

# ELD Conversation & Collaboration Lessons Outline: Grade 6

The ELD Conversation & Collaboration Outline will help you to plan and pace your designated classes. Lessons that should be taught in sequence in order to complete a writing project and/or presentation are highlighted in yellow. The corresponding activities are in purple text.

## Unit 6A: Dahl & Narrative

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> Get Started Lesson 1	Students discuss and write about their names, then identify and describe key personnel at the school.	Students talk about what they know and what they wonder about their school.	<ul style="list-style-type: none"> <li>• Talk about names</li> <li>• Talk about school rules and school personnel</li> </ul>
<b>SUB-UNIT 1:</b> Get Started Lesson 7	Students will be able to read and understand the school rules.	Students will be able to explain to a partner the rules about being absent.	<ul style="list-style-type: none"> <li>• Fill out an employment application form</li> <li>• Talk about school rules and expectations</li> </ul>
<b>SUB-UNIT 2:</b> <i>Boy: Tales of Childhood</i> Lesson 1	Students will learn to analyze language choices, how to infer the effect they may have on an audience, and how to use a graphic organizer to write a literary response based on <i>Boy: Tales of Childhood</i> .	Students identify different words with similar meanings and figurative language in a text to analyze the author's language choices and infer how these choices may have an effect on the audience. Students will also complete a graphic organizer and use it to draft a literary response based on <i>Boy: Tales of Childhood</i> .	<ul style="list-style-type: none"> <li>• Determine meaning of words</li> <li>• Analyze vocabulary and language choices</li> </ul> <p>&gt; <b>Write an expository paragraph</b></p>
<b>SUB-UNIT 2:</b> <i>Boy: Tales of Childhood</i> Lesson 7	Students will learn what feedback and constructive feedback are and identify examples and non-examples of constructive feedback.	Students will modify non-examples into examples and practice giving and receiving oral constructive feedback on their writing with their peers.	<ul style="list-style-type: none"> <li>• Understand constructive feedback</li> <li>• Understand how word choices affect readers</li> </ul> <p>&gt; <b>Peer edit expository writing</b></p>
<b>SUB-UNIT 2:</b> <i>Boy: Tales of Childhood</i> Lesson 13	Students will learn how to be effective presenters and engage their audience during presentations.	Each student will be able to describe to a partner a time when he or she saw an effective presentation. Each student will make a brief oral presentation of his or her expository paragraph. Students will listen attentively as others present and provide constructive feedback.	<p>&gt; <b>Present expository writing from Lessons 1 and 7</b></p>

# ELD Conversation & Collaboration Lessons Outline: Grade 6

## Unit 6B: Tom & Sherlock

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> <i>The Adventures of Tom Sawyer</i> Lesson 1	Students complete their family trees with at least six different relatives.	Students describe to a partner who their favorite family member is.	<ul style="list-style-type: none"> <li>• Talk about family members</li> </ul>
<b>SUB-UNIT 1:</b> <i>The Adventures of Tom Sawyer</i> Lesson 7	Students identify categories of chores and explain to a partner.	Students talk about chores they like and dislike doing.	<ul style="list-style-type: none"> <li>• Talk about chores</li> <li>• Learn adjectives that describe chores</li> </ul>
<b>SUB-UNIT 1:</b> <i>The Adventures of Tom Sawyer</i> Lesson 13	Students learn how to analyze language choices, how to infer the effect they may have on an audience, and how to use key words and a graphic organizer to write a retelling or short summary of a portion of <i>The Adventures of Tom Sawyer</i> .	Students identify different words with similar meanings and figurative language in a text to analyze the author's language choices and infer how these choices may have an effect on the audience. Students also identify key words in a text, use them to complete a graphic organizer, and draft a brief retelling or summary of a portion of <i>The Adventures of Tom Sawyer</i> .	<ul style="list-style-type: none"> <li>• Determine meaning of words</li> <li>• Analyze language choices</li> <li>&gt; <b>Write a summary outline of <i>The Adventures of Tom Sawyer</i> using a graphic organizer</b></li> <li>&gt; <b>Write a summary of a passage from <i>The Adventures of Tom Sawyer</i></b></li> </ul>
<b>SUB-UNIT 2:</b> "The Speckled Band" Lesson 1*	Students learn how to make an inference and how to distinguish facts from opinions. Students explain why they identify a statement as a fact or as an opinion.	Students review their summary drafts and delete or revise any statements that include opinions.	<ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Identify facts and opinions</li> <li>• Peer edit summary of <i>The Adventures of Tom Sawyer</i> from Sub-Unit 1, Lesson 13</li> <li>&gt; <b>Revise summary of a passage from <i>The Adventures of Tom Sawyer</i> from Sub-Unit 1, Lesson 13</b></li> </ul>
<b>SUB-UNIT 3:</b> "The Red-Headed League" Lesson 1*	Students learn how to make an inference and review how to be effective presenters and engage our audience during our presentations.	Students reflect on their last presentation and discuss with a partner what they want to improve. They make a brief oral presentation of their summary. They listen attentively as others present their summaries and provide positive and constructive feedback.	<ul style="list-style-type: none"> <li>&gt; <b>Present summary from Sub-Unit 1, Lesson 13 and Sub-Unit 2, Lesson 1</b></li> </ul>

\*The PDFs for these two Lessons appear in the wrong order in the digital ELD curriculum. The PDF for "The Speckled Band" Lesson 1 can be found in "The Red-Headed League" Lesson 1; the PDF for "The Red-Headed League" Lesson 1 can be found in "The Speckled Band" Lesson 1.

## Unit 6C: The Chocolate Collection

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> "Is It Fair to Eat Chocolate?" Lesson 1	Students learn how to take a position on child labor and justify those positions by offering three reasons.	Students collaborate to answer the second question on the KWL chart: "What do you want to learn?"	<ul style="list-style-type: none"> <li>Expand nouns through description</li> <li>Discuss child labor</li> </ul>
<b>SUB-UNIT 2:</b> Letter from Lord Rothschild to Laurence Fish Lesson 1	Students will analyze the author's language choices and learn how to infer the effect that the language has on an audience. They will use a graphic organizer to write informational text based on The Chocolate Collection.	Students will identify different words with similar meanings and figurative language in a text to analyze the author's language choices and infer how these choices may have an effect on the audience. Students will also complete a graphic organizer and use it to draft an informational text based on The Chocolate Collection.	<ul style="list-style-type: none"> <li>Determine meaning of words</li> <li>Analyze language choices</li> </ul> <p>&gt; <b>Write a persuasive paragraph about eating chocolate</b></p>
<b>SUB-UNIT 3:</b> "Eat more chocolate, win more Nobels?" Lesson 1	Students will revisit how to choose and use language in order to improve the draft of their informational text and persuade an audience. Based on a close reading of the sample text from The Chocolate Collection, students will learn how to offer an opinion, support it with evidence, temper it using modal expressions, and use it to persuade an audience.	Students will choose and use language in order to write a descriptive literary response. Based on a close reading of the sample text from The Chocolate Collection, students will offer their opinions, support them with evidence, temper them using modal expressions, and use them to persuade an audience.	<ul style="list-style-type: none"> <li>Discuss pros and cons of chocolate</li> <li>Develop a persuasive argument</li> </ul> <p>&gt; <b>Revise persuasive writing from Sub-Unit 2, Lesson 1</b></p> <p>&gt; <b>Peer edit persuasive writing</b></p>
<b>SUB-UNIT 4:</b> "Dark Chocolate: A Bittersweet Pill to Take" Lesson 1	Students will learn how to be effective presenters and engage an audience during presentations.	Students will reflect on their last presentations and share with their partners what they are focusing on improving. Each student will make a brief oral presentation of his or her persuasive paragraph and listen attentively as others present their persuasive paragraphs and provide positive and constructive feedback.	<p>&gt; <b>Present persuasive writing from Sub-Unit 2, Lesson 1 and Sub-Unit 3, Lesson 1</b></p>

## Unit 6D: The Greeks

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> Prometheus Lesson 1	Students define and describe the characteristics of a hero.	Students complete an Exit Slip, listing three characteristics of a hero.	<ul style="list-style-type: none"> <li>• Talk about heroes</li> <li>• Learn adjectives to describe heroes</li> </ul>
<b>SUB-UNIT 2:</b> Odysseus Lesson 1	Students learn how to analyze language choices, how to infer the effect they may have on an audience, and how to use a graphic organizer to write a literary response based on Homer's <i>Odyssey</i> .	Students identify different words with similar meanings and figurative language in a text to analyze the author's language choices and infer how these choices may have an effect on the audience. They complete a graphic organizer and use it to draft a literary response based on Homer's <i>Odyssey</i> .	<ul style="list-style-type: none"> <li>• Identify dominant impressions in a reading</li> <li>• Determine meaning of words</li> <li>• Analyze language choices</li> </ul> <p>&gt; <b>Write a descriptive paragraph based on a picture of a girl</b></p>
<b>SUB-UNIT 3:</b> Arachne Lesson 1	Students learn how to choose and use language in order to improve the draft of their descriptive literary response. Based on a close reading of the sample text from Homer's <i>Odyssey</i> , they learn how to offer their opinion and support it with evidence, as well as how to temper it using modal expressions.	Students choose and use language in order to write a descriptive literary response. Based on a close reading of the sample text from Homer's <i>Odyssey</i> , they will offer their opinion and support it with evidence, as well as temper it using modal expressions.	<ul style="list-style-type: none"> <li>• Develop a dominant impression</li> <li>• Demonstrate probability</li> <li>• Peer edit descriptive writing from Sub-Unit 2, Lesson 1</li> </ul> <p>&gt; <b>Revise descriptive writing</b></p>
<b>SUB-UNIT 3:</b> Arachne Lesson 7	Students learn how to be effective presenters and engage their audience during their presentations.	Students reflect on their last presentation and discuss with a partner what they want to improve. They make a brief oral presentation of their summary. They listen attentively as others present their summaries and provide positive and constructive feedback.	<p>&gt; <b>Present descriptive writing from Sub-Unit 2, Lesson 1 and Sub-Unit 3, Lesson 1</b></p>

## Unit 6E: Reading the Novel

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> <i>M.C. Higgins, the Great</i> Lesson 1	Students generate a list of qualities of a good friend.	Each student writes and discusses how he or she is a good friend, and describes three of these qualities.	<ul style="list-style-type: none"> <li>Discuss qualities of a good friend</li> </ul>
<b>SUB-UNIT 1:</b> <i>M.C. Higgins, the Great</i> Lesson 7	Students will learn to plan and deliver a brief presentation on the qualities of a good friend.	Students will present to a small group of peers for positive and constructive feedback.	<ul style="list-style-type: none"> <li>Learn how to effectively give presentations</li> <li>Plan and deliver an effective presentation on friendship</li> </ul>
<b>SUB-UNIT 1:</b> <i>M.C. Higgins, the Great</i> Lesson 13	Students will learn how to analyze language choices, how to infer the effect the language may have on an audience, and how to use key words and a graphic organizer to write a retelling or short summary of a portion of <i>M.C. Higgins, the Great</i> .	Students will identify different words with similar meanings and figurative language in a text to analyze the author's language choices and infer how these choices may have an effect on the audience. They will also identify key words in a text, use them to complete a graphic organizer, and draft a brief retelling or summary of a portion of <i>M.C. Higgins, the Great</i> .	<ul style="list-style-type: none"> <li>Determine meaning of words</li> <li>Analyze vocabulary</li> </ul> <p>&gt; <b>Write a summary of a passage from <i>M.C. Higgins, the Great</i></b></p>
<b>SUB-UNIT 1:</b> <i>M.C. Higgins, the Great</i> Lesson 19	Students will review how to distinguish facts from opinions in order to write objective summaries and will explain why they identify a statement as a fact or as an opinion.	Students will be able to distinguish facts from opinion and will review their summary draft for opinions. They will delete or revise any statements that include opinions, because summaries do not express the feelings of the writer.	<ul style="list-style-type: none"> <li>Distinguish facts and opinions</li> <li>Analyze and adapt language choices</li> <li>Adjust language for audience</li> </ul> <p>&gt; <b>Peer edit summary from Lesson 13</b></p> <p>&gt; <b>Revise summary</b></p>
<b>SUB-UNIT 1:</b> <i>M.C. Higgins, the Great</i> Lesson 25	Students will review how to be an effective presenter and engage an audience during their presentations.	Students will reflect on their last presentation and share what they are focusing on improving with their partners. They will make a brief oral presentation of their summary. They will also listen attentively as others present their summaries and provide positive and constructive feedback.	<p>&gt; <b>Present summary from Lessons 13 and 19</b></p>

## Unit 6F: The Titanic Collection

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> A Night to Remember Lesson 1	Students will compare and contrast safety rules that save lives.	Students will describe to a partner a lifesaving rule that was created because of a tragedy.	<ul style="list-style-type: none"><li>• Discuss safety rules</li></ul>