



## Unit-at-a-Glance

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 1</b> RI.7.2, L.7.6	<p><b>Close Read: Determine Central Ideas: “Kindness Contagion”</b></p> <p><b>Opening</b> A. Engage the Learner – L.7.6 (5 minutes)</p> <p><b>Work Time</b> A. Close Read: Determine Central Ideas: “Kindness Contagion” – RI.7.2 (35 minutes)</p> <p><b>Closing and Assessment</b> A. Write a Summary: “Kindness Contagion” – RI.7.2 (5 minutes)</p> <p><b>Homework</b> A. Complete Summary: Students finish their summaries of “Kindness Contagion,” tracing the development of central ideas across the article. A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in “Kindness Contagion.” Then they record the words and their definitions in the correct section of their vocabulary log.</p> <p>Students participate in a close read of “Kindness Contagion” to determine two central ideas of the article and trace them over the course of the text. Students conclude the lesson by beginning to write a summary of the article, which they finish for homework.</p>	<ul style="list-style-type: none"> <li>• I can determine two or more central ideas of a text. (RI.7.2)</li> <li>• I can trace the development of central ideas over the course of a text. (RI.7.2)</li> <li>• I can write an objective summary of a text. (RI.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 2, Lesson 1 (L.7.6)</li> <li>• Work Time A: Close Read: “Kindness Contagion” note-catcher (RI.7.2)</li> </ul>
<b>Lesson 2</b> RI.7.8, SL.7.1c	<p><b>Analyze Argument: “Kindness Contagion”</b></p> <p><b>Opening</b> A. Engage the Learner – RI.7.8 (5 minutes)</p> <p><b>Work Time</b> A. Read Aloud “Kindness Contagion” (10 minutes) A. Analyze Argument: “Kindness Contagion” – RI.7.8 (20 minutes)</p> <p><b>Closing and Assessment</b> A. Discuss Argument: “Kindness Contagion” – SL.7.1 (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 reread “Kindness Contagion” and review the central ideas. Then they continue analyzing the article by working collaboratively to identify claims, evidence, and reasoning. Students conclude the lesson by participating in a collaborative discussion on the article’s argument.</p>	<ul style="list-style-type: none"> <li>• I can identify the main claim, points, evidence, and reasoning in a text. (RI.7.8)</li> <li>• I can ask my classmates to explain their thinking. (SL.7.1c)</li> <li>• I can explain my own thinking. (SL.7.1c)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 2, Lesson 2 (RI.7.8)</li> <li>• Work Time B: Argument: “Kindness Contagion” note-catcher (RI.7.1, RI.7.8)</li> </ul>

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<b>Lesson 3</b> RI.7.2, RI.7.8	<b>Evaluate Argument: “Kindness Contagion”</b>  <b>Opening</b> A. Engage the Learner – RI.7.2 (5 minutes) <b>Work Time</b> A. Whole Class: Evaluate Argument: “Kindness Contagion” – RI.7.8 (15 minutes) A. Pairs: Evaluate Argument: “Kindness Contagion” – RI.7.8 (15 minutes) <b>Closing and Assessment</b> A. Discuss to Evaluate Argument: “Kindness Contagion” – SL.7.1 (10 minutes) <b>Homework</b> A. Make Connections: Students fill out the “Argument” section in the “Kindness Contagion” note-catcher about how the author is making connections between medical and social epidemics in this article. 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.  Students continue their collaborative analysis of the argument in “Kindness Contagion” by evaluating whether the evidence is relevant and sufficient and the reasoning is sound. Then they conclude the lesson by participating in a collaborative discussion on the strength of the article’s argument.	<ul style="list-style-type: none"> <li>• I can evaluate whether evidence is relevant and sufficient to support the argument. (RI.7.8)</li> <li>• I can evaluate whether reasoning is sound. (RI.7.8)</li> <li>• I can evaluate the strength of an argument. (RI.7.8)</li> <li>• I can acknowledge new information expressed by others and, when warranted, modify my own views. (SL.7.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 2, Lesson 3 (RI.7.2)</li> <li>• Work Time A: Argument: “Kindness Contagion” note-catcher (RI.7.8)</li> </ul>
<b>Lesson 4</b> RI.7.2	<b>Close Read: Determine Central Ideas: “Conflicting Ideas”</b>  <b>Opening</b> A. Engage the Learner – SL.7.1d (5 minutes) <b>Work Time</b> A. Close Read: Determine Central Ideas: “Conflicting Ideas” – RI.7.2 (35 minutes) <b>Closing and Assessment</b> A. Write Summary: “Conflicting Ideas” – RI.7.2 (5 minutes) <b>Homework</b> A. Complete Summary: Students finish their summaries of “Conflicting Ideas,” tracing the development of central ideas across the article. A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in “Conflicting Ideas.” Then they record the words and their definitions in the correct section of their vocabulary log.  Students participate in a close read of “Conflicting Ideas” to determine two central ideas of the article and trace them over the course of the text. Students conclude the lesson by beginning to write a summary of the article, which they finish for homework.	<ul style="list-style-type: none"> <li>• I can determine two or more central ideas of a text. (RI.7.2)</li> <li>• I can trace the development of central ideas over the course of a text. (RI.7.2)</li> <li>• I can write an objective summary of a text. (RI.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 2, Lesson 4 (SL.7.1d)</li> <li>• Work Time A: Central Ideas in “Conflicting Ideas” note-catcher (RI.7.1, RI.7.2)</li> </ul>

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<b>Lesson 5</b> RI.7.8, SL.7.1d	<b>Analyze Argument: “Conflicting Ideas”</b>  <b>Opening</b> A. Engage the Learner – L.7.4 (5 minutes) <b>Work Time</b> A. Read Aloud “Conflicting Ideas” (10 minutes) A. Identify Main Claim, Points, Evidence, and Reasoning: “Conflicting Ideas” – RI.7.8 (15 minutes) <b>Closing and Assessment</b> A. Evaluate Argument: “Conflicting Ideas” – SL.7.1d (15 minutes) <b>Homework</b> A. Make Connections: Students fill out the section on their Argument: “Conflicting Ideas” note-catchers about how the author is making connections between medical and social epidemics in this article. A. Review Note-Catchers: Students reread the two argument note-catchers from Lessons 2, 3, and 5 to prepare for the mid-unit assessment. A. Set Goals: Students record their character and academic goals on Homework: Set Goals for the text-based discussion in the mid-unit assessment of the following lessons.  Students reread “Conflicting Ideas” and work independently to analyze and evaluate the argument in preparation for the mid-unit assessment in the following lessons. They conclude the lesson by practicing their collaborative discussion skills.	<ul style="list-style-type: none"> <li>• I can identify the main claim, points, evidence, and reasoning in a text. (RI.7.8)</li> <li>• I can evaluate whether evidence is relevant and sufficient to support an argument. (RI.7.8)</li> <li>• I can evaluate whether reasoning is sound. (RI.7.8)</li> <li>• I can evaluate the strength of an argument. (RI.7.8)</li> <li>• I can acknowledge new information expressed by others and, when warranted, modify my own views. (SL.7.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 2, Lesson 5 (L.7.4)</li> <li>• Work Time B: Analyze Argument: “Conflicting Ideas” note-catcher (RI.7.1, RI.7.8)</li> </ul>

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<b>Lessons 6–7</b> RI.7.1, RI.7.8, SL.7.1, L.7.6	<p><b>Mid-Unit 2 Assessment: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?”</b></p> <p><b>Opening</b></p> <p>A. Engage the Learner – SL.7.1d (5 minutes)</p> <p>A. Return End of Unit 1 Assessments with Feedback (5 minutes)</p> <p><b>Work Time</b></p> <p>A. Mid-Unit 2 Assessment, Part I: Read and Analyze Argument: “Are Social Epidemics Real?” (35 minutes)</p> <p>A. Language Dive: “Are Social Epidemics Real?” Paragraph 3 – RI.7.8, L.7.1a (10 minutes)</p> <p>A. Mid-Unit 2 Assessment, Part II: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?” (25 minutes)</p> <p><b>Closing and Assessment</b></p> <p>A. Track Progress – SL.7.1 (10 minutes)</p> <p><b>Homework</b></p> <p>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>A. Read “Crime-Solving Strategies”: Students complete Homework: Read “Crime-Solving Strategies” in preparation for the practice peer essay they will begin writing in Lesson 8.</p> <p>Students complete the mid-unit assessment, reading a new article about social epidemics and analyzing the argument by identifying and evaluating claims, evidence, and reasoning.</p>	<ul style="list-style-type: none"> <li>• I can trace an argument and evaluate its strength. (RI.7.8)</li> <li>• I can follow discussion norms to have an effective text-based discussion. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 2, Lessons 6–7 (SL.7.1d)</li> <li>• Work Time A: Mid-Unit 2 Assessment, Part I: Read and Analyze Argument: “Are Social Epidemics Real?” note-catchers (RI.7.1, RI.7.8, RI.7.10, L.7.6)</li> <li>• Work Time B: Language Dive: “Are Social Epidemics Real?” Paragraph 3 Note-Catcher (RI.7.8, L.7.1a)</li> </ul>
<b>Lesson 8</b> W.7.2, W.7.4, W.7.5	<p><b>Write an Informative Essay: Analyze a Model</b></p> <p><b>Opening</b></p> <p>A. Engage the Learner – W.7.2 (5 minutes)</p> <p><b>Work Time</b></p> <p>A. Analyze a Model – W.7.2 (20 minutes)</p> <p><b>Closing and Assessment</b></p> <p>A. Pair Practice: Plan an Informative Essay – W.7.5 (20 minutes)</p> <p><b>Homework</b></p> <p>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 analyze a model informative essay using the Painted Essay® structure. Then they work in pairs to plan their own peer informative essay.</p>	<ul style="list-style-type: none"> <li>• I can explore a model and determine criteria of an informative essay. (W.7.2)</li> <li>• I can use the Painted Essay® structure to analyze a model. (W.7.2, W.7.4)</li> <li>• I can plan an informative essay, focusing on task, purpose, and audience. (W.7.4, W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the Learner: Entrance Ticket: Unit 2, Lesson 8 (W.7.2)</li> <li>• Work Time A: Annotated, color-coded model informative essay (W.7.2, W.7.4)</li> <li>• Closing and Assessment A: Informative Writing Plan graphic organizer (W.7.2, W.7.4, W.7.5)</li> </ul>

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<b>Lesson 9</b> W.7.2a, L.7.1a	<b>Write an Informative Essay: Draft an Introduction</b>  <b>Opening</b> A. Engage the Learner – W.7.2a (5 minutes) <b>Work Time</b> A. The Painted Essay®: Sort and Color-Code the Parts of an Introduction – W.7.2a (15 minutes) A. Language Dive: Model Essay, Focus Statement – W.7.2a, L.7.1a (10 minutes) <b>Closing and Assessment</b> A. Pair Writing: Draft an Introduction – W.7.2a (15 minutes) <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.  Students use the Painted Essay® structure to analyze the introduction of the Model Informative Essay. Then they participate in a Language Dive on the focus statement of the Model Informative Essay. Students conclude the lesson by drafting the introduction to their peer essay.	<ul style="list-style-type: none"> <li>I can write an introduction for my essay giving context on crime detection and epidemiology, clearly stating the focus of the piece. (W.7.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Engage the Learner: Entrance Ticket: Unit 2, Lesson 9 (W.7.2a)</li> <li>Work Time A: Annotated, color-coded model informative essay introduction (W.7.2a)</li> <li>Work Time B: Language Dive: Model Essay, Focus Statement note-catcher (W.7.2a, L.7.1a)</li> <li>Closing and Assessment A: Introductory Paragraph of Pair Informative Essay (W.7.2a)</li> </ul>
<b>Lesson 10</b> RI.7.1, W.7.2b	<b>Write an Informative Essay: Draft Proof Paragraph 1</b>  <b>Opening</b> A. Engage the Learner – RI.7.1 (5 minutes) <b>Work Time</b> A. The Painted Essay®: Sort and Color-Code Evidence from the Proof Paragraphs – W.7.2b (10 minutes) A. Pairs: Draft Proof Paragraph 1 – W.7.2b (20 minutes) <b>Closing and Assessment</b> A. Share Best Evidence – RI.7.1 (10 minutes) <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.  Students use the Painted Essay® structure to analyze the Proof Paragraphs of the Model Informative Essay. Then they draft the first Proof Paragraph of their peer essay, focusing on choosing the best evidence to support their point. Students conclude the lesson by sharing a best piece of evidence with another peer group.	<ul style="list-style-type: none"> <li>I can write Proof Paragraph 1 of my pair informative essay using evidence from the text to support my ideas. (W.7.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Engage the Learner: Entrance Ticket: Unit 2, Lesson 10 (RI.7.1)</li> <li>Work Time A: Annotated, color-coded model informative essay Proof Paragraphs (W.7.2a)</li> <li>Work Time B: Proof Paragraph 1 of Pair Informative Essay (W.7.2b)</li> </ul>



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<b>Lesson 11</b> RI.7.1, W.7.2b	<b>Write an Informative Essay: Draft Proof Paragraph 2</b>  <b>Opening</b> A. Engage the Learner – W.7.2b (5 minutes) <b>Work Time</b> A. Analyze a Model: Strong Concluding Sentences – W.7.2b (15 minutes) <b>Closing and Assessment</b> A. Pairs: Draft Proof Paragraph 2 – W.7.2b (25 minutes) <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.  Students analyze strong topic and concluding sentences in the Proof Paragraphs of the Model Informative Essay. Students conclude the lesson by drafting the second Proof Paragraph of their peer essay, focusing on the topic and concluding sentences.	<ul style="list-style-type: none"> <li>I can write Proof Paragraph 2 of my pair informative essay with a strong concluding sentence. (W.7.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Engage the Learner: Entrance Ticket: Unit 2, Lesson 11 (W.7.2b)</li> <li>Closing and Assessment A: Draft Proof Paragraph 2 of Pair Informative Essay (W.7.2b)</li> </ul>
<b>Lesson 12</b> W.7.2f, L.7.1a	<b>Write an Informative Essay: Draft Conclusion</b>  <b>Opening</b> A. Engage the Learner – W.7.2f (5 minutes) <b>Work Time</b> A. The Painted Essay®: Sort and Color-Code the Parts of the Conclusion – W.7.2f (10 minutes) A. Language Dive: Model Informative Essay, Paragraph 4 – W.7.2f, L.7.1a (10 minutes) <b>Closing and Assessment</b> A. Pairs: Draft Conclusion – W.7.2f (20 minutes) <b>Homework</b> A. Review Note-Catchers and Articles: To prepare for the end of unit assessment in the following lesson, students reread their note-catchers and articles from Unit 2, Lessons 1–7 and take notes.  Students use the Painted Essay® structure to analyze the conclusion paragraph of the Model Informative Essay. Then they participate in a Language Dive on a sentence from the conclusion of the Model Informative Essay. Finally, students draft the conclusion paragraph of their peer essay, focusing on restating the focus and offering a reflection.	<ul style="list-style-type: none"> <li>I can write the conclusion of my informative essay, restating the focus of the piece and adding a reflection. (W.7.2f)</li> </ul>	<ul style="list-style-type: none"> <li>Engage the Learner: Entrance Ticket: Unit 2, Lesson 12 (W.7.2f)</li> <li>Work Time A: Conclusion Paragraph Strips (W.7.2f)</li> <li>Work Time B: Language Dive: Model Informative Essay, Paragraph 4 note-catcher (W.7.2a, L.7.1a)</li> <li>Closing and Assessment A: Draft Conclusion of Pair Informative Essay (W.7.2f)</li> </ul>

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<b>Lessons 13–14</b> RI.7.1, RI.7.2, W.7.2, W.7.4, W.7.5, W.7.6, L.7.1, L.7.2, L.7.6	<b>End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics</b>  <b>Opening</b> A. Engage the Learner – W.7.5 (5 minutes) <b>Work Time</b> A. Plan Essay – W.7.5 (15 minutes) A. End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics (45 minutes) <b>Closing and Assessment</b> A. Track Progress – W.7.2 (10 minutes) A. Independent Research Reading Share – RI.7.10 (15 minutes) <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.  Students first review their note-catchers, articles, and notes to plan their informative essay. Then they complete their end of unit assessment by independently writing an informative essay about how social scientists use ideas from epidemiology to explain human behavior. Students conclude the lesson by tracking their progress on writing informative essays.	<ul style="list-style-type: none"> <li>• I can plan an informative essay. (W.7.5)</li> <li>• I can write an informative essay about how social scientists use epidemics to explain human behavior. (W.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 2, Lessons 13–14 (W.7.5)</li> <li>• Work Time B: End of Unit 2 Assessment: Write an Informative Essay (RI.7.1, RI.7.2, W.7.2, W.7.4, W.7.5, W.7.6, W.7.10, L.7.1, L.7.2, L.7.6)</li> </ul>
<b>Lesson 15</b> W.7.5	<b>End of Unit 2 Assessment, Part II: Tuning Protocol and Revision</b>  <b>Opening</b> A. Engage the Learner – W.7.5 (5 minutes) <b>Work Time</b> A. Analyze a Model – W.7.2b (10 minutes) A. Tuning Protocol – W.7.5 (15 minutes) <b>Closing and Assessment</b> A. Revise and Edit End of Unit 2 Assessment, Part I – W.7.5 (15 minutes) <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.  Students first practice identifying strong evidence and elaboration in the Model Informative Essay. Then they participate in a Tuning Protocol to give feedback to their peers on their informative essays from the end of unit assessment. Finally, students revise and edit their own essays based on peer feedback.	<ul style="list-style-type: none"> <li>• I can offer kind, helpful, and specific feedback to my peers, focusing on the evidence and elaboration in their essays. (W.7.2b, W.7.4)</li> <li>• I can revise my essay, focusing on evidence and elaboration. (W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 2, Lesson 15 (W.7.5)</li> <li>• Closing and Assessment A: Revisions and Edits to End of Unit 2 Assessment, Part I (W.7.5)</li> </ul>