

# ELD Conversation & Collaboration Lessons Outline: Grade 7

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 7A: Red Scarf Girl & Narrative

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> Get Started Lesson 1	Students will be able to use a variety of sensory adjectives to describe food.	Students will be able to demonstrate their knowledge of sensory adjectives by describing their favorite food to their partners.	<ul style="list-style-type: none"> <li>Describe foods</li> <li>Talk about school lunch rules</li> </ul>
<b>SUB-UNIT 1:</b> Get Started Lesson 7	Students will learn different ways to collaborate successfully on assignments and projects.	Students will collaborate with others by working in teams. Each team will prepare a presentation about one piece of advice for successful collaboration, and give their presentation to the class.	<ul style="list-style-type: none"> <li>Identify ways to work with a partner or team</li> <li>Determine the meaning of words</li> </ul>
<b>SUB-UNIT 2:</b> <i>Red Scarf Girl</i> Lesson 1	Students will learn how to analyze language choices, how to infer the effects they may have on an audience, and how to use a graphic organizer to write a literary response based on <i>Red Scarf Girl</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. Students will also complete a graphic organizer and use it to draft a literary response based on <i>Red Scarf Girl</i> .	<ul style="list-style-type: none"> <li>Determine meaning of words</li> <li>Analyze language choices</li> </ul> <p>&gt; <b>Write an expository paragraph</b></p>
<b>SUB-UNIT 2:</b> <i>Red Scarf Girl</i> Lesson 7	Students will revisit 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 <i>Red Scarf Girl</i> , they will learn how to offer their opinion and support it with evidence, as well as how to temper it using modal expressions.	Students will choose and use language in order to write a descriptive literary response.	<ul style="list-style-type: none"> <li>Discuss language choices</li> <li>Express opinions</li> <li>Use modal expressions</li> <li>Peer edit expository writing from Lesson 1</li> </ul> <p>&gt; <b>Revise expository writing</b></p>
<b>SUB-UNIT 2:</b> <i>Red Scarf Girl</i> Lesson 13	Students will learn how to be effective presenters and engage their audience during their presentations.	Students will describe a time they saw an effective presentation to their partner. Students will make a brief oral presentation on their expository paragraph about their happy memories. They will listen attentively as others present and provide constructive feedback.	<p>&gt; <b>Present expository writing from Lessons 1 and 7</b></p>

## Unit 7B: Character & Conflict

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> <i>A Raisin in the Sun</i> Lesson 1	Students will learn to identify several things that elicit strong emotions.	Students will be able to describe to a partner how they feel when they are upset or angry.	<ul style="list-style-type: none"> <li>Talk about feelings</li> </ul>
<b>SUB-UNIT 1:</b> <i>A Raisin in the Sun</i> Lesson 7	Students will explain the origins and practices of two US holidays.	Students will present this key information orally to the whole class.	<ul style="list-style-type: none"> <li>Discuss celebrations and holidays</li> <li>Describe holidays</li> </ul>
<b>SUB-UNIT 1:</b> <i>A Raisin in the Sun</i> Lesson 13	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 key words and a graphic organizer to write a retelling or short summary of <i>A Raisin in the Sun</i> passage.	Students will identify different words with similar meanings 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 identify key words in a text, use them to complete a graphic organizer, and draft a brief retelling or summary of <i>A Raisin in the Sun</i> passage.	<ul style="list-style-type: none"> <li>Determine meaning of words</li> <li>Analyze language choices</li> </ul> <p>&gt; <b>Write a summary of a passage from <i>A Raisin in the Sun</i></b></p>
<b>SUB-UNIT 1:</b> <i>A Raisin in the Sun</i> Lesson 19	Students will learn to distinguish facts from opinions in order to write neutral and objective summaries. They will review 1) why a statement is identified as a fact or as an opinion, and 2) why this difference is important for summary writing. Students will learn some differences between standard (academic) and non-standard (informal) language. They will learn that non-standard language in direct quotes is an exception. Students will learn to identify key versus minor details, and will use this knowledge as they edit each other's summaries. Their final draft will reflect what they have learned.	Students will distinguish facts from opinions, and will delete or revise statements in their summaries that include feelings and opinions. Students will demonstrate their understanding of standard (academic) and non-standard (informal) language by reviewing their writing and replacing non-standard language with standard language. Students will identify key details and minor details in the writing of their peers, and in their own writing. They will give feedback to their peers. They will revise their summaries based on peer feedback, and will write a final draft. Students will show their understanding by rewriting a paragraph for a different audience and setting.	<ul style="list-style-type: none"> <li>Review difference between fact and opinion</li> <li>Determine what to include in a summary</li> <li>Analyze and adapt language choices</li> </ul> <p>&gt; <b>Peer edit summary from Lesson 13</b></p> <p>&gt; <b>Revise summary</b></p>

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## Unit 7B: Character & Conflict

Lessons	Content Objectives	Language Objectives	Main Activities
<p><b>Sub-Unit 2:</b> "Sucker" Lesson 1</p>	<p>Students will learn how to be effective presenters and engage their audience during their presentations.</p>	<p>Students will reflect on their last presentations. They will share what they are focusing on improving with their partners. Each student will make a brief oral presentation of his or her summary. Students will listen attentively as others present their summaries and provide positive and constructive feedback.</p>	<p>&gt; <b>Present summary from Lessons 13 and 19</b></p>

## Unit 7C: Brain Science

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> <i>Phineas Gage:</i> <i>A Gruesome but True Story About Brain Science</i> Lesson 1	Students will learn about emergency lifesaving techniques.	Students will be able to demonstrate their understanding of emergency lifesaving techniques by presenting a brief oral report to the class.	<ul style="list-style-type: none"> <li>Describe an event</li> <li>Understand sequencing</li> <li>Make an oral report on a lifesaving technique</li> </ul>
<b>SUB-UNIT 1:</b> <i>Phineas Gage:</i> <i>A Gruesome but True Story About Brain Science</i> Lesson 7	Students learn how to summarize three ways to stay healthy.	Students will be able to explain the three ways to stay healthy to a partner, using complete sentences.	<ul style="list-style-type: none"> <li>Talk about ways to stay healthy</li> <li>Discuss functions of the brain</li> </ul>
<b>SUB-UNIT 1:</b> <i>Phineas Gage:</i> <i>A Gruesome but True Story About Brain Science</i> Lesson 13	Students will 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 an informational, or expository, paragraph based on the passages they have read from <i>Phineas Gage</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 complete a graphic organizer and use it to draft an informational, or expository, paragraph based on the passages they have read from <i>Phineas Gage</i> .	<ul style="list-style-type: none"> <li>Determine meaning of words</li> <li>Analyze language choices</li> </ul> <p>&gt; <b>Write an expository paragraph</b></p>
<b>SUB-UNIT 2:</b> “Demystifying the Adolescent Brain” Lesson 1	Students will revisit how to choose and use language purposefully in order to improve the draft of their informational, or expository, paragraph. Based on a close reading of the sample text from Brain Science, students will learn how to offer their opinion and support it with evidence, as well as how to temper it using modal expressions.	Students will learn to choose and use language purposefully in order to improve the draft of their informational, or expository, paragraph. Based on a close reading of the sample text from Brain Science, 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>Evaluate language choices</li> <li>Express opinions</li> <li>Use modal expressions</li> </ul> <p>&gt; <b>Peer edit expository writing from Sub-Unit 1, Lesson 13</b></p> <p>&gt; <b>Revise expository writing</b></p>

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## Unit 7C: Brain Science

Lessons	Content Objectives	Language Objectives	Main Activities
<p><b>SUB-UNIT 2:</b>                      "Demystifying the Adolescent Brain"                      Lesson 7</p>	<p>Students will learn how to be an effective presenter and engage their audience during their presentations.</p>	<p>Students will describe a time they saw an effective presentation to a partner. They will make a brief oral presentation of their expository paragraph on what might happen if one of the areas in their brain were damaged. They will listen attentively as others present and provide constructive feedback.</p>	<p>&gt; <b>Present expository writing from Sub-Unit 1, Lesson 13 and Sub-Unit 2, Lesson 1</b></p>

## Unit 7D: Poetry & Poe

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> Poetry Lesson 1	Students will learn how to evaluate how the author uses words and rhythm to create a sense of fear in the selection.	Students will explain to a partner the multiple meanings of some words and phrases used in the selection.	<ul style="list-style-type: none"> <li>• Talk about fear</li> <li>• Determine meaning of words</li> </ul>
<b>SUB-UNIT 2:</b> "The Tell-Tale Heart" Lesson 1	Students will learn how to identify one behavior the narrator described in "The Tell-Tale Heart" that lets the reader know he felt guilty.	Students will write on an Exit Ticket one behavior that makes them feel guilty.	<ul style="list-style-type: none"> <li>• Describe an experience</li> <li>• Discuss ideas of prejudice</li> </ul>
<b>SUB-UNIT 2:</b> "The Tell-Tale Heart" Lesson 7	Students will learn how to analyze language choices, how those choices create dominant impressions in a reader's mind, how to infer the effect they may have on an audience, and practice writing a description of their dominant impression of an image.	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 complete a graphic organizer and use it to draft a paragraph about their dominant impression of an image.	<ul style="list-style-type: none"> <li>• Identify dominant impressions from an image</li> </ul> <p>&gt; <b>Write a descriptive paragraph based on an image</b></p>
<b>SUB-UNIT 3:</b> "The Cask of Amontillado" Lesson 1	Based on a close reading of the sample text from Edgar Allan Poe's "The Cask of Amontillado," students will learn how to analyze language choices in order to infer the effect they may have on an audience.	Students will identify different words with similar meanings and figurative language in Edgar Allan Poe's story "The Cask of Amontillado." They will analyze the author's language choices and infer how these choices may have an effect on the audience. Finally, they will complete a graphic organizer and use it to draft a literary response to a sample text (paragraphs 1–3) of the story.	<ul style="list-style-type: none"> <li>• Identify dominant impressions in a text</li> <li>• Determine meaning of words</li> <li>• Analyze language choices</li> </ul>
<b>SUB-UNIT 3:</b> "The Cask of Amontillado" Lesson 7	Students will revisit how to choose and use language in order to improve the drafts of their descriptive literary response. Based on a close reading of the sample text from Poe's "The Cask of Amontillado," they will learn how to offer their opinion and support it with evidence, as well as how to temper it using modal expressions.	Students will choose and use language in order to write a descriptive literary response. Based on a close reading of the sample text from Poe's "The Cask of Amontillado," they will offer their opinion to their partners and support it with evidence, as well as temper it using modal expressions.	<ul style="list-style-type: none"> <li>• Evaluate language choices</li> <li>• Express opinions</li> <li>• Use modal expressions</li> </ul> <p>&gt; <b>Peer edit descriptive writing from Sub-Unit 2, Lesson 7</b></p> <p>&gt; <b>Revise descriptive writing</b></p>

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## Unit 7D: Poetry & Poe

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 4:</b> "The Raven" Lesson 1	Students will learn how to be an effective presenter and engage their audience during 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 descriptive paragraphs and listen attentively as others present their descriptive paragraphs and provide positive, constructive feedback.	> <b>Present descriptive writing from Sub-Unit 2, Lesson 7 and Sub-Unit 3, Lesson 7</b>

## Unit 7E: Shakespeare’s Romeo & Juliet

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> <i>Romeo and Juliet</i> Lesson 1	Students will be able to define and describe the characteristics of a family.	Each student will be able to complete a Venn Diagram comparing and contrasting his or her family with that of his or her partner.	<ul style="list-style-type: none"> <li>• Talk about families</li> <li>• Review family member words</li> </ul>
<b>SUB-UNIT 1:</b> <i>Romeo and Juliet</i> Lesson 7	Students will be able to demonstrate their understanding of the naming conventions in the United States.	Each student will explain to his or her partner their legal first, middle, and last names and how he or she received them.	<ul style="list-style-type: none"> <li>• Talk about names</li> <li>• Learn idioms with the word “name”</li> </ul>
<b>SUB-UNIT 1:</b> <i>Romeo and Juliet</i> Lesson 13	Students will 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 <i>Romeo and Juliet</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. Students will also complete a graphic organizer and use it to draft a literary response based on <i>Romeo and Juliet</i> .	<ul style="list-style-type: none"> <li>• Determine the meaning of words</li> <li>• Analyze language choices</li> </ul> <p>&gt; <b>Write an expository paragraph on <i>Romeo and Juliet</i></b></p>
<b>SUB-UNIT 1:</b> <i>Romeo and Juliet</i> Lesson 19	Students will learn how to be effective presenters and engage their audience during their presentations.	Students will describe to a partner a time when they saw an effective presentation. They will make a brief oral presentation of their expository paragraphs on their opinion regarding <i>Romeo and Juliet</i> ’s decision to disown their families. They will listen attentively as others present and provide constructive feedback.	<p>&gt; <b>Present expository writing from Lesson 13</b></p>



## Unit 7F: The Gold Rush Collection

Lessons	Content Objectives	Language Objectives	Main Activities
<b>SUB-UNIT 1:</b> The Gold Rush Lesson 1	Students will learn to define the meaning of vocabulary related to the theme of the text.	Students will be able to summarize their partner's ideas regarding the theme of the lesson.	<ul style="list-style-type: none"><li>• Talk about jobs and chores</li></ul>