



## Unit-at-a-Glance

This unit is approximately 3 weeks or 14 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p><b>Lesson 1</b> RI.7.1</p>	<p><b>Discover Our Topic: Epidemics</b></p> <p><b>Opening</b> A. Engage the Learner – RI.7.1 (5 minutes)</p> <p><b>Work Time</b> A. Infer the Topic – RI.7.1 (15 minutes) A. Introduce the Performance Task and Module Guiding Questions – SL.7.1 (10 minutes) A. Launch the Text: <i>Patient Zero</i> – RI.7.5 (10 minutes)</p> <p><b>Closing and Assessment</b> A. Check Understanding with an Exit Ticket – RI.7.1 (5 minutes)</p> <p><b>Homework</b> A. Read and Reflect: Students complete Homework: Module Guiding Questions anchor chart to read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas. A. Preread Anchor Text: Students preread pages 7–15 of <i>Patient Zero</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students participate in the Infer the Topic protocol by engaging with the texts, images, and ideas they will examine throughout the module. Also, students encounter the performance task and the guiding questions for the module, as well as the module’s anchor text.</p>	<ul style="list-style-type: none"> <li>• I can infer the topic of this module from the resources. (RI.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 1, Lesson 1 (RI.7.1)</li> <li>• Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RI.7.1)</li> <li>• Closing and Assessment: Exit Ticket (RI.7.1)</li> </ul>

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<p><b>Lesson 2</b> RI.7.5, L.7.4c</p>	<p><b>Analyze Text Features and Structures: <i>Patient Zero</i>, Pages 7–15</b></p> <p><b>Opening</b> A. Engage the Learner – L.7.4c (5 minutes) A. Reflect on the Module Guiding Questions – SL.7.1 (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Patient Zero</i>, Pages 7–15 (15 minutes) A. Analyze Structure: <i>Patient Zero</i>, Pages 7–15 – RI.7.5 (15 minutes)</p> <p><b>Closing and Assessment</b> A. Check for Understanding – RI.7.5 (5 minutes)</p> <p><b>Homework</b> A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 7–15 of <i>Patient Zero</i>. Then they record the words and their definitions in the correct section of their vocabulary log. A. Preread Anchor Text: Students preread pages 16–25 of <i>Patient Zero</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students begin reading the anchor text of the module, <i>Patient Zero</i>, determining the gist and noting new vocabulary. Then with modeling and guidance, students begin to analyze how the author structures the text, how major sections contribute to the whole and to the development of ideas.</p>	<ul style="list-style-type: none"> <li>I can determine the meanings of unfamiliar words and phrases. (L.7.4c)</li> <li>I can find the gist of pages 7–15 of <i>Patient Zero</i>.</li> <li>I can identify the structures Peters uses to organize pages 7–15 of <i>Patient Zero</i>. (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>Engage the Learner: Entrance Ticket: Unit 1, Lesson 2 (L.7.4c)</li> <li>Work Time B: <i>Patient Zero</i> Lesson 2 note-catcher (RI.7.5)</li> </ul>
<p><b>Lesson 3</b> RI.7.1, RI.7.5</p>	<p><b>Close Read: <i>Patient Zero</i>, Pages 21–23</b></p> <p><b>Opening</b> A. Engage the Learner – RI.7.5 (5 minutes)</p> <p><b>Work Time</b> A. Close Read: <i>Patient Zero</i>, Pages 21–23 – RI.7.1, RI.7.5 (25 minutes)</p> <p><b>Closing and Assessment</b> A. Launch Independent Research Reading – RI.7.10 (15 minutes)</p> <p><b>Homework</b> A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary a dictionary to determine the meaning of unfamiliar vocabulary in pages 16–25 of <i>Patient Zero</i>. Then they record the words and their definitions in the correct section of their vocabulary log. A. Preread Anchor Text: Students preread pages 26–33 of <i>Patient Zero</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students participate in a close read of <i>Patient Zero</i>, pages 21–23, analyzing as a class how the author structures the text as well as how major sections contribute to the whole and to the development of ideas. Then students are guided to choose an independent research reading text.</p>	<ul style="list-style-type: none"> <li>I can identify the structures Peters uses to organize pages 21–23 of <i>Patient Zero</i>. (RI.7.5)</li> <li>I can explain how sections of <i>Patient Zero</i> contribute to the whole chapter. (RI.7.5)</li> <li>I can select a research reading text that I want to read. (RI.7.10)</li> </ul>	<ul style="list-style-type: none"> <li>Engage the Learner: Entrance Ticket: Unit 1, Lesson 3 (RI.7.5)</li> <li>Work Time A: Close Reading: <i>Patient Zero</i>, Page(s) 21–23 note-catcher (RI.7.1, RI.7.5)</li> </ul>

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<p><b>Lesson 4</b> RI.7.5, L.7.4a</p>	<p><b>Analyze Text Structure: <i>Patient Zero</i>, Pages 26–33</b></p> <p><b>Opening</b> A. Engage the Learner – L.7.4a (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Patient Zero</i>, Pages 26–33 (15 minutes) A. Analyze Structure: <i>Patient Zero</i>, Pages 26–33 – RI.7.5 (20 minutes)</p> <p><b>Closing and Assessment</b> A. Check for Understanding – RI.7.5 (5 minutes)</p> <p><b>Homework</b> A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 26–33 of <i>Patient Zero</i>. Then they record the words and their definitions in the correct section of their vocabulary log. A. Preread Anchor Text: Students preread pages 34–41 of <i>Patient Zero</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students read pages 26–33 of <i>Patient Zero</i>, determining the gist and noting new vocabulary. Then students work together to analyze how the author structures the text as well as how major sections contribute to the whole and to the development of ideas. Students close the lesson checking their understanding of the text's structure by answering selected and constructed response questions similar to those they will see on the mid-unit assessment.</p>	<ul style="list-style-type: none"> <li>• I can determine the meanings of unfamiliar words and phrases. (L.7.4)</li> <li>• I can find the gist of pages 7–15 of <i>Patient Zero</i>.</li> <li>• I can identify the structures Peters uses to organize pages 26–33 of <i>Patient Zero</i>. (RI.7.5)</li> <li>• I can explain how sections of <i>Patient Zero</i> contribute to the whole chapter. (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 1, Lesson 4 (L.7.4a)</li> <li>• Work Time B: <i>Patient Zero</i> Lesson 4 note-catcher (RI.7.5)</li> </ul>

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<p><b>Lesson 5</b> RI.7.5, L.7.4</p>	<p><b>Analyze Text Structure: <i>Patient Zero</i>, Pages 34–41</b></p> <p><b>Opening</b> A. Engage the Learner – L.7.4 (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Patient Zero</i>, Pages 34–41 – SL.7.1 (15 minutes) A. Analyze Structure: <i>Patient Zero</i>, Pages 34–41 – RI.7.5 (20 minutes)</p> <p><b>Closing and Assessment</b> A. Check for Understanding – RI.7.5 (5 minutes)</p> <p><b>Homework</b> A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 34–41 of <i>Patient Zero</i>. Then they record the words and their definitions in the correct section of their vocabulary log. A. Preread Anchor Text: Students preread pages 41–44 of <i>Patient Zero</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students read pages 34–41 of <i>Patient Zero</i>, determining the gist and noting new vocabulary. Then students work independently to analyze how the author structures the text, how major sections contribute to the whole and to the development of ideas. Students close the lesson checking their understanding of the text’s structure by answering selected and constructed response questions similar to those they will see on the mid-unit assessment.</p>	<ul style="list-style-type: none"> <li>• I can determine the meanings of unfamiliar words and phrases. (L.7.4)</li> <li>• I can identify the structures Peters uses to organize pages 34–41 of <i>Patient Zero</i>. (RI.7.5)</li> <li>• I can explain how sections of <i>Patient Zero</i> contribute to the whole chapter. (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 1, Lesson 5 (L.7.4)</li> <li>• Work Time B: <i>Patient Zero</i> Lesson 5 note-catcher (RI.7.5)</li> </ul>

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<p><b>Lessons 6–7</b> RI.7.1, RI.7.4, RI.7.5, L.7.4, L.7.6</p>	<p><b>Mid-Unit 1 Assessment: Analyze Structure: <i>Patient Zero</i>, Pages 41–44</b></p> <p><b>Opening</b> A. Return Module 1, End of Unit 3 Assessments (5 minutes) A. Engage the Learner (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Patient Zero</i>, Pages 41–44 (15 minutes) A. Language Dive: <i>Patient Zero</i>, Page 43 – RI.7.5 (15 minutes) A. Mid-Unit 1 Assessment: Analyze Structure: <i>Patient Zero</i>, Pages 41–44 (35 minutes)</p> <p><b>Closing and Assessment</b> A. Track Progress – RI.7.4 (15 minutes)</p> <p><b>Homework</b> A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 41–44 of <i>Patient Zero</i>. Then they record the words and their definitions in the correct section of their vocabulary log. A. Preread Anchor Text: Students preread pages 44–50 of <i>Patient Zero</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students read pages 41–44 of <i>Patient Zero</i>, determining the gist and noting new vocabulary. Then students participate in a Language Dive during which they explore a sentence from <i>Patient Zero</i> to better understand language structures used in the text. Finally, students complete the mid-unit assessment, answering selected and constructed response questions to determine the meanings of unfamiliar words and to analyze how the author structures the text as well as how major sections contribute to the whole and to the development of ideas.</p>	<ul style="list-style-type: none"> <li>• I can determine the meanings of unfamiliar words and phrases. (L.7.4)</li> <li>• I can identify the structures Peters uses to organize pages 41–44 of <i>Patient Zero</i>. (RI.7.5)</li> <li>• I can explain how sections of <i>Patient Zero</i> contribute to the whole chapter. (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening B: Entrance Ticket: Unit 1, Lessons 6-7</li> <li>• Work Time C: Mid-Unit 1 Assessment: Analyze Structure: <i>Patient Zero</i>, Pages 41–44 (RI.7.1, RI.7.4, RI.7.5, RI.7.10, L.7.4, L.7.6)</li> </ul>

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<p><b>Lesson 8</b> RI.7.3, RI.7.4</p>	<p><b>Analyze Interactions among Individuals, Events, and Ideas: <i>Patient Zero</i>, Pages 44–50</b></p> <p><b>Opening</b> A. Engage the Learner – RI.7.4 (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Patient Zero</i>, Pages 44–50 (15 minutes) A. Analyze Interactions among Individuals, Events, and Ideas: <i>Patient Zero</i>, Pages 44–50 – RI.7.3 (15 minutes)</p> <p><b>Closing and Assessment</b> A. Discuss Individuals, Events, and Ideas: <i>Patient Zero</i>, Pages 44–50 – SL.7.1 (10 minutes)</p> <p><b>Homework</b> A. Constructed Response Question: Following the instructions on Homework: Analyze Interactions: <i>Patient Zero</i>, Pages 44–55, students write a paragraph synthesizing the in-class discussion about how the individuals, events, and ideas interact in pages 44–50 of <i>Patient Zero</i>. A. Preread Anchor Text: Students preread pages 51–54 of <i>Patient Zero</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students read pages 44–50 of <i>Patient Zero</i>, determining the gist and noting new vocabulary. Then they begin to analyze the interaction of individuals, events, and ideas in the text. Students conclude the class by discussing their ideas about these interactions, focusing on acknowledging new information expressed by others.</p>	<ul style="list-style-type: none"> <li>• I can analyze the impact of a specific word choice on meaning and tone. (RI.7.4)</li> <li>• I can identify key individuals, events, and ideas in a text. (RI.7.3)</li> <li>• I can analyze how individuals, ideas, and events interact with one another. (RI.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 1, Lesson 8 (RI.7.4)</li> <li>• Work Time B: Solve <i>Patient Zero</i>, Chapter 2 note-catcher (RI.7.3)</li> </ul>

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<p><b>Lesson 9</b> RI.7.3, RI.7.4</p>	<p><b>Analyze Interactions among Individuals, Events, and Ideas: <i>Patient Zero</i>, Pages 51–54</b></p> <p><b>Opening</b> A. Engage the Learner – RI.7.4 (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Patient Zero</i>, Pages 51–54 (10 minutes) A. Analyze Interactions among Individuals, Events, and Ideas: <i>Patient Zero</i>, Pages 51–54 – RI.7.3 (10 minutes) A. Discuss Interactions among Individuals, Events, and Ideas: <i>Patient Zero</i>, Pages 51–54 – SL.7.1 (10 minutes)</p> <p><b>Closing and Assessment</b> A. Whole-Group Constructed Response Critique – W.7.5 (10 minutes)</p> <p><b>Homework</b> A. Revise Constructed Response: Students use the lessons learned from the whole-group constructed response critique activity and Homework: Revise Constructed Response to revise their own constructed responses. A. Preread Anchor Text: Students preread pages 77–84 of <i>Patient Zero</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students read pages 51–54 of <i>Patient Zero</i>, determining the gist and noting new vocabulary. Then they continue analyzing the interaction of individuals, events, and ideas in the text. Students conclude the lesson with a whole-class critique of one student’s constructed response to the previous lesson’s homework.</p>	<ul style="list-style-type: none"> <li>• I can analyze the impact of a specific word choice on meaning and tone. (RI.7.4)</li> <li>• I can identify key individuals, events, and ideas in a text. (RI.7.3)</li> <li>• I can analyze how individuals, ideas, and events interact with one another. (RI.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 1, Lesson 9 (RI.7.4)</li> <li>• Work Time B: Solve <i>Patient Zero</i>, Chapter 2 note-catcher (RI.7.3)</li> </ul>

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<p><b>Lesson 10</b> RI.7.3, RI.7.4</p>	<p><b>Analyze Interactions among Individuals, Events, and Ideas: <i>Patient Zero</i>, Pages 77–84</b></p> <p><b>Opening</b> A. Engage the Learner – RI.7.4 (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Patient Zero</i>, Pages 77–84 (15 minutes) A. Analyze Interactions among Individuals, Events, and Ideas in <i>Patient Zero</i>, Pages 77–84 – RI.7.3 (15 minutes)</p> <p><b>Closing and Assessment</b> A. Discuss Individuals, Events, and Ideas: <i>Patient Zero</i>, Pages 77–84 – SL.7.1 (10 minutes)</p> <p><b>Homework</b> A. Respond to Questions: In preparation for similar questions on the end of unit assessment, students complete Homework: Analyze Interactions: <i>Patient Zero</i>, Pages 77–84 to respond to selected and constructed response items to synthesize their understanding of how the individuals, events, and ideas interact in the excerpt. A. Preread Anchor Text: Students preread pages 84–89 of <i>Patient Zero</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students read pages 77–84 of <i>Patient Zero</i>, determining the gist and noting new vocabulary. Then they continue analyzing the interaction of individuals, events, and ideas in the text in triads. Students conclude the class by discussing their ideas about these interactions and how they impact our scientific and social ideas about disease.</p>	<ul style="list-style-type: none"> <li>• I can analyze the impact of a specific word choice on meaning and tone. (RI.7.4)</li> <li>• I can identify key individuals, events, and ideas in a text. (RI.7.3)</li> <li>• I can analyze how individuals, ideas, and events influence one another. (RI.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 1, Lesson 10 (RI.7.4)</li> <li>• Work Time B: Solve <i>Patient Zero</i>, Chapter 4 note-catcher (RI.7.1, RI.7.3)</li> </ul>

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<p><b>Lesson 11</b> RI.7.3</p>	<p><b>Analyze Interactions among Individuals, Events, and Ideas: <i>Patient Zero</i>, Pages 84–89</b></p> <p><b>Opening</b> A. Engage the Learner – RI.7.3 (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Patient Zero</i>, Pages 84–89 (15 minutes) A. Create an Interactive Flowchart of the Individuals, Events and Ideas – RI.7.3 (15 minutes)</p> <p><b>Closing and Assessment</b> A. Discuss Interaction of Individuals, Events, and Ideas – RI.7.3 (10 minutes)</p> <p><b>Homework</b> A. Respond to Questions: In preparation for similar questions on the end of unit assessment, students complete Handout: Analyze Interactions: <i>Patient Zero</i>, Pages 84–89 to respond to selected and constructed response items to synthesize their understanding of how the individuals, events, and ideas interact in the excerpt. A. Preread Anchor Text: Students preread pages 89–93 of <i>Patient Zero</i> in preparation for studying an excerpt from the chapter in the next lesson.</p> <p>Students read pages 84–89 of <i>Patient Zero</i>, determining the gist and noting new vocabulary. Then they continue analyzing the interaction of individuals, events, and ideas in the text and create an interactive flowchart to demonstrate these interactions. Students conclude the class by discussing their ideas about these interactions and how they impact our scientific and social ideas about disease.</p>	<ul style="list-style-type: none"> <li>• I can identify key individuals, events, and ideas in a text. (RI.7.3)</li> <li>• I can analyze how individuals, events, and ideas interact with one another. (RL.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 1, Lesson 11 (RI.7.3)</li> <li>• Work Time B: Solve <i>Patient Zero</i>, Chapter 4 note-catcher (RI.7.1, RL.7.3)</li> </ul>

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<p><b>Lessons 12–13</b> RI.7.1, RI.7.3, RI.7.4, L.7.6</p>	<p><b>End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas in <i>Patient Zero</i>, Chapter 4</b></p> <p><b>Opening</b> A. Engage the Learner (5 minutes)</p> <p><b>Work Time</b> A. Read and Analyze Individuals, Events, and Ideas: <i>Patient Zero</i>, Pages 89–93 – RI.7.3 (30 minutes) A. Language Dive: <i>Patient Zero</i>, Page 89 – RI.7.3 (15 minutes) A. End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas: <i>Patient Zero</i>, Chapter 4 (30 minutes)</p> <p><b>Closing and Assessment</b> A. Track Progress – RI.7.4 (10 minutes)</p> <p><b>Homework</b> A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students read pages 89–93 of <i>Patient Zero</i>, determining the gist and noting new vocabulary. Then they independently analyze the interaction of individuals, events, and ideas in the text, completing a note-catcher. Next, they participate in a Language Dive to analyze language structures from a sentence in the excerpt. Then students complete their end of unit assessment by answering selected and constructed response questions about how the interaction of individuals, events, and ideas impact our scientific and social ideas about disease. They conclude the class by tracking their progress on reading and analyzing new text.</p>	<ul style="list-style-type: none"> <li>• I can analyze the impact of a specific word choice on meaning and tone. (RI.7.4)</li> <li>• I can identify key individuals, events, and ideas in a text. (RI.7.3)</li> <li>• I can analyze how individuals, ideas, and events influence one another. (RI.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 1, Lessons 12-13</li> <li>• Work Time C: End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas in <i>Patient Zero</i>, Chapter 4 (RI.7.1, RI.7.3, RI.7.4, RI.7.10, L.7.6)</li> </ul>

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<p><b>Lesson 14</b> RI.7.3, SL.7.1, SL.7.1d</p>	<p><b>Text-Based Discussion: Individuals, Events, and Ideas: <i>Patient Zero</i>, Chapter 4</b></p> <p><b>Opening</b> A. Engage the Learner – SL.7.1 (5 minutes)</p> <p><b>Work Time</b> A. Prepare for a Text-Based Discussion – RI.7.3 (5 minutes) A. Text-Based Discussion – RI.7.3, SL.7.1d (20 minutes)</p> <p><b>Closing and Assessment</b> A. Independent Research Reading Share – RI.7.10 (15 minutes)</p> <p><b>Homework</b> A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students prepare for their text-based discussion by reviewing their note-catchers on interactions among individuals, events, and ideas in chapter 4 of <i>Patient Zero</i>. Then they participate in a text-based discussion about these interactions and how they impact our scientific and social ideas about disease. Students conclude the class with a sharing about their independent research reading texts.</p>	<ul style="list-style-type: none"> <li>• I can quote accurately from the text to support my ideas during a text-based discussion. (RI.7.1)</li> <li>• I can acknowledge new information expressed by others and, when necessary, modify my own views. (SL.7.1d)</li> <li>• I can analyze how individuals, ideas, and events influence one another. (RI.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 1, Lesson 14 (SL.7.1)</li> <li>• Work Time B: Text-Based Discussion (RI.7.1, RI.7.3, SL.7.1, SL.7.1d)</li> </ul>