

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

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|--|-------------|
| 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 | |

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| 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 | |
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| 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 | |
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| 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 | |
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| 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? | |
| Activities | |

| 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. | |

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| 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 |

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| 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 | |

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|--------------------------------|-------------|
| 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.

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| 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 | |

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|---|
| <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. | |

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| <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> | |

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| <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. |

| | | |
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| <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 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 | | |

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 or 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>