ul style="list-style-type: none"> • How do regular, varied writing opportunities make you a stronger writer and communicator of your faith? • Why is it important to draw information from several sources when conducting a short research project? • How does the selection of resources impact the quality and validity of the research process and product? • How does research guide students to focus their ideas on a specific topic and support them in their ability to make firm statements regarding faith? • How do essential components of the writing process guide writers in the communication of ideas? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	EIGHTH GRADE
SCRIPTURE	
<i>I will fetch my knowledge from afar, And I will ascribe righteousness to my Maker. Job 36:3</i>	
STANDARD	
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.	
EXAMPLES OF TEXT	
8th Grade Saint Studies, Church History text and research materials	
Essential Questions	
<ul style="list-style-type: none"> • How do essential components of the writing process guide writers in the communication of ideas and express your faith? • How do regular, varied writing opportunities make you a stronger writer and communicator of your faith? • When is it more effective to quote or to paraphrase, and how will the skill of effective paraphrasing and use of credible resources allow one to become a credible witness of faith? • Why is following a universal format for citation important? 	

- How does research guide students to focus their ideas on a specific topic?
- How does the selection of resources impact the quality and validity of the research process and product?

[Activities](#)

Writing Standards	
Research to Build and Present Knowledge	EIGHTH GRADE
SCRIPTURE	
<i>Therefore we ought to support such men, so that we may be fellow workers with the truth.</i> 3 John 1:8	
STANDARD	
<p>W. 8.9 Draw evidence from literary or informational texts, including the Bible, to support analysis, reflection, and research.</p> <p>W.8.9a Apply grade 8 reading standards to literature (EXAMPLE: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).</p> <p>W.8.9b Apply grade 8 reading standards to literary nonfiction (EXAMPLE: 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).</p>	
EXAMPLES OF TEXT	
Daily Mass Readings , Scripture , Lives of the Saints stories, Church History text, Religious periodicals	
Essential Questions	
<ul style="list-style-type: none"> • How do essential components of the writing process guide writers in the communication of ideas and better communicator of your faith? • How do regular, varied writing opportunities make you a stronger writer and communicator of your faith? • Why is evidence important when generating responses to different reading genres? • How can evidence support claims in fiction and nonfiction writing? • Why is following a universal format for citation important? • How does research guide students to focus their ideas on a specific topic? 	
Activities	

Writing Standards	
Range of Writing	EIGHTH GRADE
SCRIPTURE	
<i>My words are from the uprightness of my heart, And my lips speak knowledge sincerely.</i> Job 33:3	

STANDARD	
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.	
EXAMPLES OF TEXT	
Scripture	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • How do essential components of the writing process guide writers in the communication of ideas and their faith? • How do regular, varied writing opportunities make you a stronger writer and communicator of your faith? • How does regular writing, reflecting, and editing allow one to develop a personal prayer, reflection, and relationship with the person of Jesus? • Why are writing tasks that are done routinely and in a timely manner important in becoming a more proficient writer? • Why is it important to periodically reflect on your own piece of writing? 	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	EIGHTH GRADE
SCRIPTURE	
<i>Thus says the LORD, the God of Israel, 'Write all the words which I have spoken to you in a book.</i> Jeremiah 30:2	
STANDARD	
<p>SL.8.1 Discover the Truth, beauty and goodness in the world engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, including theological issues, building on others' ideas and expressing one's own ideas clearly.</p> <p>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.</p> <p>SL.8. 1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	
EXAMPLES OF TEXT	
Daily Mass Readings	
<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> • How does development of conversation and discussion allow one to express faith and develop a personal relationship with the person of Jesus? 	

- To what extent can a conversation affect change?
- Why is discussion important to consensus building?
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

[Activities](#)

Speaking and Listening Standards	
Comprehension and Collaboration	EIGHTH GRADE
SCRIPTURE	
<i>Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person. Colossians 4:6</i>	
STANDARD	
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, looking especially for religious bias.	
EXAMPLES OF TEXT	
<u>Daily Mass Readings</u>	
Essential Questions	
<ul style="list-style-type: none"> • How does development of communication allow one to express faith? • To what extent does the message of the media affect an audience? • How can supporting details contribute to the speaker’s message? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? 	
<u>Activities</u>	

Speaking and Listening Standards	
Comprehension and Collaboration	EIGHTH GRADE
SCRIPTURE	
<i>For where two or three have gathered together in My name, I am there in their midst. Matthew 18:20</i>	
STANDARD	
SL. 8.3 Keeping in mind the Catholic worldview 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 (EXAMPLE: the speakers at a pro-life forum)	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How does sound reasoning allow one to defend one’s faith? • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? 	

- How do I adapt my communication to different purposes and audiences?

[Activities](#)

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	EIGHTH GRADE
SCRIPTURE	
<i>Teach me Your way, O LORD; I will walk in Your truth.</i> Psalm 86:11	
STANDARD	
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 (EXAMPLE: saint presentations).	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How did Jesus adapt his communication to reach his audience? • How did the saints develop communication to influence the people of the time and us today? • How does an understanding of communication skills allow one to express faith? • In what ways do we use persuasion to express our point of view? • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? 	
<u>Activities</u>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	EIGHTH GRADE
SCRIPTURE	
<i>Through him all things were made; without him nothing was made that has been made.</i> John 1:3	
STANDARD	
SL. 8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? • What are the pros and cons of using technology to clarify and/or enhance information? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? • How does a visual aid enhance communication and make evident what is being communicated? 	
<u>Activities</u>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	EIGHTH GRADE
SCRIPTURE	
<i>And He spoke to them at length in parables... Matthew 13:3</i>	
STANDARD	
SL. 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. See grade 8 Language standards 1 and 3 on page 52 [of the CCSS] for specific expectations, including appropriate speech for readings at Mass, the Psalms, universal prayers of the Church, etc.	
EXAMPLES OF TEXT	
Daily Mass Readings	
Essential Questions	
<ul style="list-style-type: none"> • How will command of formal English allow one to express faith? • Why is it important to adapt speech for a target audience? • What is my role in communication (as a listener, speaker, thinker, and as a Catholic)? • How do sources of information affect the communication process? • How do I adapt my communication to different purposes and audiences? • How do I determine when to use formal language or informal language to communicate a message? 	
Activities	

Scripture

Acts of the Apostles Primacy of Peter; Matthew 16:13-19

Fruits of the Holy Spirit; Gal. 5:22-23

Gifts of the Holy Spirit; Isaiah 11:2-3

Use of the Gifts of the Holy Spirit; Romans 8:14-16

Beatitudes

Matthew 5:3-12

“Blessed are the poor in spirit,
for theirs is the kingdom of heaven.

Blessed are those who mourn,
for they will be comforted.

Blessed are the meek,
for they will inherit the earth.

Blessed are those who hunger and thirst for righteousness,
for they will be filled.

Blessed are the merciful,
for they will be shown mercy.

Blessed are the pure in heart,
for they will see God.

Blessed are the peacemakers,
for they will be called children of God.

Blessed are those who are persecuted because of righteousness,
for theirs is the kingdom of heaven.

“Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. ¹² Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.

Corinthians 13

¹³ If I speak in the tongues^[a] of men or of angels, but do not have love, I am only a resounding gong or a clanging cymbal. ² If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing. ³ If I give all I possess to the poor and give over my body to hardship that I may boast,^[b] but do not have love, I gain nothing.

⁴ Love is patient, love is kind. It does not envy, it does not boast, it is not proud. ⁵ It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. ⁶ Love does not delight in evil but rejoices with the truth. ⁷ It always protects, always trusts, always hopes, always perseveres.

⁸ Love never fails. But where there are prophecies, they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away. ⁹ For we know in part and we prophesy in part, ¹⁰ but when completeness comes, what is in part disappears. ¹¹ When I was a child, I talked like a child, I thought like a child, I reasoned like a child. When I became a man, I put the ways of childhood behind me. ¹² For now we see only a reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known.

¹³ And now these three remain: faith, hope and love. But the greatest of these is love.

Daily Mass Readings

<http://www.usccb.org/bible/readings/061317.cfm>

Virtues

Virtues as they relate to scripture, catechism and lives of the saints

Theological Virtues: faith, hope, charity

Cardinal Virtues: prudence, justice, fortitude, temperance

Lively Virtues: Chastity, Temperance, Charity, Diligence, Patience, Kindness, Humility

Theology of the Body

Saints

Personal connection and devotions with a specific saint; Personal Confirmation Saint

St. Augustine Ambrose

St. Cyril of Jerusalem

12 Apostles

St. Agnes

St. Benedict

St. Scholastica

St. Thomas Aquinas

St. Catherine of Sienna

St. Angela Merici

St. Dominic

St. Thomas Becket

St. Thomas More

St. Ignatius of Loyola

St. Teresa of Avila

St. Vincent DePaul

St. Louis DeMarillac

St. Junipero Serra

St. Maria Goretti

St. Theresa Lisieux

St. Issac Jogues

St. Teresa Benedicta

St. Maximilian Kolbe

St. Teresa of Calcutta (Mother Teresa)

St. Padre Pio

St. Rose Philippine Duchesne

St. Katherine Drexel

St. John XXIII

St. Pier Giorgio Frassati

Prayers

St. Michael the Archangel

Act of Faith

Act of Hope

Act of Love

Magnificat

Prayers of Thanksgiving

Personal Petitions

Contrition

Prayer of Adoration/Praise

Time in Adoration

Novenas

Personal Vocation discernment

Meditation through Scripture

Written reflection/journal

Participates in the Stations of the Cross

Stations of the Cross

Songs

Commandments

All 10 Commandments as they relate to the precepts of the Church.

All 10 Commandments (Reconciliation examination of conscience)

Sacraments

Baptism as it relates to Confirmation, See Confirmation Curriculum

Participation in Reconciliation/Eucharist

Parables

<u>Parables of Jesus in Chronological Order</u>				
	Parable	Matthew	Mark	Luke
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 nd time, see #3)		4:21-22	8:16, 11:33
7	Rich man foolishly builds bigger barns			12:16-21
8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9

11	Sower and four types of soil	13:3-8, 18-23	4:3-8,14-20	8:5-8,11-15
12	Weeds among good plans (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		
21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14
37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 nd time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 nd time, see #8)		13:35-37	
45	Three servants given talents (also see #37)	25:14-30		
46	Sheep and goats will be separated	25:31-46		

Mysteries of the Rosary

Fruits of the Holy Spirit

But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness,
Galatians 5:22

Literature R.8.1

Short Stories

Thank You Ma'am by Langston Hughes

The Two Brothers by Leo Tolstoy

Poems

The Road Not Taken by Robert Frost

The Arrow and the Song by Henry Wadsworth Longfellow

Novels

The Call of the Wild by Jack London

The Long Winter by Laura Ingalls Wilder

Informational Texts

Saint biographies (age appropriate) - see "Eighth Grade Saint Studies)

Literature R.8.2

Novels

Little Women by Alcott

Where the Red Fern Grows by Rawls

Wonder by R.J. Palacio

Short Stories

The Fisherman and His Wife by Grimm

The Gift of the Magi by O'Henry

Informational Texts

Saint biographies (age appropriate) - see "Eighth Grade Saint Studies)

Newsela articles (<https://newsela.com/>)

Literature R.8.3

Novels/Short Stories -

To Kill a Mockingbird by Harper Lee

The Outsiders by S.E. Hinton

The Necklace by Guy de Maupassant

Study the seasons, saints, and celebrations during the liturgical year as laid out in the yearly liturgical calendar.

Literature R.8.4

The following suggestions could be used to support students in determining how word choice impacts the reader.

Prayers:

Hail, Holy Queen

Memorare

Prayers of Thanksgiving

Personal Petitions

The Ten Commandments - especially the 5th, 6th, and 9th Commandments as they relate to human dignity.

Poems:

Jabberwocky by Lewis Carroll

I Sing the Battle by Harry Kemp

The Dawn's Awakening! by Otto Leland Bohanan (Great while teaching the Harlem Renaissance.).

Additional suggestions:

The People Could Fly by Virginia Hamilton

Where the Red Fern Grows by Rawls

Literature R.8.5

Poems

Love that Dog by Sharon Creech

Stopping by Woods on a Snowy Evening by Robert Frost

The Red Wheelbarrow by William Carlos Williams

Psalms

Psalm 27
Psalm 127
Psalm 1

Psalm 123

Literature R.8.6

Echo and Narcissus
To Kill a Mockingbird by Harper Lee
The Westing Game by Raskin

Picture Books:

The True Story of the Three Little Pigs by Jon Scieszka
The Day the Crayons Quit by Drew Daywalt

Literature R.8.7

Short Story:

The Monkey's Paw by W.W. Jacobs
The Gift of the Magi by O'Henry

Novels:

Red Badge of Courage by Stephen Crane
To Kill a Mockingbird by Harper Lee

Other suggestions:

Diary of Young Girl by Anne Frank

I Have a Dream speech, Martin Luther King, Jr (Text and video)

Literature R.8.8

Sword of the Spirit: A Beginner's Guide to St. Paul by Christopher Cuddy and Mark Hart
I am Malala by Malala Yousafzia
We Will Not Be Silent : How the White Rose Student Resistance Movement Defied Adolf Hitler by Russell Freedman

Literature R.8.9

The Bronze Bow by Speare
Lilies of the Field by Barrett

The Trumpeter of Krakow by Kelly

The Scarlet Pimpernel by Orczy

Literature R.8.10

The Bronze Bow by Speare

Lilies of the Field by Barrett

The Trumpeter of Krakow by Kelly

The Scarlet Pimpernel by Orczy

Literature L.8.1

Literature L.8.2

Literature L.8.3

Literature L.8.4

Literature L.8.5

Literature L.8.6

Literature W.8.1

Literature W.8.2

Literature W.8.3

Literature W.8.4

Literature W.8.5

Literature W.8.6

Literature W.8.7

Literature W.8.8

Literature W.8.9

Literature W.8.10

Literature SL.8.1

Literature SL.8.2

Literature SL.8.3

Literature SL.8.4

Literature SL.8.5

Literature SL.8.6

Activities R.8.1

The following activities could support students' ability to interpret the relationship between literal and inferential meanings.

- Create a character interview.
- Create a character trait analysis
- Change a major element of the text to show the main character's reaction.
- Rewrite the ending of a story.

Activities R.8.2

The following activities could be used to support students in determining the significance of theme and summarize literature.

- Write a book review (specifics, please)
- Analyze song lyrics, specifically identifying the theme and figurative language.
- Illustrate a story in chronological order
- Create a timeline of events
- Students search for an inspirational quote to define a theme and brainstorm stories, movies, or real life events in which you see this theme played out.
- Use biblical narratives as "case studies" to interpret personal faith, real life issues, and moral dilemmas.

- Post covers of books you have read and ask students to discuss whether or not the theme is evident in the cover.
- Complete a graphic organizer which highlights “the big idea.”
- Conduct a class discussion debating the author’s message.
- Online story-mapping
- Make Connections (Text-to-Self, Text-To-Text, Text-to-World)
- Use movie’s(G-rated) students know today to show the moral or theme (i.e. Pixar short films)

Activities R.8.3

The following activities could be used to support understanding of story elements and provide insight into analyzing lines of dialogue and understanding the progression of a story:

- Develop a comic strip.
- Participate in Reader’s Theater.
- Determine pivotal lines of dialogue that contribute to story development.
- Create a plot diagram using an account of the Passion as the source material.
- Create a character T-Chart using the Prophets as the characters.
- Play “Two Truths and a Lie”

Activities R.8.4

- Encourage students to look for examples of allusions to scripture within all literary works, devotions, sacramentals, persecutions, reformations.
- Read novel excerpts depicting literary devices.
- Change literal language into figurative language in a literary text.
- Write or draw representations of similes.
- Analyze specific words in a prayer to determine *meaning* and *tone*.
- Create a figurative Language Chart depicting examples
- Create an advertisement utilizing figurative language
- Compile a poetry booklet depicting examples of figurative language
- Practice using a thesaurus for word choice
- Create a list of similes for the core virtues.

Activities R.8.5

The following activities could be used to support students ability to determine and recognize various text structures and their importance.

- Study the repetition of a Psalms’ tone
- Compare and contrast how different sections of the Bible also have varying structures that contribute to meaning and style.
- Compare two texts by the same author.

- Comparative study of two text structures.
- Participate in literary centers/circles.
- Compare/Contrast various types of poetry.
- Write song lyrics for a theatrical review.
- Alter a chapter from a selected novel.

Activities R.8.6

Below you will find several activities to support a student's understanding of how point of view and the story's meaning can be influenced by era, historical events and other aspects of time and place.

- Create a script or screenplay
- Participate in Reader's Theater
- Read two accounts of the same experience. Read the synoptic gospels.
- Read and analyze news reports from various perspectives
- Rewrite chapter of a story from a different point of view
- Critique author's point of view by providing a persuasive rebuttal
- Rewrite a fairy tale from the antagonist's point of view

Activities R.8.7

- Analyze clips from movies such as "Passion of Christ," "Last Temptation of Christ," and "Ten Commandments" and discuss how choices a director makes affects interpretation.
- After reading the text and watching Martin Luther King's "I Have a Dream" speech, tie the words of MLK to the Church's teachings on discrimination
- Create a video of a script
- Write a script production
- Compare and contrast film/live production to text

Activities R.8.8

- To assist in meeting this standard, students may:
- discuss written scenarios/ statements in order to uncover flaws in logic
- model annotating argumentative text in order to identify the steps in an argument
- generate evidence for a hypothetical argument
- read as a whole class persuasive essays and discuss while reading
- debate a controversial issue
- create a graphic organizer that shows the links between pieces of information in an argument
- evaluate the logically connect between the above links
- Write a position paper, a type of argument essay, which highlights a claim from the text which speaks to a Catholic perspective.

- 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.
- Select multiple quotes that provide the most sound reasoning to support a claim from the text. Then share your findings with a partner.
- Create an author's point of view cartoon
- Analyze advertising from a magazine or newspaper
- Read aloud an editorial from the local paper and write a letter to the editor
- Map concepts in a web to note new information presented by the author
- Outline text structure

Activities R.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, **especially with issues of morality**
- Examine texts (e.g., newspapers, magazines, news websites, etc) that account potentially divergent viewpoints of a common event
- View an event (e.g., a video of a mock car accident) and have students write exactly what happens. Students will read each others' accounts and look for similarities and differences
- Read accounts of major historical events from multiple sources and compare the differences
- View works of art that depict major events and compare their stylization versus the truth
- Summarize an article in a Twitter style "tweet" (in 140 characters or less)
- Read humorous anecdotes of various events and discuss the techniques the author uses to be humorous.
- Analyze an author's analysis of the foibles of human nature

Activities R.8.10

- Read a variety of nonfiction and fiction pieces to determine which form resonates with them
- Write a memoir recounting a specific person, place, experience, event, day, moment, work of art or another specific thing to convey its significance to you.

Activities L.8.1

- Identify verbals (gerunds, participles, and infinitives) using different colored highlighter, in an exemplar essay
- Generate verbals (gerunds, participles, and/or) for a Cloze Activity from a passage that students have already read
- Students will engage in a short skit that will demonstrate the same message can be communicated in the active versus the passive voice

- Create a dialogue focusing on verb choice and mood utilizing photographs from periodicals
- Students will identify various moods implied by the titles of passages from a variety of genre than construct alternative titles to indicate change of moods

Activities L.8.2

- Engage in small collaborative group-mechanics circles, whereby each student is assigned a specific role (punctuation protector, spelling seeker, capitalization captain) editing first drafts)
- Participate in punctuating a teacher selected passage, and compare to the original version

Activities L.8.3

- Engage in the reading of scripture or periodical articles to identify passive and active verbs used; in small collaborative groups, students will draw conclusions about how the verbs are used
- Create a storyboard illustrating the differences between passive and active voice
- Explore how changing social and cultural attitudes (e.g. voice and mood) can change the way a sentence is written

Activities L.8.4

- Create a personal dictionary using vocabulary cues such as illustrations, synonyms, antonyms, sensory associations, etc.
- Construct meaning of words based on context clues provided within the given passage
- Create bookmarks that identify multiple strategies students can use when determining the meaning of a word (such as: examine context clues within a passage; referring to a list of common prefixes, roots, and suffixes; consulting a thesaurus or dictionary)
- Create a podcast to demonstrate understanding and appropriate application of Greek and/or Latin roots, prefixes, and suffixes
- Collaborate to navigate and explain how to use various reference sites such as Bible or Catechism
- Collaborate to generate multiple words using a set of given prefixes, roots, and suffixes

Activities L.8.5

- Create a skit enacting the meaning of an idiom
- Construct flashcards that identify lines of poetry on one side and the type of figurative language being utilized on the other side
- Describe sensory details of a particular type of object utilizing specific forms of figurative language
- Explain an artist's application of figurative language within his/her song lyrics

Activities L.8.6

- Collaborate in small groups to use domain specific vocabulary to construct a summary or story
- Create a speech appropriately applying domain specific vocabulary
- Engage in completing concept webs (such as KWHL charts)

Activities W.8.1

- Recognize the Holy Spirit and how He guides us in discovering our vocations. Write an argument piece to support your findings and understanding.
- Write an essay on how the Gifts of the Holy Spirit allow one to bear the Fruits of the Holy Spirit, and live in a culture that supports life.
- Write an argumentative essay that demonstrates ways in which students can respect themselves and others.
- Create an advertisement encouraging people to go to confession.
- Create a script for a commercial using persuasive techniques learned.
- Read a advertisements and locate/highlight persuasive techniques.
- Using historical events such as genocide or health issues such as childhood obesity and smoking to identify the use of propaganda.

“Just so, every good tree bears good fruit, and a rotten tree bears bad fruit. A good tree cannot bear bad fruit, nor can a rotten tree bear good fruit. Every tree that does not bear good fruit will be cut down and thrown into the fire. So by their fruits you will know them.” (Matthew 7:17-20)

Activities W.8.2

- Explain the laws of the Church on marriage, birth control, premarital and extramarital sex, annulment, genetic engineering, and abortion.
- Explain a parable of Jesus using varying transitional words and quotes for elaboration.
- Create a variety of graphic organizers/ outlines to support your topic.
- Compare/contrast an issue (environmental or health) distinguishing relevant information from speculative information.
- Create an explanatory piece within the topic of “Teens for Life.”
- Create an explanatory piece using varying transitional words for elaboration with cohesion and clarity.

Activities W.8.3

- Create a narrative using graphic organizers to list sequence of events during brainstorming stage of the writing process.
- Dissect a current reading piece to identify story elements, thus leading to writing. Use the parables or stories of the prophets as the source material.

- Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs.
- Write a class narrative story (“round-robin style”).
- Create a graphic novel (comic book style).
- Using a graphic organizer, such as a Venn Diagram.

Activities W.8.4

- With the class, create a rubric for grading.
- Write a memoir.
- Identify the structure of a memoir through a published author’s piece.
- Identify a virtue of a culture of life and present to the class.

Activities W.8.5

- Conduct conferences in cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work.
- In cooperative groups discuss how the peer review process can be applied to personal reflection and deepen a relationship with each other and Christ.

Activities W.8.6

- Internet scavenger hunt on the lives of the saints to become acclimated with surfing the web for credible, supporting information.
- Tutorial practice on keyboarding skills.
- Accurately cite sources using MLA or APA style using a variety of sources including the Bible/YouCat/CCC.
- Use a graphic organizer listing reference sources and personal response to those sources (for example: T-chart, flow chart, etc.).

Activities W.8.7

- Based on research done, expand on a list of questions to write a research paper about a period in Church history.
- Based on research done, expand on a list of questions to write a research paper about the value of modesty, chastity and celibacy in developing a culture of life.
- Based on research done, expand on a list of questions to write a research paper about a saint and their impact on the life of the Church.
- Based on research done, expand on a list of focused questions to be answered throughout the research paper.
- Write a research paper about our a teaching of the Catholic Church.
- Provide students with a list of sources and then have students determine their credibility.

- Perform peer and teacher led conferences to ensure focus is on task.

Activities W.8.8

- Develop a project over the lives of the saints.
- Develop a project over a particular time in Church History.
- Write a responses to problems in issues related to the culture of life.
- Create a bibliography based on a standard format.
- Paraphrase an article to identify a main idea.
- Read an article and place quotes around one essential idea.
- Using the same article, extrapolate a quote and paraphrase.
- Give students a list of footnotes and have them create a bibliography.
- Provide multiple print and digital sources and create a bibliography or work cited page.

Activities W.8.9

- Create a graphic organizer to compare/contrast themes found within modern and traditional texts.
- Create a graphic organizer to compare/contrast themes found within the synoptic gospels.
- List evidence that supports claims found within various forms of texts/genres in response to an open-ended question.
- Using a generated list of universal themes, students will draw connections with specific genres of text.
- Create a graphic organizer to compare attributes/virtues in the lives of the saints.

Activities W.8.10

- Keep a periodic writing journal with teacher driven topics. Include topics of life and reflection on daily Scripture.
- Partake in a self-assessments and peer assessments using the state's rubric as a guide.
- Perform conferences with teacher and peers during revising/editing stage.
- Self-reflect periodically comparing/contrasting various forms of writing submitted in portfolio.
- Create a chapter book or children's story.
- Research a topic for relevant facts one of the 21st Century themes, culture of life, or morality.
- During Lent- select a gospel for daily reading and reflecting on the Paschal Mystery.

Activities SL.8.1

- Have conversations about the lives of favorite saints and how the life of the saint can inspire us today. What did they say/do that allows their life to be alive today?
- Review and discuss the Church's response to current events.

- Interview a relative, faculty member, or community leader about their particular occupation or life experiences.
- Develop appropriate questions in order to communicate the intent of the interview
- Participate in a think-pair-share in which the information gathered can be shared with a classmate.
- Participate in a round-table discussion focusing topics such as: current events, literature read in class, environmental concerns, health-related issues.
- Research a relevant 21st century theme (global awareness, environmental literacy, health literacy, civic literacy, financial, economic, business literacy)
- Examine and critique a model of a successful and age appropriate interview. 6. Debate a class initiated topic in order to form an opinion with support garnered from independent research.
- Review the foundational processes involved in public speaking.
- Interview faculty members with a focus on questioning technique
- Develop and craft strong open-ended questions for teachers to answer.
- Identify pros/cons of a class initiated topic pertaining to school culture (homework policy, technology in class) with points to debate.
- Examine a model conversation such as a fish-bowl activity that is guided by teacher's questions. Topics: current events, literature read in class, environmental concerns, health-related issues.
- Examine and critique a model of a successful and age appropriate interview.

Activities SL.8.2

- View or listen to a various media presentations that are meant to persuade (commercials, newspaper editorial, reviews/critiques and/or political cartoons).
- Discuss techniques used to persuade an audience.
- Investigate the use of propaganda in popular media and a global setting.
- Critique a speech presented by a public figure (celebrity, politician, community leader) and examine the motives behind the speaker's presentation.
- View product commercials and identify the main idea and supporting details used to clarify the topic represented in the commercial.
- Ask a life-long Catholic who has made a commitment to service to speak to the class and analyze the main ideas and supporting details presented

Activities SL.8.3

- Critique a round table discussion in order to evaluate the soundness of the reasoning and relevancy of the message or position.
- Critique political debates in order to prepare an original argument for debate.
- Compare and contrast popular social views/arguments on moral living to Catholic Social Teachings and supporting a culture of life.
- Research litigation techniques.

Activities SL.8.4

- Participate in speech exercises relating to volume and pronunciation.
- Demonstrate the appropriate classroom public speaking and listening skills (e.g., body language, articulation, listening to be able to identify specific examples of the speaker's coordination of talking and action) that would be necessary to influence or change someone's mind or way of thinking about a topic.
- Review elements of persuasion. Use the parables of Jesus as source material to demonstrate elements.
- Identify credible sources for use in support of claims. Work in cooperative groups to review possible topics for presentation.
- Investigate the incorporation of visual aids to enhance one's argument.
- Outline salient points in presenting an argument.

Activities SL.8.5

- Create virtual settings, which include statistics, demographics and geography as evidence to support claims.
- Create charts and visual displays which include statistics, demographics and geography as evidence to support claims.
- Create a visual display using technology to illustrate a period in Church History, a parable of Jesus, or the life of a saint.

Activities SL.8.6

- Identify the difference between informal and formal language usage.
- Demonstrate the use of intonation and the use of active voice.
- Demonstrate the knowledge of task-appropriate vocabulary.
- Design and organize several speeches ranging in a variety of contexts and task.
- Watch public speeches, discussing strengths and weaknesses.
- Read and discuss Jesus' Sermon on the Mount; how does his vocabulary communicate his message.
- Review specific vocabulary used in persuasive speeches, as well as in critiquing.