

Grade 7: Module 2

Unit 2 Overview and Lessons

Write to Inform: Are Social Epidemics Real?

In Unit 2, students transfer the knowledge about how scientists think about and investigate medical epidemics to the study of social epidemics. Students are introduced to the topic of social epidemics through various articles that describe the basic terms and theories behind social and emotional contagion. They practice summarizing the central ideas of the articles as well as delineating and evaluating their claims. In small groups, students engage in discussions in preparation for the mid-unit assessment, a text-based discussion in which students evaluate whether the authors of an article have provided sufficient evidence and reasoning for their claims connecting social and disease epidemics.

In the second half of the unit, students learn and practice the skills necessary for completing their end of unit assessment, an informative essay that answers the question: How do social scientists use ideas from the study of epidemics to understand and explain human behavior? Students engage in the full writing process, from planning to drafting to peer critique to revision. By the end of the unit, students will be able to think critically about the latest research about how emotions, ideas, and behaviors spread. This will prepare them for further investigation of the topic in Unit 3, as they engage in their own research and develop a podcast script related to a social or disease epidemic.

In this unit, students continue to read nonfiction texts at their level as they choose independent research reading texts. Students should complete 20 minutes of independent research reading for homework when they are not reading a chapter from the anchor text. Students should also continue independent research reading over weekends.

The 4 Ts

TOPIC	TASK
Epidemics: Write to Inform: Are Social Epidemics Real?	<p>Read a new article and engage in a text-based discussion about the strength of the article's argument.</p> <p>Write an informative essay about how social scientists use ideas from the study of epidemics to explain human behavior.</p>
TARGETS	TEXTS
RI.7.1, RI.7.2, RI.7.8, RI.7.10, W.7.2, W.7.4, W.7.5, W.7.6, W.7.9b, W.7.10, SL.7.1, L.7.1, L.7.2, L.7.6	<p>"Kindness Contagion" by Jamil Zaki</p> <p><i>Patient Zero</i> by Marilee Peters</p> <p>"Conflicting Ideas" by T.C.</p> <p>"Are Social Epidemics Real?" by EL Education</p>



CCS Standards

Below are the standards that are formally assessed in this unit.

Reading—Informational Text

- **RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **RI.7.8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **RI.7.10:** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- **W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.7.2a:** Introduce a topic clearly, previewing what is to follow; 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.7.2b:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.7.2c:** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **W.7.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.7.2e:** Establish and maintain a formal style.
- **W.7.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.7.5:** 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)
- **W.7.6:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **W.7.9b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.7.10:** 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.

Speaking and Listening

- **SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.7.1a:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **SL.7.1b:** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- **SL.7.1c:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- **SL.7.1d:** Acknowledge new information expressed by others and, when warranted, modify their own views.

Language

- **L.7.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.7.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Habits of Character**Social-Emotional Learning Focus**

Central to the EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, as students read various informational and argument articles, they witness evidence of the following habits of character—collaboration, initiative, responsibility, perseverance, citizenship, and service—and discuss what these look and sound like in the texts. Also, students focus on respect, empathy, and compassion as they respond to one another's ideas and skills in written work and in discussions. Students also practice collaboration and taking initiative during discussions. They practice integrity and perseverance as they work independently on assessments. And they take responsibility for their own learning as they track progress on their assessments.



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
Lesson 1 RI.7.2, L.7.6	Close Read: Determine Central Ideas: “Kindness Contagion” Opening A. Engage the Learner – L.7.6 (5 minutes) Work Time A. Close Read: Determine Central Ideas: “Kindness Contagion” – RI.7.2 (35 minutes) Closing and Assessment A. Write a Summary: “Kindness Contagion” – RI.7.2 (5 minutes) Homework A. Complete Summary: Students finish their summaries of “Kindness Contagion,” tracing the development of central ideas across the article. B. 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. 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.	<ul style="list-style-type: none"> • I can determine two or more central ideas of a text. (RI.7.2) • I can trace the development of central ideas over the course of a text. (RI.7.2) • I can write an objective summary of a text. (RI.7.2) 	<ul style="list-style-type: none"> • Engage the Learner: Entrance Ticket: Unit 2, Lesson 1 (L.7.6) • Work Time A: Close Read: “Kindness Contagion” note-catcher (RI.7.2)
Lesson 2 RI.7.8, SL.7.1c	Analyze Argument: “Kindness Contagion” Opening A. Engage the Learner – RI.7.8 (5 minutes) Work Time A. Read Aloud “Kindness Contagion” (10 minutes) B. Analyze Argument: “Kindness Contagion” – RI.7.8 (20 minutes) Closing and Assessment A. Discuss Argument: “Kindness Contagion” – SL.7.1 (10 minutes) Homework 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 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.	<ul style="list-style-type: none"> • I can identify the main claim, points, evidence, and reasoning in a text. (RI.7.8) • I can ask my classmates to explain their thinking. (SL.7.1c) • I can explain my own thinking. (SL.7.1c) 	<ul style="list-style-type: none"> • Engage the Learner: Entrance Ticket: Unit 2, Lesson 2 (RI.7.8) • Work Time B: Argument: “Kindness Contagion” note-catcher (RI.7.1, RI.7.8)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 3 RI.7.2, RI.7.8	Evaluate Argument: “Kindness Contagion” Opening A. Engage the Learner – RI.7.2 (5 minutes) Work Time A. Whole Class: Evaluate Argument: “Kindness Contagion” – RI.7.8 (15 minutes) B. Pairs: Evaluate Argument: “Kindness Contagion” – RI.7.8 (15 minutes) Closing and Assessment A. Discuss to Evaluate Argument: “Kindness Contagion” – SL.7.1 (10 minutes) Homework 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. B. 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"> • I can evaluate whether evidence is relevant and sufficient to support the argument. (RI.7.8) • I can evaluate whether reasoning is sound. (RI.7.8) • I can evaluate the strength of an argument. (RI.7.8) • I can acknowledge new information expressed by others and, when warranted, modify my own views. (SL.7.1d) 	<ul style="list-style-type: none"> • Engage the Learner: Entrance Ticket: Unit 2, Lesson 3 (RI.7.2) • Work Time A: Argument: “Kindness Contagion” note-catcher (RI.7.8)
Lesson 4 RI.7.2	Close Read: Determine Central Ideas: “Conflicting Ideas” Opening A. Engage the Learner – SL.7.1d (5 minutes) Work Time A. Close Read: Determine Central Ideas: “Conflicting Ideas” – RI.7.2 (35 minutes) Closing and Assessment A. Write Summary: “Conflicting Ideas” – RI.7.2 (5 minutes) Homework A. Complete Summary: Students finish their summaries of “Conflicting Ideas,” tracing the development of central ideas across the article. B. 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"> • I can determine two or more central ideas of a text. (RI.7.2) • I can trace the development of central ideas over the course of a text. (RI.7.2) • I can write an objective summary of a text. (RI.7.2) 	<ul style="list-style-type: none"> • Engage the Learner: Entrance Ticket: Unit 2, Lesson 4 (SL.7.1d) • Work Time A: Central Ideas in “Conflicting Ideas” note-catcher (RI.7.1, RI.7.2)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 5 RI.7.8, SL.7.1d	<p>Analyze Argument: “Conflicting Ideas”</p> <p>Opening A. Engage the Learner – L.7.4 (5 minutes)</p> <p>Work Time A. Read Aloud “Conflicting Ideas” (10 minutes) B. Identify Main Claim, Points, Evidence, and Reasoning: “Conflicting Ideas” – RI.7.8 (15 minutes)</p> <p>Closing and Assessment A. Evaluate Argument: “Conflicting Ideas” – SL.7.1d (15 minutes)</p> <p>Homework 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. B. Review Note-Catchers: Students reread the two argument note-catchers from Lessons 2, 3, and 5 to prepare for the mid-unit assessment. C. 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.</p> <p>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.</p>	<ul style="list-style-type: none"> • I can identify the main claim, points, evidence, and reasoning in a text. (RI.7.8) • I can evaluate whether evidence is relevant and sufficient to support an argument. (RI.7.8) • I can evaluate whether reasoning is sound. (RI.7.8) • I can evaluate the strength of an argument. (RI.7.8) • I can acknowledge new information expressed by others and, when warranted, modify my own views. (SL.7.1d) 	<ul style="list-style-type: none"> • Engage the Learner: Entrance Ticket: Unit 2, Lesson 5 (L.7.4) • Work Time B: Analyze Argument: “Conflicting Ideas” note-catcher (RI.7.1, RI.7.8)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lessons 6–7 RI.7.1, RI.7.8, SL.7.1, L.7.6	Mid-Unit 2 Assessment: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?” Opening A. Engage the Learner – SL.7.1d (5 minutes) B. Return End of Unit 1 Assessments with Feedback (5 minutes) Work Time A. Mid-Unit 2 Assessment, Part I: Read and Analyze Argument: “Are Social Epidemics Real?” (35 minutes) B. Language Dive: “Are Social Epidemics Real?” Paragraph 3 – RI.7.8, L.7.1a (10 minutes) C. Mid-Unit 2 Assessment, Part II: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?” (25 minutes) Closing and Assessment A. Track Progress – SL.7.1 (10 minutes) Homework 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. B. 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. 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.	<ul style="list-style-type: none"> • I can trace an argument and evaluate its strength. (RI.7.8) • I can follow discussion norms to have an effective text-based discussion. (SL.7.1) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lessons 6–7 (SL.7.1d) • 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) • Work Time B: Language Dive: “Are Social Epidemics Real?” Paragraph 3 Note-Catcher (RI.7.8, L.7.1a)
Lesson 8 W.7.2, W.7.4, W.7.5	Write an Informative Essay: Analyze a Model Opening A. Engage the Learner – W.7.2 (5 minutes) Work Time A. Analyze a Model – W.7.2 (20 minutes) Closing and Assessment A. Pair Practice: Plan an Informative Essay – W.7.5 (20 minutes) Homework 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 a model informative essay using the Painted Essay® structure. Then they work in pairs to plan their own peer informative essay.	<ul style="list-style-type: none"> • I can explore a model and determine criteria of an informative essay. (W.7.2) • I can use the Painted Essay® structure to analyze a model. (W.7.2, W.7.4) • I can plan an informative essay, focusing on task, purpose, and audience. (W.7.4, W.7.5) 	<ul style="list-style-type: none"> • Engage the Learner: Entrance Ticket: Unit 2, Lesson 8 (W.7.2) • Work Time A: Annotated, color-coded model informative essay (W.7.2, W.7.4) • Closing and Assessment A: Informative Writing Plan graphic organizer (W.7.2, W.7.4, W.7.5)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 9 W.7.2a, L.7.1a	Write an Informative Essay: Draft an Introduction Opening A. Engage the Learner – W.7.2a (5 minutes) Work Time A. The Painted Essay®: Sort and Color-Code the Parts of an Introduction – W.7.2a (15 minutes) B. Language Dive: Model Essay, Focus Statement – W.7.2a, L.7.1a (10 minutes) Closing and Assessment A. Pair Writing: Draft an Introduction – W.7.2a (15 minutes) Homework 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"> 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) 	<ul style="list-style-type: none"> Engage the Learner: Entrance Ticket: Unit 2, Lesson 9 (W.7.2a) Work Time A: Annotated, color-coded model informative essay introduction (W.7.2a) Work Time B: Language Dive: Model Essay, Focus Statement note-catcher (W.7.2a, L.7.1a) Closing and Assessment A: Introductory Paragraph of Pair Informative Essay (W.7.2a)
Lesson 10 RI.7.1, W.7.2b	Write an Informative Essay: Draft Proof Paragraph 1 Opening A. Engage the Learner – RI.7.1 (5 minutes) Work Time A. The Painted Essay®: Sort and Color-Code Evidence from the Proof Paragraphs – W.7.2b (10 minutes) B. Pairs: Draft Proof Paragraph 1 – W.7.2b (20 minutes) Closing and Assessment A. Share Best Evidence – RI.7.1 (10 minutes) Homework 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"> I can write Proof Paragraph 1 of my pair informative essay using evidence from the text to support my ideas. (W.7.2b) 	<ul style="list-style-type: none"> Engage the Learner: Entrance Ticket: Unit 2, Lesson 10 (RI.7.1) Work Time A: Annotated, color-coded model informative essay Proof Paragraphs (W.7.2a) Work Time B: Proof Paragraph 1 of Pair Informative Essay (W.7.2b)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 11 RI.7.1, W.7.2b	Write an Informative Essay: Draft Proof Paragraph 2 Opening A. Engage the Learner – W.7.2b (5 minutes) Work Time A. Analyze a Model: Strong Concluding Sentences – W.7.2b (15 minutes) Closing and Assessment A. Pairs: Draft Proof Paragraph 2 – W.7.2b (25 minutes) Homework 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"> I can write Proof Paragraph 2 of my pair informative essay with a strong concluding sentence. (W.7.2b) 	<ul style="list-style-type: none"> Engage the Learner: Entrance Ticket: Unit 2, Lesson 11 (W.7.2b) Closing and Assessment A: Draft Proof Paragraph 2 of Pair Informative Essay (W.7.2b)
Lesson 12 W.7.2f, L.7.1a	Write an Informative Essay: Draft Conclusion Opening A. Engage the Learner – W.7.2f (5 minutes) Work Time A. The Painted Essay®: Sort and Color-Code the Parts of the Conclusion – W.7.2f (10 minutes) B. Language Dive: Model Informative Essay, Paragraph 4 – W.7.2f, L.7.1a (10 minutes) Closing and Assessment A. Pairs: Draft Conclusion – W.7.2f (20 minutes) Homework B. 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"> I can write the conclusion of my informative essay, restating the focus of the piece and adding a reflection. (W.7.2f) 	<ul style="list-style-type: none"> Engage the Learner: Entrance Ticket: Unit 2, Lesson 12 (W.7.2f) Work Time A: Conclusion Paragraph Strips (W.7.2f) Work Time B: Language Dive: Model Informative Essay, Paragraph 4 note-catcher (W.7.2a, L.7.1a) Closing and Assessment A: Draft Conclusion of Pair Informative Essay (W.7.2f)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lessons 13–14 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	End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics Opening A. Engage the Learner – W.7.5 (5 minutes) Work Time A. Plan Essay – W.7.5 (15 minutes) B. End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics (45 minutes) Closing and Assessment A. Track Progress – W.7.2 (10 minutes) B. Independent Research Reading Share – RI.7.10 (15 minutes) Homework 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"> • I can plan an informative essay. (W.7.5) • I can write an informative essay about how social scientists use epidemics to explain human behavior. (W.7.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lessons 13–14 (W.7.5) • 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)
Lesson 15 W.7.5	End of Unit 2 Assessment, Part II: Tuning Protocol and Revision Opening A. Engage the Learner – W.7.5 (5 minutes) Work Time A. Analyze a Model – W.7.2b (10 minutes) B. Tuning Protocol – W.7.5 (15 minutes) Closing and Assessment A. Revise and Edit End of Unit 2 Assessment, Part I – W.7.5 (15 minutes) Homework 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"> • 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) • I can revise my essay, focusing on evidence and elaboration. (W.7.5) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 15 (W.7.5) • Closing and Assessment A: Revisions and Edits to End of Unit 2 Assessment, Part I (W.7.5)

Preparation and Materials

Prepare the Discussion Norms anchor chart with the Level 3 Conversation Cues.

Prepare vocabulary logs and independent reading journals.

Ensure that families are aware of the sensitive content of the social epidemic articles, and prepare students who may be affected by this content in advance.

The following materials are introduced in this unit and referenced throughout both the module and the school year:

- ☒ Argument note-catcher

Texts and Resources

Required Trade Books and Resources

- Peters, Marilee. *Patient Zero*. Annick Press, 2014. (one per student)

Additional Texts (provided in curriculum materials)

- Zaki, Jamil. "Kindness Contagion." *Scientific American*, 26 July 2016. Web. (one per student)
- T.C. "Conflicting Ideas." *The Economist*, 3 Apr. 2012. Web. (one per student)

Assessment Texts (provided in assessment materials)

- EL Education. "Are Social Epidemics Real?" EL Education, 5 Feb. 2019. (one per student)

Lesson 1: Close Read: Determine Central Ideas: "Kindness Contagion"



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RI.7.2, L.7.6

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.1, RI.7.8, RI.7.10, W.7.5, L.7.4



Daily Learning Targets

- I can determine two or more central ideas of a text. (RI.7.2)
- I can trace the development of central ideas over the course of a text. (RI.7.2)
- I can write an objective summary of a text. (RI.7.2)

Ongoing Assessment

- Opening A: Entrance Ticket: Unit 2, Lesson 1 (L.7.6)
- Work Time A: Close Read: "Kindness Contagion" note-catcher (RI.7.2)

Agenda

1. Opening

A. Engage the Learner – L.7.6 (5 minutes)

2. Work Time

A. Close Read: Determine Central Ideas: "Kindness Contagion" – RI.7.2 (35 minutes)

3. Closing and Assessment

A. Write a Summary: "Kindness Contagion" – RI.7.2 (5 minutes)

4. Homework

- A. Complete Summary: Students finish their summaries of "Kindness Contagion," tracing the development of central ideas across the article.
- B. 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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- L.7.6 - Opening A: Students consider the use of the phrase ‘social contagion.’
- RI.7.2 – Work Time A: Students engage in a close reading of the article “Kindness Contagion,” focused on analyzing central ideas in the article.
- RI.7.2 – Closing and Assessment A: Students begin writing summaries of the article “Kindness Contagion,” tracing the development of central ideas across the text.
- In Work Time A, students participate in a close reading of “Kindness Contagion.” During this close read, students focus on analyzing the development of central ideas. The Close Reading Guide lists the text excerpts, key questions to ask students, and instructional moves required. Continue to use discussion protocols (e.g., Think-Pair-Share, Conversation Cues, and total participation techniques) to engage all students in a collaborative discussion about the text.
- In this lesson, students focus on working to become ethical people by showing respect as they reflect on how emotions and behaviors can spread between people, and on working to become effective learners by collaborating as they work in triads throughout the lesson.

Opportunities to Extend Learning

- Students who finish their summaries early can begin to list the argument claims that they see the author making in the article, in order to prepare for continued analysis in the next lesson.

How It Builds on Previous Work

- In the previous lesson, students completed their end of unit assessment on the interactions of individuals, events, and ideas in *Patient Zero*. In this unit, students relate ideas about contagion learned in their reading of *Patient Zero* to social epidemics. In this lesson, students establish background knowledge about researchers’ views on social contagion and epidemics as they analyze the development of central ideas in an article.

Support All Students

- Note there are differentiated versions of Entrance Ticket: Unit 2, Lesson 1 used in Opening A, the “Kindness Contagion” article, and Close Read: “Kindness Contagion” note-catcher used in Work Time A in the separate Teacher’s Guide for English Language Learners. ▲
- The subject matter in this article includes mentions of homelessness and ungenerous behavior. Continue to monitor students to determine if there are issues surfacing as a result of the content of this article that need to be discussed as a whole group, in smaller groups, or individually.
- Students may need additional support with recording their answers on their note-catchers. Consider grouping those students together for additional support when necessary. ▲

Assessment Guidance

- Review students’ Close Reading note-catchers to ensure they understand the development of central ideas.

Down the Road

- In the next lesson, students will build on the knowledge from this lesson as they examine the argument of the article “Kindness Contagion” by analyzing the author’s claims, evidence, and reasoning.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 1 at each student's workspace.
- Strategically group students into triads for the work in this lesson, with at least one strong reader per triad.
- Preview the Close Reading Guide: "Kindness Contagion" and Close Read: "Kindness Contagion" note-catcher to become familiar with what will be required of students.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- bad rap, cascade, inhibit, largesse, transcend (DS)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons**Teacher**

- ✓ Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)
- ✓ Close Readers Do These Things anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)
- ✓ Work to Become Effective Learners anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)
- ✓ Criteria of an Effective Summary anchor chart (one for display; from Module 1, Unit 1, Lesson 9, Closing and Assessment A)

Student

- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Work Time A)

New Materials**Teacher**

- ✓ Entrance Ticket: Unit 2, Lesson 1 (answers for teacher reference)
- ✓ Close Reading Guide: "Kindness Contagion" (for teacher reference)
- ✓ Close Read: "Kindness Contagion" note-catcher (example for teacher reference)

Student

- ✓ Entrance Ticket: Unit 2, Lesson 1 (one per student)
- ✓ Entrance Ticket: Unit 2, Lesson 1 ▲ (optional; see Teacher's Guide for English Language Learners)
- ✓ "Kindness Contagion" (one per student and one for display)
- ✓ "Kindness Contagion" ▲ (optional; see Teacher's Guide for English Language Learners)
- ✓ Close Read: "Kindness Contagion" note-catcher (one per student and one for display)
- ✓ Close Read: "Kindness Contagion" note-catcher ▲ (optional; see Teacher's Guide for English Language Learners)

Opening**A. Engage the Learner – L.7.6 (5 minutes)**

- Repeated routine: Students respond to questions on **Entrance Ticket: Unit 2, Lesson 1** and **Entrance Ticket: Unit 2, Lesson 1 ▲** as necessary. The differentiated entrance ticket supports students' language acquisition and use with sketches, hints, and examples. ▲
- Once students have completed their entrance tickets, use a total participation technique to review their responses. Then add *social contagion* (ideas, behaviors, or emotions that spread rapidly through groups) to the **domain-specific word wall** with translations in home languages where appropriate, and invite students to add the words to their vocabulary logs.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Work Time**A. Close Read: Determine Central Ideas: "Kindness Contagion" – RI.7.2 (35 minutes)**

- Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:
 - "I can determine two or more central ideas of a text."*
 - "I can trace the development of central ideas over the course of a text."*
- Focus students on the **Close Readers Do These Things anchor chart** and remind them that digging into the text deeper can help them understand it better, so they are going to dig deeper into an excerpt from the text through close reading.
- Move students into predetermined triads.
- Direct students' attention to the **Work to Become Effective Learners anchor chart**, and review what collaboration looks and sounds like.

- Use **Close Reading Guide: Determine Central Ideas in “Kindness Contagion”** to set the purpose of the close read and to guide students through a close read of this excerpt. Refer to the guide for how to integrate the following:
 - **“Kindness Contagion”**
 - **“Kindness Contagion” ▲** as necessary. The differentiated article supports students’ comprehension with gist statements at the end of each paragraph. ▲
 - **Close Read: “Kindness Contagion” note-catcher**
 - **Close Read: “Kindness Contagion” note-catcher ▲** as necessary. The differentiated note-catcher supports students’ writing and comprehension with sentence frames. ▲
- Refer to **Close Read: “Kindness Contagion” note-catcher (example for teacher reference)** as necessary.
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

Closing and Assessment

A. Write a Summary: “Kindness Contagion” – RI.7.2 (5 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

“I can write an objective summary of a text.” (RI.7.2)
- Instruct students to write a summary of the article “Kindness Contagion,” referring to the **Criteria of an Effective Summary anchor chart** and their peer feedback on the entrance ticket as they do so. For students who need additional support, consider beginning the summary together, modeling and asking for student modeling in writing a topic sentence and several body sentences. ▲
- Repeated routine: invite students to reflect on their progress toward the relevant learning target and the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

A. Complete Summary

- Students finish their summaries of “Kindness Contagion,” tracing the development of central ideas across the article.

B. Determine Meaning of Unfamiliar Vocabulary

- Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in “Kindness Contagion.” Students then record the words and their definitions in the correct section of their vocabulary log.

Lesson 2: Analyze Argument: "Kindness Contagion"



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RI.7.8, SL.7.1c

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.1, RI.7.2, RI.7.10, L.7.4, L.7.6



Daily Learning Targets

- I can identify the main claim, points, evidence, and reasoning in a text. (RI.7.8)
- I can ask my classmates to explain their thinking. (SL.7.1c)
- I can explain my own thinking. (SL.7.1c)

Ongoing Assessment

- Opening A: Entrance Ticket: Unit 2, Lesson 2 (RI.7.8)
- Work Time A: Argument: "Kindness Contagion" note-catcher (RI.7.1, RI.7.8)

Agenda

1. Opening

- A. Engage the Learner – RI.7.8 (5 minutes)

2. Work Time

- A. Read Aloud "Kindness Contagion" (10 minutes)
- B. Analyze Argument: "Kindness Contagion" – RI.7.8 (20 minutes)

3. Closing and Assessment

- A. Discuss Argument: "Kindness Contagion" – SL.7.1 (10 minutes)

4. Homework

- 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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- RI.7.8 – Opening A: Students define vocabulary relevant to tracing and evaluating arguments on an entrance ticket

- RI.7.8 – Work Time B: Students work in pairs to analyze the argument in “Kindness Contagion.”
- SL.7.1 – Closing and Assessment A: Students engage in a collaborative discussion about the argument in “Kindness Contagion.”
- In this lesson, students focus on working to become ethical people by showing respect as they reflect on how emotions and behaviors can spread between people, and on working to become effective learners by collaborating as they work in triads throughout the lesson.
- This lesson is the first that includes built-out instruction for the use of Goal 3 Conversation Cues. Conversation Cues are questions that promote productive and equitable conversation (adapted from Michaels, Sarah and O’Connor, Cathy. Talk Science Primer. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, Suzanne, et al. Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6. 2nd ed., Math Solutions Publications, 2009). Goal 3 Conversation Cues encourage all students to talk and be understood. To review the complete set of cues, refer to Overview–Conversation Cues in the K–5 Language Arts Curriculum section of the Tools Page (<http://eled.org/tools>). Provide students with a thinking journal or scrap paper. Examples of the Goal 3 Conversation Cues are (with expected responses):
 - To help students provide reasoning or evidence:
 - “Why do you think that?”*
 - “Because ____.”*
 - “What in the sentence/text makes you think so?”*
 - “If you look at ____, it says ____, which means ____.”*
 - To help students challenge their thinking:
 - “What if ____ (that word were removed/the main character had done something different/we didn’t write an introduction)? I’ll give you time to think and discuss with a partner.”*
 - “If we did that, then ____.”*
 - “Can you figure out why ____ (the author used this phrase/we used that strategy/there’s an -ly added to that word)? I’ll give you time to think and discuss with a partner.”*
 - “I think it’s because ____.”*
 - To help students think about thinking:
 - “What strategies/habits helped you succeed? I’ll give you time to think and discuss with a partner.”*
 - “____ helped me a lot because ____.”*
 - “How does our discussion add to our understanding of ____ (previously discussed topic/text/language)? I’ll give you time to think and discuss with a partner.”*
 - “I used to think that ____, and now I think that ____.”*

- Conversation Cues are similar to discussion norms in that they seek to foster productive and collaborative conversation. Furthermore, Conversation Cues aim to ensure equitable conversation by gradually building students' capacity to become productive, collaborative participants. Goal 3 Conversation Cues focus on guiding students to deepen their thinking, to thinking with others. (SL.7.1b) ▲

Opportunities to Extend Learning

- Ask those partners who more quickly identify evidence and reasoning to join with struggling pairs to help them identify evidence and reasoning.

How It Builds on Previous Work

- In the previous lesson, students continued building their background knowledge about social contagion by reading “Kindness Contagion” for central ideas. In this lesson, students return to the article to begin tracing the argument the author is making. This will allow students to engage more deeply with the text and the ideas it develops and build a foundation for further analysis in upcoming lessons.

Support All Students

- The subject matter in this excerpt includes mentions of homelessness and ungenerous behavior. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.
- Note there is a differentiated version of the Argument: “Kindness Contagion” note-catcher used in Work Time B in the separate Teacher’s Guide for English Language Learners. ▲
- Students may need additional support with recording their answers on their note-catchers. Consider grouping those students together for additional support when necessary. ▲

Assessment Guidance

- Review students’ Close Reading note-catchers to ensure they understand how to trace and evaluate the author’s arguments.
- During the discussion, monitor students’ use of the Conversation Cues, which allow them to gather more information from their peers.

Down the Road

- In the next lesson, students will continue to analyze the argument in “Kindness Contagion,” moving on to evaluating the evidence and reasoning, as well as the validity of the argument overall. This work will prepare them for the mid-unit assessment, when they will do the same for a new article.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 2 at each student’s workspace.
- Strategically group students into triads for the work in this lesson, with at least one strong reader per triad.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- argument, claim, evidence, point, reasoning (A)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons

Teacher

- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)
- ✓ Close Readers Do These Things anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)
- ✓ Work to Become Effective Learners anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)
- ✓ Discussion Norms anchor chart (example for teacher reference) (from Module 1, Unit 1, Lesson 13, Closing and Assessment A)
- ✓ Discussion Norms anchor chart (one for display; from Module 1, Unit 1, Lesson 13, Closing and Assessment A)

Student

- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Work Time A)
- ✓ “Kindness Contagion” (one per student; from Module 2, Unit 2, Lesson 1, Work Time A)
- ✓ Close Read: “Kindness Contagion” note-catcher (one per student; from Module 2, Unit 2, Lesson 1, Work Time A)
- ✓ Independent reading journal (one per student; begun in Module 1, Unit 1, Lesson 6, Work Time B)

New Materials

Teacher

- ✓ Entrance Ticket: Unit 2, Lesson 2 (for teacher reference)
- ✓ Argument: “Kindness Contagion” note-catcher (example for teacher reference)
- ✓ Discussion Norms anchor chart (example for teacher reference)

Student

- ✓ Entrance Ticket: Unit 2, Lesson 2 (one per student)
- ✓ Dictionaries (online, print, ELL, or translation; optional; see Opening A)
- ✓ Argument: “Kindness Contagion” note-catcher (one per student and one for display)
- ✓ Argument: “Kindness Contagion” note-catcher ▲ (optional; see Teacher’s Guide for English Language Learners)

Opening**A. Engage the Learner – L.7.4 (5 minutes)**

- Repeated routine: Students respond to questions on **Entrance Ticket: Unit 2, Lesson 2**. For students who need more support completing the entrance ticket, allow them to use online, print, ELL, or translation **dictionaries** to define the argument terms. ▲
- Once students have completed their entrance tickets, use a total participation technique to review their responses. Then add *argument*, *claim*, *point*, *evidence*, and *reasoning* to the **academic word wall** with translations in home languages where appropriate, and invite students to add the words to their **vocabulary logs**. Then ask students to Turn and Talk about how these terms relate to one another. Invite volunteers to share their ideas, and explain that the class will examine how these terms relate in the following activity.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Work Time**A. Read Aloud “Kindness Contagion” (10 minutes)**

- Explain that students will hear the article **“Kindness Contagion”** read aloud again. Although they analyzed this article in the previous lesson, it is important to reread and reconsider their understanding of complex texts. Ask students to retrieve their copies of the article and their **Close Read: “Kindness Contagion” note-catcher**.
- Read aloud “Kindness Contagion” as students follow along. Pause after each paragraph to have students Turn and Talk about the gist of the paragraph and important vocabulary. Invite students to refer to their Close Read: “Kindness Contagion” note-catcher for support with comprehending the article.
- Gists:
 - Paragraph 1: Kindness is contagious and changes as it spreads.
 - Paragraph 2: Conformity is both good and bad.
 - Paragraph 3: Kindness changes as it spreads.
 - Paragraph 4: People donate money in a study.
 - Paragraph 5: Pen pal task proves kindness changes.
 - Paragraph 6: People donate even when hearing about good behavior.

- Paragraph 7: Kindness might spread because people like being on same page as others.
- Paragraph 8: A reminder that conformity can also be bad.
- Paragraph 9: We should emphasize positivity to help kindness spread.

Work Time

B. Analyze Argument: “Kindness Contagion” – RI.7.8 (20 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

“I can identify the main claim, points, evidence, and reasoning in a text.”

- Ask students to recall what the text was about, specifically the central ideas they identified in the previous lesson and how they relate to one another. (The article is about how conformity can be good or bad, but positive conformity can spread both through specific actions and in broader ways.)
- Tell students that over the next two lessons they will further examine how the author constructs the text as an argument. Remind students that the word *argument* has two meanings. Explain that rather than the common use of the word *argument* or *fight*, this article is a “thinking argument” in which the author is not actually fighting with anyone but sharing his views with the reader about a topic he has learned and thought about a lot, enough to decide his own viewpoint. When he writes an argument about that topic, the writer is sharing his thinking with readers in a logical way. Explain that to do this, the author uses certain tools in his writing, and those tools are what they are going to examine in these next two lessons.
- Ask students to take out their copies of the “Kindness Contagion” article. Display and distribute the **Argument: “Kindness Contagion” note-catcher** and the **Argument: “Kindness Contagion” note-catcher ▲** as necessary. The differentiated note-catcher supports students’ writing and analysis with sentence frames. ▲
- Explain the design of the note-catcher and how each of the boxes will help students understand and gather evidence about the tools that authors use for arguments. The box for “Main Claim” allows students to capture the overall claim or statement the author makes about how kindness spreads. The spaces for “Points” are for recording the points he makes to support his main claim. The boxes for “Evidence” are for collecting the facts, quotes, or other information the author uses to support his points. “Reasoning” allows students to describe how the author makes connections among the pieces of evidence as well as to explain how they apply to the point and the main claim. In the following lesson, once students have listed all the evidence for a point, they can assess whether it’s sufficient and relevant, underlining yes or no in the right-hand column. Then students can assess if the reasoning is sound, or makes sense, by underlining yes or no in the right-hand column.
- Tell students that in this lesson, they will identify the main claim, two points, and the evidence and reasoning that support the points. Students will have the opportunity to discuss these points and the supporting evidence with their peers. In the following lesson, students will learn to evaluate the evidence and reasoning and make a judgment about the argument overall.

- Check students' comprehension of argument terms and the note-catcher by asking them to Think-Pair-Share:

“What is an argument? How do the main claim, points, evidence, and reasoning relate to create an argument?” (An argument is made up of a main claim or statement about a topic that an author proves with points he supports with evidence and reasoning.)

- Confirm that an argument has a main claim, like a central idea, with points that support or explain the claim, and evidence and reasoning that support the points.

- Ask:

“What is the main claim the author makes in this article?” (The main claim is that kindness is contagious and takes on new forms as it spreads.) If students struggle to identify the main claim, encourage them to retrieve their Close Read: “Kindness Contagion” note-catcher and consider the central ideas they identified in the previous lesson. ▲

- See the **Argument: “Kindness Contagion” note-catcher (example for teacher reference)** to guide students in adding this claim to their note-catcher.

- Ask:

“What are the different points this claim is broken down into? What does the author need to prove in order to support the main claim?” (Kindness is contagious. Kindness can take on new forms as it spreads.)

- Invite students to record these points in the appropriate boxes on their note-catcher.

- Ask:

“What is one piece of evidence the author uses to support the first point?” (Answers will vary, but may include: People “boost” their own giving when told about others’ donations. The researchers found that “participants who believed others were generous became more generous themselves.” People value “being on the same page with others.”)

- Invite students to note this evidence in the appropriate box on their note-catcher. Explain that sometimes the evidence and reasoning for one point can be found in another paragraph.

- Explain that it is not enough for the writer of an argument to provide the evidence for a point. For an argument to be convincing, it must be clear how the evidence supports the point. Authors show this support through reasoning, either by stating exactly how a piece of evidence relates to a point, or by implying it in their writing.

- Have students Turn and Talk with a partner about what reasoning the author uses to tie the evidence together and support the first point.

- Ask for volunteers to share out their responses to these questions:

“What is the relationship between the evidence the author presents to support this first point that kindness is contagious? How does it relate to the point and the main claim?” (The evidence gives examples where people imitated generous actions of others and explains why this might happen. This provides proof that kindness is contagious, and supports the first half of the main claim.)

- Encourage students to record this reasoning in the correct box. See the Argument: “Kindness Contagion” note-catcher (for teacher reference) for model answers.

- Tell students that they will spend the next lesson delving into the questions of whether the evidence is relevant and sufficient and the reasoning is sound. Today, after identifying evidence and reasoning with their peers, they will practice a whole-class discussion based on their learning.
- Invite students to work in small groups or pairs to identify evidence and reasoning that support the other point in the argument. Circulate and support as necessary.
- After several minutes, ask for volunteers to share out their ideas about the evidence and reasoning. See the Argument: “Kindness Contagion” note-catcher (for teacher reference) as necessary for model answers.
- Repeated routine: Invite students to reflect on their progress toward the relevant learning targets.

Closing and Assessment

A. Discuss Argument: “Kindness Contagion” – SL.7.1 (10 minutes)

- Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:

“I can ask my classmates to explain their thinking.”

“I can explain my own thinking.”

- Remind students of their work generating discussion norms as a class in Unit 1. Refer students to the **Discussion Norms anchor chart**, and ask them to Think-Pair-Share to generate questions they can ask to learn why their classmates think something. (Why do you think that? What in the text makes you think so?) Add student responses to the Discussion Norms anchor chart, in the “Cues” column.
- Ask students to Think-Pair-Share on responses they could make to these new questions or cues. (Because . . . If you look at . . . it says, “. . .”) Add student responses to the Discussion Norms anchor chart, in the “Responses” column. Refer to **Discussion Norms anchor chart (example for teacher reference)** as necessary.
- Share with students any of the Conversation Cues listed on the example anchor chart that they have not yet arrived at as a group, and inform students that these Conversation Cues can be used to help one another ask for more information from peers.
- Tell students that they will have a chance to practice these cues today as well as the ones they identified in Module 1 as they engage in a discussion about the article “Kindness Contagion.”
- Ask students to Turn and Talk with a partner about which cues they find most useful in engaging their peers and how they can incorporate those into discussion. (Responses will vary.)
- Inform students that they will now engage in a whole-class discussion about the claims, evidence, and reasoning they identified as a class and with their partners. Tell students that this discussion should provide good opportunities to ask clarifying questions of one another and to inquire as to why their peers made certain statements during the discussion. Encourage students to write new learning in their note-catchers as they discuss with peers.

- Remind students to also use the Conversation Cues they identified to expand conversation and ask peers for more information.
- To guide discussion, ask questions such as:
“What is the overall argument of the article? What is the main claim in this argument? What are the points the author makes, and how does he support the points? What evidence and reasoning does the author use to support his points?” (See the Argument: “Kindness Contagion” note-catcher [example for teacher reference] as necessary for model answers.)
- Monitor class discussion, and highlight the use of relevant Conversation Cues.
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets and the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

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**.

Lesson 3: Evaluate Argument: "Kindness Contagion"



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RI.7.2, RI.7.8

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.10, SL.7.1, L.7.4, L.7.6



Daily Learning Targets

- I can evaluate whether evidence is relevant and sufficient to support the argument. (RI.7.8)
- I can evaluate whether reasoning is sound. (RI.7.8)
- I can evaluate the strength of an argument. (RI.7.8)
- I can acknowledge new information expressed by others and, when warranted, modify my own views. (SL.7.1d)

Ongoing Assessment

- Opening A: Entrance Ticket: Unit 2, Lesson 3 (RI.7.2)
- Work Time A: Argument: "Kindness Contagion" note-catcher (RI.7.8)

Agenda

1. Opening

A. Engage the Learner – RI.7.2 (5 minutes)

2. Work Time

A. Whole Class: Evaluate Argument: "Kindness Contagion" – RI.7.8 (15 minutes)

B. Pairs: Evaluate Argument: "Kindness Contagion" – RI.7.8 (15 minutes)

3. Closing and Assessment

A. Discuss to Evaluate Argument: "Kindness Contagion" – SL.7.1 (10 minutes)

4. Homework

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.

B. 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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- RI.7.2 – Opening A: Students grapple with the difference between central ideas and main claims.
- RI.7.8 – Work Time A: Students reread “Kindness Contagion,” focusing on analyzing the argument.
- RI.7.8 – Work Time B: Students work in pairs to evaluate the argument in “Kindness Contagion.”
- SL.7.1 – Closing and Assessment A: Students engage in a collaborative discussion about the strength of the argument in “Kindness Contagion.”
- In this lesson, students focus on working to become ethical people by showing respect as they reflect on how emotions and behaviors can spread among people, and working to become effective learners by collaborating as they work in triads throughout the lesson.

Opportunities to Extend Learning

- Ask those partners who are more easily evaluating the evidence to partner with peers who are struggling to help them determine whether the evidence is relevant and sufficient and the reasoning is strong.
- An optional Mini Language Dive, intended for use after students evaluate argument in “Kindness Contagion” Work Time A, is available in the Teacher’s Guide for English Language Learners. ▲

How It Builds on Previous Work

- In the previous lesson, students began analyzing the argument in “Kindness Contagion” by identifying the main claim, points, and the evidence supporting them. In this lesson, students return to the article to evaluate the evidence and reasoning the author uses to support his claims as well as the validity of the overall argument. This will allow students to engage more deeply with the text and the ideas it develops.

Support All Students

- Note there is a differentiated version of Entrance Ticket: Unit 2, Lesson 3 used in Opening A in the separate Teacher’s Guide for English Language Learners. ▲
- The subject matter in this excerpt includes mentions of homelessness and ungenerous behavior. Continue to monitor students to determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.
- Students may need additional support with recording their answers on their note-catchers. Consider grouping those students together for additional support when necessary. ▲

Assessment Guidance

- Review students’ Argument: “Kindness Contagion” note-catchers to ensure they understand how to trace and evaluate the author’s arguments.
- During the discussion, monitor students’ use of the Conversation Cues that allow them to gather more information from their peers.

Down the Road

- In the next lesson, students will continue to examine the ideas of social contagion and epidemics by looking at an article that advances an argument against taking these ideas too literally. Students will closely read this article for central ideas and to analyze the argument and practice discussing it in preparation for the mid-unit assessment, when they will do the same with a new article.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 3 at each student's workspace.
- Strategically group students into triads for the work in this lesson, with at least one strong reader per triad.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- relevant, sound, sufficient (A)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons**Teacher**

- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)
- ✓ Close Readers Do These Things anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)
- ✓ Argument: "Kindness Contagion" note-catcher (example for teacher reference) (from Module 2, Unit 2, Lesson 2, Work Time B)
- ✓ Discussion Norms anchor chart (from Module 1, Unit 1, Lesson 13, Closing and Assessment A)

Student

- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Work Time A)
- ✓ "Kindness Contagion" (one per student; from Module 2, Unit 2, Lesson 2, Work Time A)

- ✓ Argument: “Kindness Contagion” note-catcher (from Module 2, Unit 2, Lesson 2, Work Time B)
- ✓ Independent reading journal (one per student; begun in Module 1, Unit 1, Lesson 6, Work Time B)

New Materials

Teacher

- ✓ Entrance Ticket: Unit 2, Lesson 3 (example for teacher reference)

Student

- ✓ Entrance Ticket: Unit 2, Lesson 3 (one per student)

Opening

A. Engage the Learner – RI.7.2 (5 minutes)

- Repeated routine: Students respond to questions on **Entrance Ticket: Unit 2, Lesson 3**.
- Once students have completed their entrance tickets, use a total participation technique to review their responses.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.
- Direct students’ attention to the learning targets, and remind them that in this lesson they will be looking more closely at the evidence and reasoning in the article “Kindness Contagion.” As necessary, use the vocabulary strategies on the **Close Readers Do These Things anchor chart** together with students to determine the meanings of the words *relevant* (related to what is being discussed), *sufficient* (enough, as much as is needed), and *sound* (having a solid base; makes sense). As necessary, record these words on the **academic word wall** with translations in home languages, where appropriate, and invite students to record these words in their **vocabulary logs**.

Work Time

A. Whole Class: Evaluate Argument: “Kindness Contagion” – RI.7.8 (15 minutes)

- Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:
 - “I can evaluate whether evidence is relevant and sufficient to support the argument.”*
 - “I can evaluate whether reasoning is sound.”*
- Ask students to take out their copies of the “Kindness Contagion” and the **Argument: “Kindness Contagion” note-catchers**.

- Remind students of their work in the previous lesson identifying the main claim, points, and evidence in the article. Tell students that in this lesson, they will look more closely at evaluating the evidence and reasoning, to see if it is relevant and sound.
- Direct students' attention to the Argument: "Kindness Contagion" note-catchers. Together, review the author's main claim (*Kindness is contagious and takes on new forms as it spreads.*).
- Ask:

"What are the main points that the author uses to support this claim?" (Kindness is contagious. Kindness can take on new forms as it spreads.)
- Focus students on the first point they identified on the note-catcher. Tell them that first, they will discuss the validity of the evidence, and then the reasoning.
- Ask students to draw on their work with vocabulary in Opening A as they Think-Pair-Share:

"What does it mean to say the evidence is relevant?" (It means that it is related to the claim or point being made.)

"What does it mean to say the evidence is sufficient?" (Sufficient means "enough." So it means that there is enough evidence to prove a claim.)
- Direct students' attention to the Argument: "Kindness Contagion" note-catchers, focusing on the evidence they identified for the first point as they Think-Pair-Share:

"Is the evidence we identified for the first point relevant? Why or why not?" (It is relevant because it is related to how kindness is contagious.)

"Is the evidence we identified for the first point sufficient? Why or why not?" (It is sufficient because there is enough evidence to prove the author's point about how kindness is contagious.)
- Instruct students to underline the occurrence of every "Yes" in column 3 on their note-catchers. See the **Argument: "Kindness Contagion" note-catcher (example for teacher reference)** for guidance.
- Now tell students that they will evaluate whether the reasoning used to connect the pieces of evidence to each other and to the claim is sound. Ask students what they think *sound* means in this context. Guide students to an understanding that *sound* means, tight, or reasonable, and without any unsupported gaps.
- Ask students to Think-Pair-Share:

"Is the reasoning we identified for this evidence and point sound? Why or why not?" (It is sound because it connects the evidence from the study to show how the ideas relate. It also connects the evidence to the point and helps support the author's overall argument.)
- Instruct students to underline every instance of "Yes" in column 3 on their note-catchers. See the "Kindness Contagion" note-catcher (example for teacher reference) for guidance.
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

Work Time

B. Pairs: Evaluate Argument: “Kindness Contagion” – RI.7.8 (15 minutes)

- Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:

“I can evaluate whether evidence is relevant and sufficient to support the argument.”

“I can evaluate whether reasoning is sound.”

- Inform students that they will now work together in pairs to evaluate the evidence and reasoning for another point in the text. Circulate and support student partners as they identify and discuss the point, evidence, and reasoning. Identify and discuss with the class any common misconceptions coming from the discussion.
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

Closing and Assessment

A. Discuss to Evaluate Argument: “Kindness Contagion” – SL.7.1 (10 minutes)

- Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:

“I can evaluate the strength of an argument.”

“I can acknowledge new information expressed by others and, when warranted, modify my own views.”

- Inform students that they will now engage in a discussion of the validity of the argument in “Kindness Contagion.” Remind them to use their work evaluating points, evidence, and reasoning on their note-catchers as the basis of discussion. Tell students that as they discuss the individual points, evidence, and reasoning, they will naturally begin to discuss whether the overall argument is valid. Students should use the Conversation Cues they identified in the previous lesson to expand conversation and ask peers for more information. If necessary, post the **Discussion Norms anchor chart**, and review the cues.
- To increase participation consider having students form small groups. If necessary, display or prompt students with question such as:
“How do the points support the main claim? How are the points supported by the evidence and reasoning? Which of the points do you find most convincing? Which of the points do you have more questions about? Is the evidence relevant and sufficient? Is the reasoning sound? Overall, do you find the argument convincing?” See the Argument: “Kindness Contagion” note-catcher (example for teacher reference) for possible responses.
- Circulate to monitor discussions and highlight use of relevant Conversation Cues.
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets and the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

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.

B. 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**.

Lesson 4: Close Read: Determine Central Ideas: "Conflicting Ideas"



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- SL.7.1d, RI.7.2

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.1, RI.7.8



Daily Learning Targets

- I can determine two or more central ideas of a text. (RI.7.2)
- I can trace the development of central ideas over the course of a text. (RI.7.2)
- I can write an objective summary of a text. (RI.7.2)

Ongoing Assessment

- Opening A: Entrance Ticket: Unit 2, Lesson 4 (SL.7.1d)
- Work Time A: Central Ideas in "Conflicting Ideas" note-catcher (RI.7.1, RI.7.2)

Agenda

1. Opening

A. Engage the Learner – SL.7.1d (5 minutes)

2. Work Time

A. Close Read: Determine Central Ideas: "Conflicting Ideas" – RI.7.2 (35 minutes)

3. Closing and Assessment

A. Write Summary: "Conflicting Ideas" – RI.7.2 (5 minutes)

4. Homework

A. Complete Summary: Students finish their summaries of "Conflicting Ideas," tracing the development of central ideas across the article.

B. 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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- SL.7.1d– Opening A: On an entrance ticket, students self-assess and practice acknowledging new information expressed by others and changing their ideas when warranted.
- RI.7.2 – Work Time A: Students participate in a close read in order to determine central ideas of the article “Conflicting Ideas.”
- RI.7.2 – Closing and Assessment A: Students begin writing an objective summary of “Conflicting Ideas,” in which they trace the development of central ideas.
- In this lesson, students focus on working to become effective learners by persevering and collaborating to understand a complex text.
- The Think-Pair-Share protocol is used in this lesson. Protocols are an important feature of our curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning.

Opportunities to Extend Learning

- Students who finish their summaries early can begin to list the argument claims that they see the author making in the article, in order to prepare for continued analysis in the next lesson.

How It Builds on Previous Work

- In previous lessons, students have read articles that have introduced them to the ideas of social contagion and epidemics and have analyzed an argument that uses ideas from epidemiology to understand social behavior. In this lesson, students are introduced to a differing opinion, as they analyze the article “Conflicting Views” for central ideas and discover that not all writers and researchers agree with the idea of studying social behavior through the lens of epidemiology.

Support All Students

- Note there are differentiated versions of Entrance Ticket: Unit 2, Lesson 4 used in Opening A, the “Conflicting Ideas” article, and the Close Read: “Conflicting Ideas” note-catcher used in Work Time A in the separate Teacher’s Guide for English Language Learners. ▲
- Due to the complexity and lexile of this text, it will be read aloud.
- The subject matter in this excerpt includes descriptions of social media. Some students may have a great deal of experience with social media, while others may have limited or no experience. Level the playing field by explaining the basics of Facebook.
- Students should be filling out the graphic organizer independently at this point. If students continue to require more support, pull a small strategy group to support these students with this work.
- If time permits, consider using the Dance Card protocol to provide a movement break for students. Use the Dance Card protocol in place of the Turn and Talk or Think-Pair-Share protocol.

- If students require more structure during the text-based discussion, consider appointing roles to the groups. Assign a facilitator, timekeeper, includer (who invites unheard voices into the conversation), and/or notetaker to each group.

Assessment Guidance

- Review students' Close Read note-catchers to ensure they understand how to trace and evaluate the author's arguments.

Down the Road

- In the next lesson, students will continue to analyze "Conflicting Views," focusing on how the author presents the argument and whether the evidence is sufficient and the reasoning relevant.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 4 at each student's workspace.
- Strategically group students into triads for the work in this lesson, with at least one strong reader per triad.
- Preview the Close Reading Guide: "Conflicting Views" and "Conflicting Views" note-catcher to become familiar with what will be required of students.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- analogies, insubstantial, nebulous (A)
- marketers, pollsters (DS)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons

Teacher

- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time A)
- ✓ Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time A)
- ✓ Close Readers Do These Things anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)
- ✓ Work to Become Effective Learners anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)
- ✓ Criteria of an Effective Summary anchor chart (one for display; Module 1, Unit 1, Lesson 9, Closing and Assessment A)

Student

- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Work Time A)

New Materials

Teacher

- ✓ Close Reading Guide: “Conflicting Ideas” (for teacher reference)
- ✓ Close Read: “Conflicting Ideas” note-catcher (example for teacher reference)

Student

- ✓ Entrance Ticket: Unit 3, Lesson 4 (one per student)
- ✓ Entrance Ticket: Unit 3, Lesson 4 ▲ (optional; see Teacher’s Guide for English Language Learners)
- ✓ “Conflicting Ideas” (one per student)
- ✓ “Conflicting Ideas” ▲ (optional; see Teacher’s Guide for English Language Learners)
- ✓ Close Read: “Conflicting Ideas” note-catcher (one per student and one for display)
- ✓ Close Read: “Conflicting Ideas” note-catcher ▲ (optional; see Teacher’s Guide for English Language Learners)

Opening

A. Engage the Learner – SL.7.1d (5 minutes)

- Repeated routine: Students respond to questions on **Entrance Ticket: Unit 2, Lesson 4** and **Entrance Ticket: Unit 2, Lesson 4 ▲** as necessary. The differentiated entrance ticket supports students’ discussion and comprehension with sentence frames. ▲
- Once students have completed their entrance tickets, use a total participation technique to briefly review their responses to the third item.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Work Time

A. Close Read: Determine Central Ideas: “Conflicting Ideas” – RI.7.2 (35 minutes)

- Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:

“I can determine two or more central ideas of a text.”

“I can trace the development of central ideas over the course of a text.”

- Focus students on the **Close Readers Do These Things anchor chart**, and remind them that digging into the text deeper can help them understand it better, so they are going to dig deeper into an excerpt from the text through close reading.
- Move students into predetermined triads.
- Direct students’ attention to the **Work to Become Effective Learners anchor chart**, and review what collaboration and perseverance look and sound like.
- Use **Close Reading Guide: “Conflicting Ideas”** to set the purpose of the close read and to guide students through a close read of this excerpt. Refer to the guide for how to integrate the following:
 - **“Conflicting Ideas”**
 - **“Conflicting Ideas” ▲** as necessary. The differentiated article supports students’ comprehension with gist statements at the end of each paragraph. ▲
 - **Close Read: “Conflicting Ideas” note-catcher**
 - **Close Read: “Conflicting Ideas” note-catcher ▲** as necessary. The differentiated note-catcher supports students’ writing and comprehension with sentence frames. ▲
- Refer to **Close Read: “Conflicting Ideas” note-catcher (example for teacher reference)** as necessary.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Closing and Assessment

A. Write Summary: “Conflicting Ideas” – RI.7.2 (5 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

“I can write an objective summary of a text.”

- Instruct students to write a summary of the article “Conflicting Views,” referring to the **Criteria of an Effective Summary anchor chart**. For students who need additional support, consider beginning the summary together, modeling and asking for student modeling in writing a topic sentence and several body sentences. ▲
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets and the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

A. Complete Summary

- Students finish their summaries of “Conflicting Ideas,” tracing the development of central ideas across the article.

B. Determine Meaning of Unfamiliar Vocabulary

- Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in “Conflicting Ideas.” Students then record the words and their definitions in the correct section of their vocabulary log.

Lesson 5: Analyze Argument: “Conflicting Ideas”



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RI.7.8, SL.7.1d, L.7.4

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.1, RI.7.2, SL.7.1, L.7.6



Daily Learning Targets

- I can identify the main claim, points, evidence, and reasoning in a text. (RI.7.8)
- I can acknowledge new information expressed by others and, when warranted, modify my own views. (SL.7.1d)

Ongoing Assessment

- Opening A: Entrance Ticket: Unit 2, Lesson 5 (L.7.4)
- Work Time B: Analyze Argument: “Conflicting Ideas” note-catcher (RI.7.1, RI.7.8)

Agenda

1. Opening

- A. Engage the Learner – L.7.4 (5 minutes)

2. Work Time

- A. Read Aloud “Conflicting Ideas” (10 minutes)
- B. Identify Main Claim, Points, Evidence, and Reasoning: “Conflicting Ideas” – RI.7.8 (15 minutes)

3. Closing and Assessment

- A. Evaluate Argument: “Conflicting Ideas” – SL.7.1d (15 minutes)

4. Homework

- 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.
- B. Review Note-Catchers: Students reread the two argument note-catchers from Lessons 2, 3, and 5 to prepare for the mid-unit assessment.
- C. 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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- L.7.4 – Opening A: Students use strategies to determine the meaning of unfamiliar vocabulary on an entrance ticket.
- RI.7.8 – Work Time B: Students identify the main claim, points, evidence, and reasoning in the article “Conflicting Ideas.”
- SL.7.1d – Closing and Assessment A: Students acknowledge new ideas expressed by others and, when warranted, change their own views as they evaluate the argument in the article “Conflicting Ideas,” determining whether the evidence is relevant and sufficient and the reasoning is sound.
- In this lesson, students focus on working to become effective learners and ethical people. Students practice integrity and perseverance as they work independently on assessments and take responsibility as they assess their own work by tracking their progress on Reading standards.
- The Think-Pair-Share protocols are used in this lesson. Protocols are an important feature of our curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning.
- In “Conflicting Ideas” read in this lesson, the author shows integrity as he or she argues that social scientists should come up with their own models, instead of borrowing from epidemiologists.

Opportunities to Extend Learning

- Release more responsibility more quickly to students as they comprehend the tasks or concepts. For example:
 - Allow students to generate their own questions for the discussion in Closing and Assessment A, related to claims, evidence, reasoning, and evaluating the argument.
 - Invite students to participate in an extended Socratic Seminar as opposed to a shorter discussion.

How It Builds on Previous Work

- In the previous lesson, students focused on close reading, determining the gist, and summarizing the article “Conflicting Ideas.” In this lesson, students dive deeper into the article, determining the main claim, points, evidence, and reasoning; analyze the strength of the argument.

Support All Students

- Due to the complexity and lexile of this text, it will be read aloud.
- The subject matter in this excerpt includes descriptions of social media. Some students may have a great deal of experience with social media, while others may have limited or no experience. Level the playing field by explaining the basics of Facebook.
- Note there is a differentiated version of the Argument: “Conflicting Ideas” note-catcher used in Work Time B in the separate Teacher’s Guide for English Language Learners. ▲

- Students should fill out the note-catcher independently at this point. If students continue to require more support, pull a small strategy group to support these students with this work. ▲
- If time permits, consider using the Dance Card protocol to provide a movement break for students. Use the Dance Card protocol in place of the Turn and Talk or Think-Pair-Share protocol.
- If students require more structure during the text-based discussion, consider appointing roles to the groups. For example, assign a facilitator, timekeeper, includer (who invites unheard voices into the conversation), and/or notetaker to each group.

Assessment Guidance

- Review students' Argument: "Conflicting Ideas" note-catchers to ensure they are able to objectively summarize; identify the main claim, points, evidence, and reasoning; analyze the argument.

Down the Road

- In the next lesson, students will take the mid-unit assessment. They will read a new text, complete a note-catcher to identify the parts of the argument, and participate in a text-based discussion to analyze the strength of the argument.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 5 at each student's workspace.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- analogy, behemoth, piggybacking, rigorous (A)
- epidemiology, social contagion (DS)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons

Teacher

- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time A)
- ✓ Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time A)
- ✓ Discussion Norms anchor chart (one for display; from Module 1, Unit 1, Lesson 13, Work Time C)

Student

- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ “Conflicting Ideas” (one per student; from Module 2, Unit 2, Lesson 4, Work Time A)
- ✓ Close Read: “Conflicting Ideas” note-catcher (one per student; from Module 2, Unit 2, Lesson 4, Work Time A)

New Materials

Teacher

- ✓ Entrance Ticket: Unit 2, Lesson 5 (answers for teacher reference)
- ✓ Argument: “Conflicting Ideas” note-catcher (example for teacher reference)
- ✓ Homework: Set Goals (example for teacher reference) (see Homework Resources)

Student

- ✓ Entrance Ticket: Unit 2, Lesson 5 (one per student)
- ✓ Argument: “Conflicting Ideas” note-catcher (one per student)
- ✓ Argument: “Conflicting Ideas” note-catcher ▲ (optional; see Teacher’s Guide for English Language Learners)
- ✓ Homework: Set Goals (one per student; see Homework Resources)

Opening

A. Engage the Learner – L.7.4 (5 minutes)

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 1, Lesson 5**.
- Once students have completed their entrance tickets, use a total participation technique to review their responses. Add *epidemiology* (the branch of medicine that deals with how diseases spread through populations), *rigorous* (thoroughly accurate, precise), *social contagion* (the spread of ideas, attitudes, or behavior patterns in a group through imitation and conformity), *piggybacking* (using existing work as a basis or support), *analogy* (the likening of one thing to another based on similarity of features), and *behemoth* (any enormous or powerful creature or thing) to the **academic word wall** or **domain-specific word wall**, with translations in home languages where appropriate, and invite students to add the word to their **vocabulary logs**.

- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Work Time

A. Read Aloud “Conflicting Ideas” (10 minutes)

- Explain that they will hear the article **“Conflicting Ideas”** read aloud and find the gists. Although they closely read the article in the previous lesson, it is important to reread and reconsider our understanding of complex texts. Ask students to retrieve their copies of the article and their **Close Read: “Conflicting Ideas” note-catcher**. Ask students to follow along as you read aloud “Conflicting Ideas.” Pause after each paragraph to have students Turn and Talk about the gist of the paragraph and important vocabulary. Invite students to refer to their Close Read: “Conflicting Ideas” note-catcher for support with comprehending the article.
- Gists:
 - Paragraph 1: Some think ideas spread like flu.
 - Paragraph 2: okay to use that comparison (ideas spread like flu) if it works
 - Paragraph 3: studied Facebook sign-up
 - Paragraph 4: theory: more friends on Facebook, more likely sign-up
 - Paragraph 5: result: more groups on Facebook, more likely sign-up
 - Paragraph 6: Epidemiology model does not work for social contagion.
- Once students have finished reading and reflecting on the article, ask them to Think-Pair-Share:

“What habits of character did you see in this excerpt? Who demonstrated them? What did they look and/or sound like?” (Responses will vary, but may include: the author shows integrity as he or she argues that social scientists should come up with their own models instead of borrowing from epidemiologists.)

Work Time

B. Identify Main Claim, Points, Evidence, and Reasoning: “Conflicting Ideas” – RI.7.8 (15 minutes)

- Review appropriate learning target relevant to the work to be completed in this section of the lesson:

“I can identify the main claim, points, evidence, and reasoning in a text.”
- Display and distribute the **Argument: “Conflicting Ideas” note-catcher** and the **Argument: “Conflicting Ideas” note-catcher ▲** as necessary. The differentiated note-catcher supports students’ writing and comprehension with sentence frames. ▲ Note that this note-catcher is similar to the one used in Lesson 3 in which students analyzed the argument in the article “Kindness Contagion.” Invite students to reread

the article “Conflicting Ideas” and fill in the Argument: “Conflicting Ideas” note-catcher independently. As necessary, remind students that the main claim is the author’s overall statement, which is broken down into points supported by evidence and reasoning. As necessary, define *evidence* as information, examples, and quotes, and *reasoning* as explanations about how the evidence supports the points. Invite students to use the Close Read: “Conflicting Ideas” note-catcher from Lesson 4 to support them with this work. Remind students to also jot down questions about the text on the Argument: “Conflicting Ideas” note-catcher.

- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Closing and Assessment

A. Evaluate the Argument: “Conflicting Ideas” – SL.7.1d (15 minutes)

- Review appropriate learning targets relevant to the work to be completed in this section of the lesson:

“I can acknowledge new information expressed by others and, when warranted, modify my own views.”

- Invite students to form triads to evaluate the argument in the article “Conflicting Ideas.” Remind students to refer to their Argument: “Conflicting Ideas” note-catcher during this work. Refer to the **Discussion Norms anchor chart** so that students use these in their discussions. Highlight the following Conversation Cues, and invite students to use these in their discussion:

“Why do you think that?”

“Because ____.”

“What, in the (sentence/text), makes you think so?”

“If you look at ____, it says ____, which means ____.”

- Invite students to build upon one another’s ideas and have a growth mindset during discussions. One way to do this is for students to acknowledge new information expressed by others and, when warranted, to modify their own views. The most powerful discussions occur when people change their thinking, based on others’ insights.
- To increase participation, consider having students form small groups. If necessary, review the steps for a text-based discussion:
 1. Begin with a question. How does the article “Conflicting Ideas” argue that social epidemics compare to disease epidemics? Follow up with another question: “Is his/her evidence sufficient and reasoning sound?”
 2. Ask additional questions to guide the discussion.
 3. Involve all members and make sure others in the group are drawn into the discussion.
 4. Move to a different question if the group agrees, or, if there is a facilitator, have that student ask another question when the conversation requires it.

- After the discussion, ask students to debrief their process, asking as many of these questions as time permits:

“What worked well with your discussion?”

“How did you build upon one another’s ideas?”

“Did anyone change their ideas as a result of new information presented by a member of the group?”

“Were all voices heard?”

“What might you do differently next time?”

- Repeated routine: invite students to reflect on their progress toward the relevant learning targets and the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

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.

B. Review Note-Catchers

- Students reread the two argument note-catchers they’ve written in Lessons 2, 3, and 5 to prepare for the mid-unit assessment.

C. 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.

Lessons 6–7: Mid-Unit 2 Assessment: Text-Based Discussion: Analyze Argument: "Are Social Epidemics Real?"



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RI.7.1, RI.7.8, SL.7.1, L.7.6

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.10, L.7.1a



Daily Learning Targets

- I can trace an argument and evaluate its strength. (RI.7.8)
- I can follow discussion norms to have an effective text-based discussion. (SL.7.1)

Ongoing Assessment

- Opening A: Entrance Ticket, Unit 2, Lessons 6–7 (SL.7.1d)
- Work Time A: Mid-Unit 2 Assessment, Part I: Read and Analyze Argument: "Are Social Epidemics Real?" note-catcher (RI.7.1, RI.7.8, RI.7.10, L.7.6)
- Work Time B: Language Dive: "Are Social Epidemics Real?" Paragraph 3 Note-Catcher (RI.7.8, L.7.1a)

Agenda

1. Opening

- A. Engage the Learner – SL.7.1d (5 minutes)
- B. Return End of Unit 1 Assessments with Feedback (5 minutes)

2. Work Time

- A. Mid-Unit 2 Assessment, Part I: Analyze Argument: “Are Social Epidemics Real?” (35 minutes)
- B. Language Dive: “Are Social Epidemics Real?” Paragraph 3 – RI.7.8, L.7.1a (10 minutes)
- C. Mid-Unit 2 Assessment, Part II: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?” (25 minutes)

3. Closing and Assessment

- A. Track Progress – SL.7.1 (10 minutes)

4. Homework

- 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.
- B. 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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- SL.7.1d – Opening A: Students assess their previous experiences in acknowledging new information expressed by others and modifying their own views in text-based discussions.
- RI.7.8 Work Time A: Students read a new article, identifying and evaluating the claims, evidence, and reasoning of the argument.
- RI.7.8. – Work Time B: Students participate in a Language Dive in which they analyze the richness of the language used to express a claim in the article “Are Social Epidemics Real?”
- SL.7.1 – Work Time C: Students engage in a text-based discussion, having come prepared with their note-catchers, following the rules for a collegial discussion, posing and responding to questions with relevant observations and ideas, and acknowledging when others express new ideas.
- SL.7.1 – Closing and Assessment A: Students track their progress on collaborative, text-based discussions.
- In this lesson, students participate in the mid-unit assessment, in which they complete a note-catcher identifying claims, evidence, and reasoning, and then analyze whether the evidence is sufficient and the reasoning is relevant. They then use this note-catcher in their text-based discussion on analyzing and evaluating the argument of the article.

- Two lessons have been allocated for this assessment to ensure sufficient time for students to analyze Argument: “Are Social Epidemics Real?” If these are taught in two separate lessons rather than together as one block, revisit the learning targets and the task at the beginning of the second 45-minute lesson to remind students of the task and purpose.
- In this lesson, the habit of character focus is on working to become effective learners and ethical people. The characteristics that students practice are respect, empathy, compassion, and taking initiative as they participate in a text-based discussion.
- After the mid-unit assessment, students reflect on their learning using the Track Progress: Collaborative Discussion recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning. This self-reflection supports metacognition and pride in work and learning.

Opportunities to Extend Learning

- Release more responsibility more quickly to students as they comprehend the tasks or concepts. For example:
 - Encourage students to develop their own follow-up discussion questions during Work Time A to use during their discussions.
 - If using the fishbowl format for discussion, consider allowing these students to be in the inner discussion circle first, so that they can model discussion norms and analysis for other students.
 - Consider video-recording exemplary discussions so that future students may learn how to achieve mastery with text-based discussions.

How It Builds on Previous Work

- In the lessons leading up to this one, students have practiced determining central ideas; writing objective summaries; tracing the development of ideas; identifying claims, evidence, and reasoning; determining the soundness of reasoning and the sufficiency and relevancy of evidence; and analyzing the strength of arguments.

Support All Students

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
- Some students may require longer than the time allocated to complete the assessment.
- Also, if using the fishbowl format for discussion, consider placing students who need more support in the outer circle for the first round of discussion, so they can observe their peers and have more time to gather their thoughts. ▲

Assessment Guidance

- Assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- To hear all students discuss, choose one of the following two options:
 - **Fishbowl Discussion:** Divide the class in half, and arrange one group in an outer circle and one group in an inner circle. The group in the inner circle discusses the prompt for 7 minutes, then the outer group moves to the middle to discuss the prompt for 7 minutes. (Allow time for switching groups.) While in the outer circle, students

must listen and take notes, so that they can use the information from both discussions to help them with their analysis in Part II of the end of unit assessment in Lesson 14.

- **Small Group Recorded Discussions:** Create groups of about five students, and provide each group with a video-recording device (a phone is sufficient). Help each group place the camera in such a way to capture all students in the discussion. (Allow time for this set-up.) Provide groups with 7 minutes for their discussion. Circulate to help with technical issues and to prompt with the follow-up discussion questions.
- When assessing and providing feedback on this assessment, use the Collaborative Discussion checklist (see Assessment Overview and Resources) to complete the Track Progress recording form. Consider making notes in the appropriate column for each criterion in a different color from student responses. Space is provided to respond to student comments. Since it can be challenging to assess all students' conversation and analysis skills during a fast-paced discussion, have the checklist prepared and easy to use. Consider video-recording the discussions (even if using the whole-class fishbowl format) to enable multiple viewings and providing targeted feedback.
- In this assessment, students are tracking progress toward anchor standard SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing my own clearly and persuasively.

Down the Road

- In the next lesson, students will explore a prompt and a model of an informative essay on how the ideas from one discipline can inform the ideas of another.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lessons 6–7 at each student's workspace.
- Prepare:
 - Discussion checklist(s) to assess students in their text-based discussion abilities

Technology & Multimedia

- Closing and Assessment A: Students complete the Track Progress forms in an online format, with a folder for each form.

Vocabulary

- N/A

Materials from Previous Lessons

Teacher

- ✓ Academic word wall (one for display; from Unit 1, Lesson 1, Opening A)
- ✓ Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)
- ✓ Close Readers Do These Things anchor chart (one for display; from Unit 1, Lesson 5, Work Time A)

- ✓ Work to Become Effective Learners anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)
- ✓ Work to Become Ethical People anchor chart (one for display; from Module 1, Unit 1, Lesson 2, Opening B)
- ✓ Discussion Norms anchor chart (one for display; from Module 1, Unit 1, Lesson 13, Work Time C)

Student

- ✓ Module 2 End of Unit 1 Assessments with feedback (one per student; from Module 2, Unit 1, Lessons 12–13, Work Time A)
- ✓ Quote Accurately from the Text handout (one per student; from Module 1, Unit 1, Lesson 14, Work Time B)
- ✓ Track Progress folder (one per student; from Module 1, Unit 1, Lessons 15–16, Closing and Assessment A)

New Materials

Teacher

- ✓ Entrance Ticket: Unit 2, Lessons 6–7 (answers for teacher reference)
- ✓ Mid-Unit 2 Assessment: Analyze Argument: “Are Social Epidemics Real?” (example for teacher reference) (see Assessment Overview and Resources)
- ✓ Language Dive Guide: “Are Social Epidemics Real?” Paragraph 3 (for teacher reference)
- ✓ Green-colored writing implement (for use during Language Dive)
- ✓ Language Dive: “Are Social Epidemics Real?” Paragraph 3 note-catcher (example for teacher reference)
- ✓ Collaborative Discussion checklist (for teacher reference) (one or two per class; see Assessment Guidance)
- ✓ Homework: Read “Crime-Solving Strategies” (answers for teacher reference) (see Homework Resources)

Student

- ✓ Entrance Ticket: Unit 2, Lessons 6–7 (one per student)
- ✓ Mid-Unit 2 Assessment: Analyze Argument: “Are Social Epidemics Real?” (one per student) (see Assessment Overview and Resources)
- ✓ Language Dive: “Are Social Epidemics Real?” Paragraph 3 sentence chunk strips (one per pair of students)
- ✓ Language Dive: “Are Social Epidemics Real?” Paragraph 3 note-catcher (one per student)
- ✓ Sticky notes (several per student)
- ✓ Track Progress: Collaborative Discussion (one per student)
- ✓ Homework: Read “Crime-Solving Strategies” (one per student; see Homework Resources)

Opening

A. Engage the Learner – SL.7.1d (5 minutes)

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 2, Lessons 6–7**. Students may choose whether to share their ideas with a partner.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students that they have seen these targets before. Tell students that today they will practice these learning targets in an assessment.

Opening

B. Return End of Unit 1 Assessments with Feedback (5 minutes)

- Return students' **End of Unit 1 Assessments with feedback**, and allow students time to review feedback and write their name on the board if they require support.

Work Time

A. Mid-Unit 2 Assessment, Part I: Read and Analyze Argument: “Are Social Epidemics Real?” (35 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

“I can trace an argument and evaluate its strength.”

- Distribute **Mid-Unit 2 Assessment, Part I: Read and Analyze Argument: “Are Social Epidemics Real?”**
- Tell students that for this assessment, they will independently read a new article about social epidemics and identify and evaluate the claims, evidence, and reasoning as they complete a note-catcher. Then they will engage in a text-based discussion analyzing and evaluating the argument in the article.
- Read aloud the directions for each part of the assessment as students follow along. Answer clarifying questions.
- Before students begin the assessment, ask them to Think-Pair-Share:

“What value does the task of a reading assessment have for you beyond this class? Why?” (Responses will vary, but may include: this task has a lot of value for me because I will have to read and analyze text throughout high school and college.)

“What will help you succeed on this assessment?” (Responses will vary, but may include: reading carefully and completing all parts of the note-catcher will help me participate well in the discussion.)

- Direct students' attention to the following materials:
 - **Academic word wall** and **domain-specific word wall**
 - **Close Readers Do These Things anchor chart**
 - **Print or online dictionaries**
- Remind students to refer to these materials as they read the assessment text and complete the “Are Social Epidemics Real?” argument note-catcher on the assessment.
- Remind students that because this is an assessment, they should complete it independently in silence. Focus students on the **Work to Become Effective Learners anchor chart**, and review perseverance, taking initiative, and taking responsibility. Remind students that because they will be reading and answering questions independently for the assessment, they will need to practice these habits.
- Invite students to begin the assessment.
- Circulate to monitor and document their test-taking skills.
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

Work Time

B. Language Dive: “Are Social Epidemics Real?” Paragraph 3 – RI.7.8, L.7.1a (10 minutes)

- Repeated routine: follow the same routine as with the previous lessons to facilitate a Language Dive with this sentence from the assessment article:
 - “These examples suggest that it only takes a few people to spread a behavior or idea, just like a disease.”
- Use the accompanying materials to facilitate the Language Dive:
 - **Language Dive Guide: “Are Social Epidemics Real?” Paragraph 3 (for teacher reference)**
 - **Language Dive: “Are Social Epidemics Real?” Paragraph 3 note-catcher**
 - **Language Dive: “Are Social Epidemics Real?” Paragraph 3 sentence chunk strips**
- Invite students to reflect on the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Work Time

C. Mid-Unit 2 Assessment, Part II: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?” (25 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

“I can follow discussion norms to have an effective text-based discussion.”

- Direct students to form the predetermined groups and organize themselves into either the fishbowl or small group discussion format. Remind students to show respect, empathy, and compassion as they follow the classroom rules for collegial discussion. They will also take initiative as they participate in a discussion. Refer to the **Work to Become Ethical People** and Work to Become Effective Learners anchor charts as necessary to review respect, empathy, compassion, and taking initiative.
- Remind students to use the following materials during their discussion:
 - Argument note-catcher from Mid-Unit 2 Assessment, Part I
 - “Are Social Epidemics Real?” article from Mid-Unit 2 Assessment, Part I
 - **Discussion Norms anchor chart**
 - **Quote Accurately from the Text handout**
- Invite students to begin the discussion, responding to the prompt, “How do the authors of the article ‘Are Social Epidemics Real?’ argue that social epidemics compare to disease epidemics? Is their evidence sufficient and relevant, and is their reasoning sound? Is their overall argument strong? Why or why not?”
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

Closing and Assessment

A. Track Progress – SL.7.1 (10 minutes)

- Give students specific positive feedback on their completion of the Mid-Unit 2 Assessment. (Example: “I heard a lot of you asking clarifying questions or questions to find out more.”)
- Distribute **Track Progress: Collaborative Discussion, Track Progress folders**, and several **sticky notes** to each student. Tell students that successful learners keep track of and reflect on their own learning and that they will complete a form like this after most of their assessments this year. Remind them that they did this after the End of Unit 1 Assessment.
- Tell students to use the sticky notes to find evidence of the following criteria:
 - SL.7.1c
 - SL.7.1d
- Guide students through completing the form. Encourage students to orally paraphrase the meaning of the Track Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing.
- Invite students to place the form in their Track Progress folder, and collect students’ folders.
- Repeated routine: invite students to reflect on their progress toward the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

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**.

B. 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.

Lesson 8: Write an Informative Essay: Analyze a Model



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- W.7.2, W.7.4, W.7.5

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.1, RI.7.2



Daily Learning Targets

- I can explore a model and determine criteria of an informative essay. (W.7.2)
- I can use the Painted Essay® structure to analyze a model. (W.7.2, W.7.4)
- I can plan an informative essay, focusing on task, purpose, and audience. (W.7.4, W.7.5)

Ongoing Assessment

- Opening A: Entrance Ticket, Unit 2, Lesson 8 (W.7.2)
- Work Time A: Annotated, color-coded model informative essay (W.7.2, W.7.4)
- Closing and Assessment A: Informative Writing Plan graphic organizer (W.7.2, W.7.4, W.7.5)

Agenda

1. Opening

A. Engage the Learner – W.7.2 (5 minutes)

2. Work Time

A. Analyze a Model – W.7.2 (20 minutes)

3. Closing and Assessment

A. Pair Practice: Plan an Informative Essay – W.7.5 (20 minutes)

4. Homework

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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- W.7.2 – Opening A: On an entrance ticket, students grapple to recall the criteria of an effective informative essay.

- W.7.2 – Work Time A: Students use the Painted Essay® structure to analyze a model informative essay and add to their understanding of the criteria of an effective informative essay.
- W.7.5 – Closing and Assessment A: Students work in pairs to guide each other through the process of using the Informative Writing Plan graphic organizer to plan an informative essay.
- In this lesson, students analyze a model essay using the Painted Essay® structure to generate criteria for their own essays. (W.7.2, W.7.4)
- The Painted Essay® (Diana Leddy, Vermont Writing Collaborative) guides students to code each section of their essay a different color to understand each part, the content of each part, and how the different parts connect.
- In this lesson, students focus on working to become effective learners, persevering and collaborating as they plan their practice essay.
- The Think-Pair-Share protocol is used in this lesson. Protocols are an important feature of our curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning.

Opportunities to Extend Learning

- Release those students who are ready to read and analyze the model independently and then move on to planning their practice essay with a partner rather than with teacher modeling.

How It Builds on Previous Work

- Students have worked with the Painted Essay® structure in previous modules. In this unit, they use the same structure, but focus on different aspects of each paragraph as they plan and write.
- The model essay that students analyze is about how researchers use computer models to analyze animal movements. Although this topic differs from the topic of social and medical epidemics, the model is very similar in structure and language to the piece students will write themselves. Both the model and the student writing task examine how people apply the concepts from one domain to another, as when researchers use epidemiology tools and models to analyze human behavior. In this set of lessons, students will analyze language and techniques in the model that can be used to express similar ideas in their own writing pieces.

Support All Students

- For students who may be overwhelmed by too much print on a page, reduce anxiety and support sustained effort by offering a copy of the model essay with one paragraph per page. ▲
- Students may require additional support when reading for gist. Consider pairing students heterogeneously for this activity, or consider reading aloud to a group of students who may need additional reading support. ▲

- In Lessons 8–12, students work with the same partner on a pair-written informative essay. Provide differentiated mentors by purposefully preselecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. ▲
- Note there is a differentiated version of the Informative Writing Plan graphic organizer used in Closing and Assessment A in the separate Teacher’s Guide for English Language Learners. ▲

Assessment Guidance

- Throughout Work Time A, frequently review student work to ensure they are color-coding accurately. Use common issues as whole group teaching points.

Down the Road

- In the next lesson, students will begin their practice essays. They will use the criteria and plans they develop in this lesson to draft their practice essays in Lessons 9–12 with instruction and support. This will prepare them to independently plan and draft a new informative essay in the end of unit assessment.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 8 at each student’s workspace.
- Read the Paint an Essay lesson plan to become familiar with the color-coding and the purpose of each choice of color.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- analyze, context, criteria, informative, structure (A)
- Painted Essay® (DS)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons

Teacher

- ✓ Criteria of an Effective Informative Essay anchor chart (one for display; from Module 1, Unit 2, Lesson 7, Work Time B)
- ✓ Close Readers Do These Things anchor chart (one for display; from Module 1, Unit 1, Lesson 4, Opening A)
- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)
- ✓ Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time B)
- ✓ Paint an Essay lesson plan (for teacher reference) (from Module 1, Unit 2, Lesson 7, Closing and Assessment A)

Student

- ✓ Homework: Read “Crime-Solving Strategies” (one per student; from Module 2, Unit 2, Lessons 6–7, Homework B)
- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ Painted Essay® template (one per student and one for display; from Module 1, Unit 2, Lesson 7, Closing and Assessment A)
- ✓ *Patient Zero* by Marilee Peters (text; one per student; from Module 2, Unit 1, Lesson 1, Work Time C)
- ✓ Independent reading journal (one per student; begun in Module 1, Unit 1, Lesson 6, Work Time B)

New Materials

Teacher

- ✓ Entrance Ticket: Unit 2, Lesson 8 (answers for teacher reference)
- ✓ Model Informative Essay: “Computer Programs and Animal Behavior” (for teacher reference)
- ✓ Model Pair Informative Essay (example for teacher reference)
- ✓ Informative Writing Plan graphic organizer (for teacher reference)

Students

- ✓ Entrance Ticket: Unit 2, Lesson 8 (one per student)
- ✓ Model Informative Essay: “Computer Programs and Animal Behavior” (one per student and one for display)
- ✓ Colored pencils (red, yellow, blue, light green, dark green; one of each per student)
- ✓ Directions for Pair Informative Essay (one per student and one for display)
- ✓ Online or print dictionaries (including ELL and home language dictionaries)
- ✓ Informative Writing Plan graphic organizer (one per student and one for display)
- ✓ Informative Writing Plan graphic organizer ▲ (optional; see Teacher’s Guide for English Language Learners)

Opening

A. Engage the Learner – W.7.2 (5 minutes)

- Repeated routine: Students respond to questions on **Entrance Ticket: Unit 1, Lesson 8**. For students who may need more support in completing the entrance ticket, display the **Criteria of an Effective Informative Essay anchor chart**. ▲
- Once students have completed their entrance tickets, use a total participation technique to review their responses. Display the Criteria of an Effective Informative Essay anchor chart, and confirm student responses to entrance ticket items 1–3, adding any new criteria students have generated. Then use a total participation technique to review responses to item 4. As necessary, read aloud the paragraph to help students identify the central idea and supporting details.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.
- With students, use the vocabulary strategies on the **Close Readers Do These Things anchor chart** to deconstruct the following words as necessary. These are all words students learned in Module 1: *Painted Essay*® (a structure that uses color to help us understand the different parts of an essay, how they relate to one another, and how they combine to express ideas), *structure* (something made up of a number of parts), *analyze* (separate into parts for close study; examine and explain), *criteria* (standards or tests by which to decide quality), and *informative* (providing information or adding to knowledge). Record on the **domain-specific word wall** and the **academic word wall**, with translations in home languages where appropriate, and invite students to record these words in their **vocabulary logs**.

Work Time

A. Analyze a Model – W.7.2 (20 minutes)

- Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:
 - “I can explore a model and determine criteria of an informative essay.”*
 - “I can use the Painted Essay® structure to analyze a model.”*
- Distribute and display the **Model Informative Essay: “Computer Programs and Animal Behavior.”** Read the model aloud as students follow along, reading silently.
- Using a total participation technique, invite responses from the group:
 - “What is this essay about?” (how researchers use computer models to understand how animals move in groups)*
 - “What sentence in the piece best expresses this main idea? (It’s fair to say that the study of animal behavior has been informed by ideas from computer programming.)*

- Point out that the writer uses details and examples to explain the points, which helps the reader understand how computers have helped us understand how animals move when they are in a group. Emphasize that the essays they write, like the model, will be grounded in evidence from the text. Refocus students on the Model Informative Essay.
- Reread aloud the first paragraph as students follow along, reading silently.
- Turn and Talk:

“What is the gist of this paragraph?” (It provides brief background information on how animals move in groups and clearly states a focus for the rest of the essay, that scientists have used computers to help us better understand how they move.)
- Cold-call on students to share out. As students share, capture their response next to the first paragraph on the displayed model. Refer to **Model Informative Essay: “Computer Programs and Animal Behavior” (for teacher reference)** as necessary.
- Invite students to work in pairs to determine the gist for each of the remaining paragraphs, supporting and clarifying as needed.
- After 7 minutes, refocus whole group and use total participation techniques to select students to share the gist of each paragraph with the whole group.
- Distribute **colored pencils**, and guide students through using these and their **Painted Essay® template** to color-code their Model Informative Essay. Refer to the **Paint an Essay lesson plan (for teacher reference)** for further detail. Read and discuss each part of the model, emphasizing the following:
 - The essay begins with an introduction that gives context about how animals move in groups and includes a focus statement that provides the main idea of the piece: “It’s fair to say that the study of animal behavior has been informed by ideas from computer programming.”
 - The Proof Paragraphs first explain an idea used by computer programmers and then explain how that idea helped scientists understand animal behavior. These paragraphs include quotes from experts, examples, and explanations of the computer models and animal movements.
 - The conclusion includes a restatement of the focus about what computer models have taught us about animal movement and adds some reflection on what they might be able to show us in the future.
- On the Criteria of an Effective Informative Essay anchor chart, note any new criteria generated during the above exploration of the model.
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

Closing and Assessment

A. Pair Practice: Plan an Informative Essay – W.7.5 (20 minutes)

- Explain that students will now prepare to write their own essays about how the ideas from one discipline help us to understand another. They will be writing about how epidemiologists use tools and techniques much like those used by crime detectives. Display and distribute **Directions for Pair Informative Essay**. Read the directions aloud, and ask students to follow along.
- Using a total participation technique, invite responses from the group:
“What is the topic of your essay?” (how epidemiologists use similar ideas to crime detectives)
- Tell students that as they plan, they should support their ideas with information from the texts they read throughout Units 1 and 2. Allow time for students to retrieve their copies of *Patient Zero*.
- Display and distribute the **Informative Writing Plan graphic organizer** and the **Informative Writing Plan graphic organizer ▲** as necessary. The differentiated organizer supports students’ writing with sentence frames and simplified questions. ▲ Remind students that they used this same graphic organizer to plan their informative essays in Module 1. As necessary, review each section, asking volunteers to explain what kinds of information they will write in each section.
- Explain that they will use this graphic organizer to work together to plan their pair-written informative essay. In this lesson, they will roughly sketch out what will go into each paragraph. In the following lessons, they will have more time to add details to this graphic organizer as they plan and write the essay together.
- If pairs are ready to begin planning their essay independently, release them to do so. Use the following scaffolding for students who need more support planning an informative essay. ▲
- Focus students on the focus question section at the top of the Informative Writing Plan graphic organizer. Ask students to copy the focus question from the Directions for Pair Informative Essay in this space. (Refer to **Informative Writing Plan graphic organizer [for teacher reference]** for sample responses.)
- Turn and Talk, allowing time for students to fill in the appropriate sections of their graphic organizers:
“What is the main idea of your essay?” (Refer to Informative Writing Plan graphic organizer [example for teacher reference] for sample responses.)
“What context or background information will you need to give readers so they can understand this main idea? Consider terms your readers might need defined.” (Refer to Informative Writing Plan graphic organizer [example for teacher reference] for sample responses.)
- Have students work in pairs to write a focus statement in the focus statement section of their graphic organizers. Remind students that focus statements are usually a restatement of the focus question and that they must provide the two main points students will discuss in their essay. Provide sentence starters as necessary: ▲
“Epidemiologists use similar ideas as crime detectives, such as ____ and ____.”

- Offer students options for writing implements. Also, consider offering partial dictation of student responses.
- Release students to complete the rest of their graphic organizers in pairs. Remind students that they should consider the texts *Patient Zero* and the **Homework: Read “Crime-Solving Strategies”** paragraph for examples to explain their points. Also, explain that students don’t need to write complete sentences in their graphic organizer. They can just take notes. Circulate to support students as they plan. Refer to Informative Writing Plan graphic organizer (example for teacher reference) and the **Model Pair Informative Essay (example for teacher reference)** as needed. If necessary, prompt by asking questions such as:

“What methods do crime detectives use? Which of these reminds you of methods you read about epidemiologists using in Patient Zero?”

- Repeated routine: invite students to reflect on their progress toward the relevant learning target and the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

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**.

Lesson 9: Write an Informative Essay: Draft an Introduction



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- W.7.2a, L.7.1a

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.1, RI.7.2, W.7.4, W.7.5, W.7.10, L.7.6



Daily Learning Targets

- 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)

Ongoing Assessment

- Opening A: Entrance Ticket, Unit 2, Lesson 9(W.7.2a)
- Work Time A: Annotated, color-coded model informative essay introduction (W.7.2a)
- Work Time B: Language Dive: Model Essay, Focus Statement note-catcher (W.7.2a, L.7.1a)
- Closing and Assessment A: Introductory Paragraph of Pair Informative Essay (W.7.2a)

Agenda

1. Opening

- A. Engage the Learner – W.7.2a (5 minutes)

2. Work Time

- A. The Painted Essay®: Sort and Color-Code the Parts of an Introduction – W.7.2a (15 minutes)
- B. Language Dive: Model Essay, Focus Statement – W.7.2a, L.7.1a (10 minutes)

3. Closing and Assessment

- A. Pair Writing: Draft an Introduction – W.7.2a (15 minutes)

4. Homework

- 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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- W.7.2a – Opening A: On an entrance ticket, students review their plans for their introductions, focusing on introducing the topic clearly and previewing what is to follow.

- W.7.2a– Work Time A: Students use the Painted Essay® structure to more closely analyze a model introduction to note how it effectively introduces the topic and previews what is to follow.
- W.7.2a – Work Time B: Students participate in a Language Dive, analyzing the meaning of the model informative essay’s focus statement.
- L.7.1a – Work Time B: Students participate in a Language Dive, analyzing the purpose of clauses in the model informative essay’s focus statement.
- W.7.2a – Closing and Assessment A: Students work in pairs to draft their introductions, introducing the topic with appropriate context and previewing what is to follow in a clear focus statement.
- In this lesson, students work to become effective learners, collaborating with peers and persevering to write an introduction.

Opportunities to Extend Learning

- Release those students who are ready to read and analyze the model introduction independently and then to move on to drafting the introduction to their practice essay with a partner rather than with teacher modeling.

How It Builds on Previous Work

- In the previous lessons, students analyzed the structure of the model essay using the Painted Essay® template. The introduction is analyzed in detail so students can begin writing their own essays in this lesson.

Support All Students

- In Lessons 8–12, students work with the same partner on a pair informative essay. Provide differentiated mentors by purposefully preselecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. ▲
- Students may need additional support writing their introductions. Consider grouping those students and leading the discussion to guide them to giving context to the reader about crime detection and epidemiology. ▲

Assessment Guidance

- Consider using the Grade 7 Writing Process Checklist to assess students’ writing abilities in Closing and Assessment A (see the Tools Page: <http://eled.org/tools>).

Down the Road

- In the next lesson, students will write the first Proof Paragraph(s) of their essays, drawing on the planning work in this and the previous lesson.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 9 at each student’s workspace.
- Prepare Organize the Model: Introduction strips (one strip per pair) for Work Time A.
- Strategically pair students for work in Opening A with at least one strong reader per pair.
- Cut apart the introduction paragraph strips, and organize them using envelopes or paperclips so that each pair will have one set.

- Review the Informative Writing checklist to become familiar what will be required of students over the remainder of the unit.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- context (A)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons

Teacher

- ✓ Close Readers Do These Things anchor chart (one for display; from Module 1, Unit 1, Lesson 4, Opening A)
- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)
- ✓ Criteria of an Effective Informative Essay anchor chart (one for display; from Module 1, Unit 2, Lesson 7, Work Time B)
- ✓ Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time B)
- ✓ Model Informative Essay: “Computer Programs and Animal Behavior” (for teacher reference) (from Module 2, Unit 2, Lesson 8, Work Time A)
- ✓ Informative Writing Plan graphic organizer (example for teacher reference) (from Module 2, Unit 2, Lesson 8, Closing and Assessment A)

Student

- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ Model Informative Essay: “Computer Programs and Animal Behavior” (one per student and one for display; from Module 2, Unit 2, Lesson 8, Work Time A)
- ✓ Painted Essay® template (one per student and one for display; from Module 1, Unit 2, Lesson 7, Closing and Assessment A)
- ✓ Colored pencils (red, yellow, blue, light green, dark green; one of each per student)
- ✓ Informative Writing Plan graphic organizer (one per student; from Module 2, Unit 2, Lesson 8, Closing and Assessment A)

- ✓ Informative Writing Plan graphic organizer ▲ (optional; see Teacher's Guide for English Language Learners)
- ✓ Directions for Pair Informative Essay (one per student; from Module 2, Unit 2, Lesson 8, Work Time A)
- ✓ *Patient Zero* by Marilee Peters (text; one per student; from Module 2, Unit 1, Lesson 1, Work Time C)
- ✓ Homework: Read "Crime-Solving Strategies" (one per student; from Module 2, Unit 2, Lessons 6–7, Homework B)
- ✓ Independent reading journal (one per student; begun in Module 1, Unit 1, Lesson 6, Work Time B)

New Materials

Teacher

- ✓ Entrance Ticket: Unit 2, Lesson 9 (for teacher reference)
- ✓ Organize the Model: Introduction strips (for teacher reference)
- ✓ Language Dive Guide: Model Informative Essay, Paragraph 1 (answers for teacher reference)
- ✓ Writing implement (red)
- ✓ Language Dive: Model Informative Essay, Paragraph 1 note-catcher (for teacher reference)
- ✓ Informative Writing checklist (example for teacher reference)

Student

- ✓ Entrance Ticket: Unit 2, Lesson 9 (one per student)
- ✓ Organize the Model: Introduction strips (one strip per pair)
- ✓ Colored pencils (red, green; one of each per student)
- ✓ Language Dive: Model Informative Essay, Paragraph 1 note-catcher (one per student)
- ✓ Language Dive: Model Informative Essay, Paragraph 1 sentence chunk strips (one per pair of students)
- ✓ Informative Writing checklist (one per student and one to display)
- ✓ Lined paper (one per student)
- ✓ Online or print dictionaries (including ELL and home language dictionaries)

Opening

A. Engage the Learner – W.7.2a (5 minutes)

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 2, Lesson 9**.
- Once students have completed their entrance tickets, allow time for them to review their responses with their partner for the pair informative essay.

- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.
- As necessary, use the vocabulary strategies on the **Close Readers Do These Things anchor chart** to review with students the word context (background information necessary for understanding a topic). Record on the **academic word wall** with translations in home languages, where appropriate, and invite students to record the word in their **vocabulary logs**.

Work Time

A. The Painted Essay®: Sort and Color-Code the Parts of an Introduction – W.7.2a (15 minutes)

- Move students into predetermined pairs, and invite them to label themselves A and B.
- Distribute **Organize the Model: Introduction strips**. Tell students that each pair has been given only one part of the introduction and that later they will find the other parts to create a complete introduction. Explain that there are four parts to this introduction. Each pair needs to find pairs with the other three parts of the introduction. Then the whole group should work together to arrange all four parts of the introduction in an order that makes sense.
- Tell students that when they have finished, they can check their work against the **Model Informative Essay: “Computer Programs and Animal Behavior”** and color-code their strips.
- Invite students to begin, and circulate to support students in reading and sorting the strips of the introduction. When they have assembled the introduction, invite groups to use the **Painted Essay® template** and **colored pencils** to underline each part of the introduction in the correct color: red for the hook and context, yellow for Point 1, blue for Point 2, and green for the focus of the piece.
- Support students with the **Organize the Model: Introduction strips (for teacher reference)** as necessary.
- Refocus whole group. Ask students to Think-Pair-Share:

“How does the author begin the introduction of the essay? What are the first two parts of the introduction?” (The introduction begins with some context and a hook—an example from daily life on how animals move and a hook in the form of a question.)

“What is the next part of the introduction? What is the purpose of these next two sentences, the ones just before the last sentence of the introduction?” (They preview the two main points of the essay.)

“What is the last part of the introduction? What is the purpose of the last sentence of the introduction?” (It is the focus statement and states the central idea of the piece.)
- Ask if there were any groups that arranged their introductions differently from the model. Invite these groups to explain their thinking, noting that there isn’t only one correct way to assemble or write an introduction. Ask students to Turn and Talk:

“How is the introduction in the model similar to and different from the introduction to the last essay you wrote?” (The points are still there, but in this model, they come before the green part of the focus statement.)

“Would it be all right to put the points after or as part of the focus statement instead?” (yes)

“Why might the author have chosen to end the paragraph with the focus statement this time?” (Answers will vary, but may include: It’s a simple, clear statement of the main idea, and the writer wants the reader to remember it. The writer wants to avoid sounding too repetitive. The points help you understand what the focus statement means.)

- Invite students to choral read the introduction in the model together as a class, stopping after each sentence to review its function in the paragraph. Invite students to help record or check the parts of an introduction on the **Criteria of an Effective Informative Essay anchor chart**. Refer to **Criteria of an Effective Informative Essay anchor chart (example for teacher reference)** as necessary.

Work Time

B. Language Dive: Model Essay, Focus Statement – W.7.2a, L.7.1a (10 minutes)

- Repeated routine: follow the same routine as with the previous lessons to facilitate a Language Dive with the following sentence from the model essay:
 - “It’s fair to say that the study of animal behavior has been informed by ideas from computer programming.”
- Use the accompanying materials to facilitate the Language Dive:
 - **Language Dive Guide: Model Informative Essay, Paragraph 1 (for teacher reference)**
 - **Language Dive: Model Informative Essay, Paragraph 1 note-catcher (answers for teacher reference)**
 - **Language Dive: Model Informative Essay, Paragraph 1 note-catcher**
 - **Language Dive: Model Informative Essay, Paragraph 1 sentence chunk strips**

Closing and Assessment

A. Pair Writing: Draft an Introduction – W.7.2a (15 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

“I can write an introduction for my essay giving context on crime detection and epidemiology, clearly stating the focus of the piece.”
- Display and invite students to retrieve their **Informative Writing Plan graphic organizer**, **Informative Writing Plan graphic organizer ▲** (as applicable), and **Directions for Pair Informative Essay**. Also, display and distribute copies of the **Informative Writing checklist**, and remind students that they used this same checklist in Module 1 when they

wrote an informative essay. The specific characteristics may change slightly for this essay, but they will work as a class to determine these new specific characteristics. Point out the following characteristics on the checklist:

- “W.7.2a: I introduce the topic clearly, giving readers a preview of the piece.”

■ Ask:

“Are there any specific criteria you should be aware of and list in that column on the checklist?” (Responses will vary, but may include: I introduce methods or ideas crime detectives and epidemiologists use as well as important background information before stating my focus.)

“What background information does the reader need to be able to understand your essay?” (what crime detection and epidemiology are; what crime detectives’ ideas/methods are that are similar to epidemiologists’ ideas/methods)

“What are some ideas you have for providing context for this essay?” (defining crime detection and epidemiology; asking the reader to compare them; listing the similar methods/ideas)

- As students share out, capture their responses in the Characteristics of My Informative Essay column as needed.
- Allow time for students to retrieve their copies of **Patient Zero** and **Homework: Read “Crime-Solving Strategies.”** Distribute **lined paper**, and invite students to work in their pairs using the Model Informative Essay, the Criteria of an Effective Informative Essay anchor chart, and the Informative Writing checklist to write an introduction. Remind students to refer to the **domain-specific word wall**, the academic word wall, and **online or print dictionaries** as needed, especially for the definitions they provide while giving context in the introduction.
- Circulate to support students as they write. Provide students an opportunity to verbally recount the focus statement from their Informative Writing Plan graphic organizer and rehearse their sentence with their partner before writing. This may allow them additional time to organize their thinking. Remind students to write in complete sentences and to leave a blank line between each line of their writing. ▲
- Invite students to record “Y” for Yes and the date in the final column of their Informative Writing checklist if they feel the criteria marked on their checklist have been achieved in their writing in this lesson.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target and the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

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**.

Lesson 10: Write an Informative Essay: Draft Proof Paragraph 1



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RI.7.1, W.7.2b

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.2, W.7.4, W.7.5, W.7.10, L.7.6



Daily Learning Targets

- I can write Proof Paragraph 1 of my pair informative essay using evidence from the text to support my ideas. (W.7.2b)

Ongoing Assessment

- Opening A: Entrance Ticket, Unit 2, Lesson 10 (RI.7.1)
- Work Time A: Annotated, color-coded model informative essay Proof Paragraphs (W.7.2a)
- Work Time B: Proof Paragraph 1 of Pair Informative Essay (W.7.2b)

Agenda

1. Opening

- A. Engage the Learner – RI.7.1 (5 minutes)

2. Work Time

- A. The Painted Essay®: Sort and Color-Code Evidence from the Proof Paragraphs – W.7.2b (10 minutes)
- B. Pairs: Draft Proof Paragraph 1 – W.7.2b (20 minutes)

3. Closing and Assessment

- A. Share Best Evidence – RI.7.1 (10 minutes)

4. Homework

- 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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- RI.7.1 – Opening A: On an entrance ticket, students practice identifying the best evidence to support an idea.

- W.7.2b – Work Time A: Students use the Painted Essay® structure to more closely analyze a model Proof Paragraph to understand how it effectively develops the topic with relevant facts, definitions, concrete details, quotations, or examples.
- W.7.2b – Work Time B: Students work in pairs to draft their first Proof Paragraph, choosing the best evidence to support their point and elaborating on or explaining how it does so.
- RI.7.1 – Closing and Assessment A: Student pairs join with another pair to form groups of four in which they share their point and the best evidence they found to support it.
- In this lesson, students focus on working to become effective learners, focusing on collaborating with peers and persevering to write a Proof Paragraph.
- The Think-Pair-Share protocol is used in this lesson. Protocols are an important feature of our curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning.

Opportunities to Extend Learning

- Release those students who are ready to read and analyze the model Proof Paragraph 1 independently and then to move on to drafting Proof Paragraph 1 of their practice essay with a partner rather than with teacher modeling.
- An optional Mini Language Dive, intended for use after students analyze the Proof Paragraphs in Work Time A, is available in the Teacher’s Guide for English Language Learners. ▲

How It Builds on Previous Work

- In the previous lessons, students analyzed the structure of the model essay using the Painted Essay® template and wrote their introduction. They build on those foundations in this lesson.

Support All Students

- Note there is a differentiated version of the Entrance Ticket: Unit 2, Lesson 10 used in Opening A in the separate Teacher’s Guide for English Language Learners. ▲
- In Lessons 8–12, students work with the same partner on a pair informative essay. Provide differentiated mentors by purposefully preselecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. ▲
- Students may need additional support while writing their Proof Paragraphs. Consider grouping those students for a guided discussion to help them find the best evidence to support their point and to elaborate on that evidence, showing how it supports the point. ▲

Assessment Guidance

- Consider using the Grade 7 Writing Process Checklist to assess students’ writing abilities in Work Time B (see the Tools Page: <http://eled.org/tools>).

Down the Road

- In the next lesson, students will write the second Proof Paragraph(s) of their essays, drawing on the planning work in this and the previous lessons.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 10 at each student's workspace.
- Provide differentiated mentors by strategically pairing students for work in Work Time A with at least one strong reader per pair.
- Cut apart the Proof Paragraph strips, and organize them using envelopes or paperclips so that each pair will have one set.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- evidence, Proof Paragraphs (A)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons**Teacher**

- ✓ Close Readers Do These Things anchor chart (one for display; from Module 1, Unit 1, Lesson 4, Opening A)
- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)
- ✓ Criteria of an Effective Informative Essay anchor chart (example for teacher reference) (one for display; from Module 1, Unit 2, Lesson 7, Work Time B)
- ✓ Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time B)
- ✓ Paint an Essay lesson plan (for teacher reference) (from Module 1, Unit 2, Lesson 7, Closing and Assessment A)

Student

- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ Painted Essay® template (one per student and one to display; from Module 1, Unit 2, Lesson 7, Closing and Assessment A)
- ✓ Model Informative Essay: "Computer Programs and Animal Behavior" (one per student and one for display; from Module 2, Unit 2, Lesson 8, Work Time A)
- ✓ Informative Writing checklist (one per student; from Module 1, Unit 2, Lesson 9, Closing and Assessment A)

- ✓ Informative Writing Plan graphic organizer (one per student; from Module 2, Unit 2, Lesson 8, Closing and Assessment A)
- ✓ Informative Writing Plan graphic organizer ▲ (optional; see Teacher's Guide for English Language Learners)
- ✓ Model Pair Informative Essay (one per pair of students; begun in Module 2, Unit 2, Lesson 8, Closing and Assessment A)
- ✓ *Patient Zero* by Marilee Peters (text; one per student; from Module 2, Unit 1, Lesson 1, Work Time C)
- ✓ Independent reading journal (one per student; begun in Module 1, Unit 1, Lesson 6, Work Time B)

New Materials

Teacher

- ✓ Entrance Ticket: Unit 2, Lesson 10 (answers for teacher reference)
- ✓ Organize the Model: Proof Paragraph strips (example for teacher reference)

Student

- ✓ Entrance Ticket: Unit 2, Lesson 10 (one per student)
- ✓ Entrance Ticket: Unit 2, Lesson 10 ▲ (optional; see Teacher's Guide for English Language Learners)
- ✓ Organize the Model: Proof Paragraphs evidence strips (one set per pair)
- ✓ Construction paper (blue, yellow; one of each color per pair)
- ✓ Scissors (one per pair of students)
- ✓ Lined paper (one piece per student)

Opening

A. Engage the Learner – RI.7.1 (5 minutes)

- Repeated routine: Students respond to questions on **Entrance Ticket: Unit 2, Lesson 10** and the **Entrance Ticket: Unit 2, Lesson 10** ▲ as necessary. The differentiated entrance ticket supports students' comprehension with a gist. ▲
- Once students have completed their entrance tickets, use a total participation technique to review their responses.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.
- As necessary, use the vocabulary strategies on the **Close Readers Do These Things anchor chart** to review the words *evidence* (facts and details from sources that support people's points) and *Proof Paragraphs* (middle paragraphs of an essay that state a main point and provide evidence to explain or support that point). Record on the **academic word wall** with translations in home languages, where appropriate, and invite students to record the words in their **vocabulary logs**.

Work Time

A. The Painted Essay®: Sort and Color-Code the Evidence from the Proof Paragraphs

– W.7.2b (10 minutes)

- Move students into predetermined pairs, and have them label themselves A and B.
- Distribute **Organize the Model: Proof Paragraph strips, yellow and blue construction paper, and scissors.**
- Invite students to refer to their **Painted Essay® template** to remember where Proof Paragraphs 1 and 2 fit in the structure of an informative essay. Review the focus from the introduction of the **Model Informative Essay**: “It’s fair to say that the study of animal behavior has been informed by ideas from computer programming.” Then review Point 1: “Researchers have started using computer programs to understand how animals move.” and Point 2: “They use what they know about how computer models work to understand both the movement and choices of animals.”
- Post and review the following directions:
 1. Cut apart the evidence strips.
 2. Read and organize the strips, putting the strips of evidence that support Point 1: “Researchers have started using computer programs to understand how animals move.” on the yellow construction paper, and the strips of evidence that support Point 2: “They use what they know about how computer models work to understand both the movement and choices of animals.” on the blue construction paper.
 3. Check your work against the displayed Model Informative Essay.
- Answer clarifying questions.
- Invite students to begin working, and circulate to support them in reading and sorting the strips, encouraging students to explain their placement to their partners. Support students with the **Organize the Model: Proof Paragraph strips (for teacher reference)** as necessary.
- Refocus whole group.
- Have students choral read the Proof Paragraphs and explain the main idea of each paragraph as well as the function of the sentences in the paragraphs. Invite students to help record the parts of the Proof Paragraphs on the **Criteria of an Effective Informative Essay anchor chart**. Refer to **Criteria of an Effective Informative Essay anchor chart (example for teacher reference)** as necessary.
- Point out that within each Proof Paragraph, the author chose the best evidence to support the points and then elaborated on the evidence presented. This elaboration explains how the evidence chosen supports the focus of the piece.
- If productive, cue students with a challenge:

“What if the writer had not included the information on the strips that begins with ‘This means that even if a few fish out of a thousand see a predator coming, that is enough,’ and ‘The principles of computer modelling helped Radakov prove his theory about how fish move.’? I’ll give you time to think and discuss with a partner.” (These explain how the evidence supports the points. Without them, we might have to guess how the evidence relates to the points.)

Work Time

B. Pairs: Draft Proof Paragraph 1 – W.7.2b (25 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

“I can write Proof Paragraph 1 of my essay using evidence from the text to support my ideas.”

- Tell students they are now ready to draft Proof Paragraph 1. Explain that in this lesson, they are only drafting Proof Paragraph 1, and they will draft Proof Paragraph 2 in the next lesson. Remind students that as they draft this Proof Paragraph, they should elaborate on the focus of their essay by explaining how the evidence they have chosen supports their thinking.
- Distribute **lined paper**. Invite students to retrieve the following Materials:
 - **Informative Writing checklist**
 - **Informative Writing Plan graphic organizer**
 - **Model Pair Informative Essay**
 - Texts: *Patient Zero* and **“Crime-Solving Strategies”**
- As necessary, guide students through writing their Proof Paragraph 1:
 1. Discuss the following characteristics on the Informative Writing checklist, adding to the Characteristics of My Informative Essay column as needed:
 - “W.7.2b: I use relevant facts, definitions, details, quotations, and examples to explain my thinking.”
 2. Invite students to read their Informative Writing Plan graphic organizer and the introduction started in the previous lesson to remind them of their focus and their ideas.
 3. Invite students to refer to the Model Informative Essay, the Criteria of an Effective Informative Essay anchor chart, the Informative Writing checklist, as well as the **domain-specific word wall** and academic word wall, to write Proof Paragraph 1.
 4. Remind students that they need to verbally rehearse the words they will use to explain the point and supporting evidence before writing. Invite students to begin rehearsing and composing Proof Paragraph 1 with their partner. Circulate to support students as they write and to identify common issues to use as whole group teaching points.
- Invite students to record “Y” for Yes and the date in the final column of their Informative Writing checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Closing and Assessment

A. Share Best Evidence – RI.7.1 (5 minutes)

- Ask student pairs to join with another writing pair to form groups of four. Invite all students to Think-Pair-Share with their small group:

“What is one piece of best evidence you found and included in your Proof Paragraph 1? Why is it strong evidence? How did you elaborate on or explain the connection between the evidence and your main point?” (Responses will vary.)

- As time allows, ask volunteers to share their responses with the class.
- Invite students to reflect on the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

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**.

Lesson 11: Write an Informative Essay: Draft Proof Paragraph 2



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- RI.7.1, W.7.2b

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.2, W.7.4, W.7.5, W.7.10, L.7.6



Daily Learning Targets

- I can write Proof Paragraph 2 of my pair informative essay with a strong concluding sentence. (W.7.2b)

Ongoing Assessment

- Opening A: Entrance Ticket, Unit 2, Lesson 11 (W.7.2b)
- Closing and Assessment A: Draft Proof Paragraph 2 of Pair Informative Essay (W.7.2b)

Agenda

1. Opening

A. Engage the Learner – W.7.2b (5 minutes)

2. Work Time

A. Analyze a Model: Strong Concluding Sentences – W.7.2b (15 minutes)

3. Closing and Assessment

A. Pairs: Draft Proof Paragraph 2 – W.7.2b (25 minutes)

4. Homework

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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- W.7.2b – Opening A: On an entrance ticket, students reread and evaluate their Proof Paragraph 1 for best evidence and elaboration.
- W.7.2b – Work Time A: Students analyze a model Proof Paragraph in an informative essay and add to their understanding of effective concluding sentences.

- W.7.2b – Closing and Assessment A: Students work in pairs to draft their second Proof Paragraph, focusing on choosing best evidence, elaboration, and writing a strong concluding sentence.
- In this lesson, students focus on working to become effective learners, focusing on collaborating with peers and persevering to write a Proof Paragraph.

Opportunities to Extend Learning

- Release those students who are ready to read and analyze the model Proof Paragraph 2 independently and then to move on to drafting Proof Paragraph 2 of their practice essay with a partner rather than with teacher modeling.

How It Builds on Previous Work

- In the second half of this unit, students have been analyzing a model and using their analysis to plan an essay and draft the introduction and Proof Paragraph 1. This lesson continues those routines to guide students in writing Proof Paragraph 2.

Support All Students

- In Lessons 8–12, students work with the same partner on a pair informative essay. Provide differentiated mentors by purposefully preselecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. ▲
- Students may need additional support while writing their Proof Paragraphs. Consider grouping those students for a guided discussion to help them write strong concluding sentences. ▲

Assessment Guidance

- Consider using the Grade 7 Writing Process Checklist to assess students' writing abilities in Closing and Assessment A (see the Tools Page: <http://eled.org/tools>).

Down the Road

- In the next lesson, students will write the conclusion, finishing the pair informative essay.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 11 at each student's workspace.
- Provide differentiated mentors by strategically pairing students for work in Work Time A with at least one strong reader per pair.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- N/A

Materials from Previous Lessons

Teacher

- ✓ Model Informative Essay: “Computer Programs and Animal Behavior” (example for teacher reference) (from Module 2, Unit 2, Lesson 8, Work Time A)
- ✓ Criteria of an Effective Informative anchor chart (one for display; from Module 1, Unit 2, Lesson 7, Work Time B)
- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)
- ✓ Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time B)
- ✓ Informative Writing Plan graphic organizer (for teacher reference) (from Module 2, Unit 2, Lesson 8, Closing and Assessment A)

Student

- ✓ Model Informative Essay: “Computer Programs and Animal Behavior” (one per student and one for display; from Module 2, Unit 2, Lesson 8, Work Time A)
- ✓ Informative Writing checklist (one per student; from Module 1, Unit 2, Lesson 9, Closing and Assessment A)
- ✓ Informative Writing Plan graphic organizer (one per student; from Module 2, Unit 2, Lesson 8, Closing and Assessment A)
- ✓ Informative Writing Plan graphic organizer ▲ (optional; see Teacher’s Guide for English Language Learners)
- ✓ Pair Informative Essay (one per pair of students; begun in Module 2, Unit 2, Lesson 9, Closing and Assessment A)
- ✓ *Patient Zero* by Marilee Peters (text; one per student; from Module 2, Unit 1, Lesson 1, Work Time C)
- ✓ Independent reading journal (one per student; begun in Module 1, Unit 1, Lesson 6, Work Time B)

New Materials

Teacher

- ✓ N/A

Student

- ✓ Entrance Ticket: Unit 2, Lesson 11 (one per student)
- ✓ Lined paper (one piece per student)

Opening

A. Engage the Learner – W.7.2b (5 minutes)

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 2, Lesson 11**.
- Once students have completed their entrance tickets, allow time for them to review their responses with their partner for the pair informative essay.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Work Time

A. Analyze a Model: Strong Concluding Sentences – W.7.2b (15 minutes)

- Display the **Model Informative Essay**, and invite students to retrieve their own copies.
- Using a total participation technique, invite responses from the group:
 - “What is the focus of this essay?” (how computer models help scientists better understand animal behavior)*
 - “What is Point 1?” (Computer models help explain animal group movement.)*
 - “What is Point 2?” (Computer models help explain animal choices.)*
- Remind students that today, they will be writing Proof Paragraph 2. Read aloud Proof Paragraph 2 of the model essay as students follow along.
- Turn and Talk:
 - “What is the last sentence in this paragraph?” (Creating a model, just like a computer scientist, helped Pearce understand more about the movement of birds.)*
 - “What do you notice about the last sentence in this paragraph?” (The last sentence relates to the overall focus of the essay. It explains how computer modeling helped us to understand something specific about animal behavior. Computer modeling helped Pearce understand how birds move.)*
 - “What is the purpose of this sentence in the paragraph? What makes it a strong sentence?” (The sentence connects the specific example explained in the paragraph to the focus of the essay.)*
- Use a total participation technique to have students share out.
- Point out that the final sentence helps explain how the information in the paragraph relates to the focus statement. Emphasize that the Proof Paragraphs they write, like the model, should have strong concluding sentences that help the reader understand how the evidence in each paragraph relates to the focus of the whole essay.

Closing and Assessment

A. Pairs: Draft Proof Paragraph 2 – W.7.2b (25 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

“I can write Proof Paragraph 2 of my pair informative essay with a strong concluding sentence.”

- Remind students that as they draft this second Proof Paragraph, they should elaborate on the focus of their essay by explaining how the evidence they have chosen supports their thinking. Direct them to write a strong concluding sentence at the end of their paragraph. Distribute **lined paper**. Invite students to retrieve the following materials:
 - **Informative Writing checklist**
 - **Informative Writing Plan graphic organizer**
 - **Informative Writing Plan graphic organizer ▲**
 - **Pair Informative Essay**
 - Texts: *Patient Zero* and **“Crime Solving Strategies”**
- As necessary, guide students through writing their Proof Paragraph 2, referencing **the Informative Writing Plan graphic organizer (for teacher reference)** as needed:
 1. Discuss the following characteristic on the Informative Writing checklist, adding to the Characteristics column as needed:
 - “W.7.2b: I use relevant facts, definitions, details, quotations, and examples to explain my thinking.”
 2. Invite students to read their Informative Writing Plan graphic organizer, their introduction, and their Proof Paragraph 1 started in the previous lesson to remind them of their focus and their ideas.
 3. Invite students to refer to the model essay, the **Criteria of an Effective Informative Essay anchor chart**, and the Informative Writing checklist, as well as the **domain-specific word wall** and **academic word wall**, to write Proof Paragraph 2.
 4. Remind students that it is often helpful to verbally rehearse the words they will use when they write. Invite students to begin rehearsing and composing Proof Paragraph 2 with their partner. Circulate to support students as they write and to identify common issues to use as whole group teaching points.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target and the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

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**.

Lesson 12: Write an Informative Essay: Draft Conclusion



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- W.7.2f, L.7.1a

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.1, RI.7.2, W.7.4, W.7.5, W.7.10, L.7.6



Daily Learning Targets

- I can write the conclusion of my informative essay, restating the focus of the piece and adding a reflection. (W.7.2f)

Ongoing Assessment

- Opening A: Entrance Ticket, Unit 2, Lesson 12 (W.7.2f)
- Work Time A: Conclusion Paragraph Strips (W.7.2f)
- Work Time B: Language Dive: Model Informative Essay, Paragraph 4 note-catcher (W.7.2f, L.7.1a)
- Closing and Assessment A: Draft Conclusion of Pair Informative Essay (W.7.2f)

Agenda

1. Opening

A. Engage the Learner – W.7.2f (5 minutes)

2. Work Time

A. The Painted Essay®: Sort and Color-Code the Parts of the Conclusion – W.7.2f (10 minutes)

B. Language Dive: Model Informative Essay, Paragraph 4 – W.7.2f, L.7.1a (10 minutes)

3. Closing and Assessment

A. Pairs: Draft Conclusion – W.7.2f (20 minutes)

4. Homework

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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- W.7.2f – Opening A: On an entrance ticket, students read and annotate a conclusion to note how it effectively follows from and supports the information presented.
- W.7.2f – Work Time A: Students use the Painted Essay® structure to more closely analyze a model conclusion and add to their understanding of an effective conclusion.
- W.7.2f– Work Time B: Students participate in a Language Dive, analyzing the meaning of a sentence from the model informative essay’s conclusion.
- L.7.1a– Work Time B: Students participate in a Language Dive, analyzing the purpose of clauses in the model informative essay’s conclusion.
- W.7.2f– Closing and Assessment A: Students draft the conclusion of their pair informative essay, ensuring that it follows from and supports the information in their essay.
- In this lesson, students focus on working to become effective learners by collaborating and persevering as they write.
- The Think-Pair-Share and Think-Write-Pair-Share protocols are used in this lesson. Protocols are an important feature of our curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning.

Opportunities to Extend Learning

- Release those students who are ready to read and analyze the conclusion paragraph 2 independently and then to move on to drafting the conclusion of their practice essay with a partner rather than with teacher modeling.
- Consider having students share the conclusions to their favorite informational articles with the class. Invite students to annotate the elements of the strong conclusion, provide a title, and illustrate the conclusion in poster form, hanging these exemplar conclusions around the room.
- Use students’ conclusions found above, or find a set of informational conclusions to use. Invite students to participate in a Gallery Walk protocol in which they read a variety of conclusions posted around the room and record their notices about what makes the conclusions strong. Debrief the protocol with a synthesis discussion of how to write a strong conclusion.
- Invite students to form pairs. Using a set of informational conclusion paragraphs, have students choose a paragraph they find particularly strong. Invite students to share their notices with a partner. Have students switch partners and share a few times.

How It Builds on Previous Work

- In the second half of this unit, students have been analyzing a model and using their analysis to plan an essay and draft the introduction and Proof Paragraphs. This lesson continues those routines to finish writing the essay.

Support All Students

- Note there is a differentiated version of the Entrance Ticket: Unit 2, Lesson 12 used in Opening A in the separate Teacher's Guide for English Language Learners. ▲
- In Lessons 8–12, students work with the same partner on a pair informative essay. Provide differentiated mentors by purposefully preselecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. ▲
- In Work Time A, students should read the model essay paragraph and paragraph sentence strips independently. However, if some or all students need more support, read the paragraph aloud and then release students to read with their partner. Another option is for students to use technology to read the paragraph aloud, such as <http://eled.org/0179> or <http://eled.org/0220>. ▲
- In Work Time A, students may require additional support when putting the conclusion paragraph together. If so, pair students heterogeneously for this activity, or group students who may need additional reading and organizing support together and guide them through the activity. ▲
- In Closing and Assessment A, students draft their conclusion. Some students may need to talk through their conclusion before writing it. Others may dictate their conclusion and then have a teacher, student, or technology record their dictation. Some students may need a movement break, snack, or drink of water before beginning to write. ▲

Assessment Guidance

- Circulate to monitor students' work organizing the sentences in the conclusion. If many made a similar error, teach it whole-group as a learning opportunity and a key element to focus on with conclusion writing.

Down the Road

- In the next lesson, students will complete the end of unit assessment, in which they draw on the learning from this and previous lessons to plan, draft, and revise an informative essay independently.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 12 at each student's workspace.
- Cut apart the conclusion paragraph strips, and organize them using envelopes or paperclips so that each pair will have one set.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- N/A

Materials from Previous Lessons

Teacher

- ✓ Criteria of an Informative Essay anchor chart (one for display; from Module 1, Unit 2, Lesson 7, Work Time A)
- ✓ Model Informative Essay: “Computer Programs and Animal Behavior” (for teacher reference) (from Module 2, Unit 2, Lesson 8, Work Time A)
- ✓ Informative Writing Plan graphic organizer (for teacher reference) (from Module 2, Unit 2, Lesson 8, Closing and Assessment A)
- ✓ Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time B)
- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)

Student

- ✓ “Kindness Contagion” (text; from Module 2, Unit 2, Lesson 1, Work Time A)
- ✓ Painted Essay® template (one per student; from Module 1, Unit 2, Lesson 7, Closing and Assessment A)
- ✓ Model Informative Essay: “Computer Programs and Animal Behavior” (one per student and one to display; from Module 2, Unit 2, Lesson 8, Work Time A)
- ✓ Informative Writing checklist (one per student; from Module 1, Unit 2, Lesson 9, Closing and Assessment A)
- ✓ Informative Writing Plan graphic organizer (one per student and one to display; from Module 2, Unit 2, Lesson 8, Closing and Assessment A)
- ✓ Pair Informative Essay (one per pair of students; begun in Module 2, Unit 2, Lesson 9, Closing and Assessment A)
- ✓ *Patient Zero* by Marilee Peters (text; one per student; from Module 2, Unit 1, Lesson 1, Work Time C)

New Materials

Teacher

- ✓ Entrance Ticket: Unit 2, Lesson 12 (example for teacher reference)
- ✓ Organize the Model: Conclusion strips (example for teacher reference)
- ✓ Language Dive Guide: Model Informative Essay, Paragraph 4 (for teacher reference)
- ✓ Language Dive: Model Informative Essay, Paragraph 4 note-catcher (example for teacher reference)
- ✓ Homework: Review Note-Catchers and Articles (answers for teacher reference) (see Homework Resources)

Student

- ✓ Entrance Ticket: Unit 2, Lesson 12 (one per student)
- ✓ Entrance Ticket: Unit 2, Lesson 12 ▲ (optional; see Teacher’s Guide for English Language Learners)
- ✓ Organize the Model: Conclusion strips (one per pair)
- ✓ Language Dive: Model Informative Essay, Paragraph 4 note-catcher (one per student)
- ✓ Language Dive: Model Informative Essay, Paragraph 4 sentence chunk strips (one per pair of students)
- ✓ Homework: Review Note-Catchers and Articles (one per student; see Homework Resources)

Opening**A. Engage the Learner – W.7.2f (5 minutes)**

- Repeated routine: Students respond to questions on **Entrance Ticket: Unit 2, Lesson 12**, using the article “**Kindness Contagion**” and the **Entrance Ticket: Unit 2, Lesson 12 ▲** as necessary. The differentiated entrance ticket supports students’ comprehension with a gist. Also, as necessary, draw students’ attention to the conclusion portion of the **Criteria of an Effective Informative Essay anchor chart** to show them criteria of a strong conclusion. ▲
- Once students have completed their entrance tickets, use a total participation technique to review their responses.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Work Time**A. The Painted Essay®: Sort and Color-Code the Parts of the Conclusion – W.7.2f (10 minutes)**

- Move students into the same predetermined pairs as in Opening A.
- Distribute the **Organize the Model: Conclusion strips**. Tell students that each pair has been given only one part of the conclusion, and later on they will find the other parts to create a complete conclusion paragraph.
- Invite students to refer to their **Painted Essay® template** to remember the parts of a conclusion paragraph:
 - Restated focus
 - Reflection
- Explain that each pair needs to find a pair with the other part of the conclusion and put the two pieces together in the right order.

- Tell students that when they have finished, they will check their work against the **Model Informative Essay**.
- Invite students to begin, and circulate to support students as they find a pair with a strip that will complete the conclusion. Ask pairs whether they have the restated focus or the reflection and to explain how they know. Support students with the **Organize the Model: Conclusion strips (example for teacher reference)** as necessary.
- Refocus whole group.
- Invite students to choral read the conclusion, and to identify the restated focus. Ask students to find sentences in the conclusion that support the information or explanation presented throughout the essay. Have students Think-Pair-Share:

“How do these sentences support the information or explanation presented throughout the essay?” (They repeat the focus statement and main points, reminding the reader of the main points and how they relate to the focus statement.)
- Then focus students on the reflection, and ask them to Think-Pair-Share:

“How does this thinking and reflecting follow from the information presented in the essay?” (The reflection starts with a statement about how computer programs are easier to predict than animal movements. This statement shows another side to the focus statement: computer programs have their limits in explaining animal behavior. Then the next two sentences repeat the focus statement, emphasizing how computer programs can still help us understand how animals move and make choices.)

“How are these two parts of the conclusion similar? How are they different?” (The first part of the conclusion and the last two sentences of the conclusion repeat the focus statement and main points. The first sentence of the reflection shows another side to the focus statement.)
- Invite students to help record the parts of a conclusion on the Criteria of an Effective Informative Essay anchor chart. Refer to the **Criteria of an Effective Informative Essay anchor chart (example for teacher reference)** as necessary.

Work Time

B. Language Dive: Model Informative Essay, Paragraph 4 – W.7.2f, L.7.1a (10 minutes)

- Repeated routine: follow the same routine as with the previous lessons to facilitate a Language Dive with the following reflection sentence from the text model essay:
 - “It seems clear that computer research can help us make sense of how and why animals move.”
- Use the accompanying materials to facilitate the Language Dive:
 - **Language Dive Guide: Model Informative Essay, Paragraph 4 (for teacher reference)**
 - **Language Dive: Model Informative Essay, Paragraph 4 note-catcher**
 - **Language Dive: Model Informative Essay, Paragraph 4 note-catcher (example for teacher reference)**
 - **Language Dive: Model Informative Essay, Paragraph 4 sentence chunk strips**

Closing and Assessment

A. Pairs: Draft Conclusion – W.7.2f (20 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:
“I can write the conclusion of my informative essay, restating the focus of the piece and adding a reflection.”
- Remind students that as they draft the conclusion, they should restate the focus statement, provide a reflection, and include sentences that follow from and support the information or explanation presented in the rest of the essay.
- Distribute **lined paper**. Invite students to retrieve the following materials:
 - **Informative Writing checklist**
 - **Informative Writing Plan graphic organizer**
 - **Informative Writing Plan graphic organizer ▲**
 - **Pair Informative Essay**
 - Texts: *Patient Zero* and “Crime-Solving Strategies”
- As necessary, guide students through writing their conclusion, referencing the **Informative Writing Plan graphic organizer (for teacher reference)** as needed:
 1. Discuss the following characteristic on the Informative Writing checklist, adding to the Characteristics column as needed:
 - “W.7.2f: I have a conclusion that supports the information presented.”
 2. Invite students to read their Informative Writing Plan graphic organizer, their introductory paragraphs, and their Proof Paragraphs from previous lessons to remind them of their focus statement and their ideas.
 3. Ask:
“What should your conclusion do?” (restate the focus and follow from and support the information or explanation presented throughout the essay). Have students Think-Write-Pair-Share to restate the focus of their essay, recording their ideas on the Informative Writing Plan graphic organizer. (Responses will vary, but may include: interestingly, the same techniques used to solve crimes have made it possible to get answers about disease epidemics.)
 4. Invite students to refer to the model essay, the Criteria of an Effective Informative Essay anchor chart, and the Informative Writing checklist, as well as the **domain-specific word wall** and **academic word walls**, to write the conclusion.
 5. Remind students that it is often helpful to verbally rehearse the words they will use when they write. Pairs may want to orally rehearse their ideas for their conclusion paragraph, how it will restate, reflect on, and follow from the information presented in the rest of the essay. Circulate to support students as they write.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target and the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

A. Review Note-Catchers and Articles

- To prepare for the end of unit assessment in the following lesson, students complete **Homework: Review Note-Catchers and Articles**, rereading their note-catchers and articles from Unit 2, Lessons 1–7, and taking notes.

Lessons 13–14: End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- 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

Supporting Standards

These are standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.10, W.7.10



Daily Learning Targets

- I can plan an informative essay. (W.7.5)
- I can write an informative essay about how social scientists use epidemics to explain human behavior. (W.7.2)

Ongoing Assessment

- Opening A: Entrance Ticket, Unit 2, Lessons 13–14
- 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)

Agenda

1. Opening

- A. Engage the Learner (5 minutes)

2. Work Time

- A. Plan Essay – W.7.5 (15 minutes)
- B. End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics (45 minutes)

3. Closing and Assessment

- A. Track Progress – W.7.2 (10 minutes)
- B. Independent Research Reading Share – RI.7.10 (15 minutes)

4. Homework

- 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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- W.7.5 – Work Time A: Students independently review their note-catchers, articles, and notes from Lessons 1–7 to plan their informative essay.
- W.7.2 – Closing and Assessment A: Students track their progress.
- In Work Time B, students independently write an informative essay for Part I of their End of Unit 2 Assessment, being sure to examine the topic of social scientists and epidemics and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (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)
- Two lessons have been allocated for this assessment to ensure sufficient time for students to write an informative essay. If these are taught in two separate lessons rather than together as one block, revisit the learning targets and the task at the beginning of the second 45-minute lesson to remind students of the task and purpose.
- In this lesson, students focus on working to become effective learners and ethical people by practicing integrity and perseverance as they independently write an essay for the end of unit assessment. They also practice taking responsibility as they track their progress on writing skills.

Opportunities to Extend Learning

- Encourage those students who finish the assessment early to begin tracking their progress and revising or adding to their essays to meet their informative writing goals.
- Invite students to trade assessments with a peer who is also done early, and assess their peer's essay using the checklist, providing stars and stairs.
- Invite students to read their essays aloud, noticing places where further editing and revisions are needed.

How It Builds on Previous Work

- In Unit 2, students have been closely examining informational texts and gathering information on social epidemics. Over the past several lessons, students worked in pairs to refine the skills related to writing an informative essay, so they are prepared to independently write the essay in this lesson.

Support All Students

- Note there is a differentiated version of the Informative Writing Plan graphic organizer used in Work Time A in the separate Teacher's Guide for English Language Learners. ▲
- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment. ▲
- Some students may require more than the time allotted to complete the assessment. ▲
- Continue to monitor students to determine if there are issues surfacing as a result of the content of this lesson that need to be discussed as a whole group, in smaller groups, or individually.

Assessment Guidance

- Assessment materials (student copy, annotated student exemplar) are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the Informative/Explanatory Writing rubric (see Module 1 Teacher Guide: Appendix and/or Tools Page at <https://eled.org/tools>) and the annotated sample essay (see Assessment Overview and Resources) to help complete students' Track Progress recording forms. Consider making notes in the appropriate column for each criterion in a different color from student responses. Space is provided to respond to student comments.
- In this assessment, students are tracking progress toward the following anchor standard:
 - W.2: By the end of Grade 12 I will be able to: write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Down the Road

- In the next lesson, students will engage in peer critique of each other's essays, focusing on choosing the best evidence to support their points and elaborating on or explaining that evidence. Students will then have an opportunity to incorporate their peers' feedback.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 13 at each student's workspace.
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout previous modules to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Vocabulary

- N/A

Materials from Previous Lessons

Teacher

- ✓ Criteria of an Effective Informative Essay anchor chart (one for display; from Module 1, Unit 2, Lesson 7, Work Time A)
- ✓ Work to Become Effective Learners anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)
- ✓ Work to Become Ethical People anchor chart (one for display; from Module 1, Unit 1, Lesson 2, Opening B)
- ✓ Independent Reading Sample Plans (for teacher reference) (see the Tools page: <http://eled.org/tools>)

Student

- ✓ Mid-Unit 2 Assessment: Analyze Argument: “Are Social Epidemics Real?” with feedback (one per student; from Lessons 6–7)
- ✓ Informative Writing checklist (one per student; from Module 2, Unit 2, Lesson 8, Closing and Assessment A)
- ✓ “Kindness Contagion” (one per student; from Module 2, Unit 2, Lesson 1, Work Time A)
- ✓ “Conflicting Ideas” (one per student; from Module 2, Unit 2, Lesson 4, Work Time A)
- ✓ “Are Social Epidemics Real?” article (one per student; from Module 2, Unit 2, Mid-Unit Assessment, Lessons 6–7, Work Time A)
- ✓ Track Progress folders (one per student; from Module 1)
- ✓ Independent reading journal (one per student; begun in Module 1, Unit 1, Lesson 6, Work Time B)

New Materials

Teacher

- ✓ Informative Writing Plan graphic organizer (for teacher reference)
- ✓ End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics (for teacher reference) (see Assessment Overview and Resources)

Student

- ✓ Entrance Ticket: Unit 1, Lesson 13 (one per student)
- ✓ Informative Writing Plan graphic organizer (one per student and one for display)
- ✓ Informative Writing Plan graphic organizer ▲ (optional; see Teacher’s Guide for English Language Learners)
- ✓ End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics (one per student) (see Assessment Overview and Resources)
- ✓ Track Progress: Informative Writing (one per student)
- ✓ Sticky notes (three per student)

Opening

A. Engage the Learner (5 minutes)

- Repeated routine: Return students’ **Mid-Unit 2 Assessments with feedback**, and have students respond to questions on **Entrance Ticket: Unit 2, Lesson 13**. Students may or may not want to share their goals for this assessment with a partner.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Work Time

A. Plan Essay – W.7.5 (15 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:
“I can plan an informative essay.”
- Distribute a new blank copy of the **Informative Writing Plan graphic organizer** and the **Informative Writing Plan graphic organizer ▲** to each student as necessary. The differentiated organizer supports students’ writing with sentence frames and simplified questions. ▲
- Invite students to retrieve the following materials:
 - **Informative Writing checklist**
 - Close Read and Argument note-catchers from Module 2, Unit 2, Lessons 1–7
 - The three articles they read: **“Kindness Contagion,” “Conflicting Ideas,”** and **“Are Social Epidemics Real?”**
- Remind students that in this lesson they will complete their end of unit assessment by independently writing a complete informative essay to a new prompt about social epidemics, and they will revise the essay further in Lesson 15.
- Distribute the **End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics.**
- Read the prompt aloud as students follow along, reading silently. Answer clarifying questions.
- Instruct students to spend a few minutes reviewing their note-catchers and articles from Unit 2 Lessons 1–7 and their notes from the previous lesson’s homework. Then they can use these resources to plan their essay on the Informative Writing Plan graphic organizer.
- Because this is preparation for their assessment, students should work independently and in silence. Circulate to ensure students are on task and using the correct resources.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Work Time

B. End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics (45 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:
“I can write an informative essay about how social scientists use epidemics to explain human behavior.”
- Remind students that because this is an assessment, they should complete it independently in silence. Focus students on the **Work to Become Effective Learners** and **Work to Become Ethical People anchor charts**, and review perseverance and integrity as necessary. Remind students that, as they will be writing independently for the assessment, they will practice perseverance and integrity.
- Remind students that they worked in pairs to practice writing an informative essay in previous lessons.
- Invite students to begin the assessment.
- While students are taking the assessment, circulate to monitor and document their test-taking skills.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target and how well they practiced perseverance and integrity in this assessment.

Closing and Assessment

A. Track Progress – W.7.2 (10 minutes)

- Give students specific, positive feedback on their completion of Part I of the End of Unit 2 Assessment, for example: “I saw you persevering to find the best evidence in order to complete the whole essay. I saw you using integrity as you did your own work and focused on doing the best that you could do.”
- Distribute **Track Progress folders**, **Track Progress: Informative Writing**, and **sticky notes**.
- Tell students the sticky notes are for them to find evidence of the following criteria:
 - W.7.2b
 - W.7.2f
- Guide students through completing the recording form.

Closing and Assessment

B. Independent Research Reading Share – RI.7.10 (15 minutes)

- Repeated routine: Follow the same routine as with the previous lessons to guide students to share their independent research reading, reminding them that the purpose of research reading is to build their content knowledge, domain-specific vocabulary, and achievement on reading complex texts.
- Refer to the **Independent Reading Sample Plans** (see the Tools page: <http://eled.org/tools>) to guide students through a research reading share, or use another routine.
- Invite students to reflect on the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

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**.

Lesson 15: End of Unit 2 Assessment, Part II: Tuning Protocol and Revision



CCS Standards

Focus Standards

These are the standards the instruction addresses.

- W.7.5

Supporting Standards

These are the standards that are incidental—no direct instruction in this lesson, but practice of these standards occurs as a result of addressing the focus standards.

- RI.7.1, RI.7.2, W.7.2b, W.7.4, SL.7.1



Daily Learning Targets

- 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)
- I can revise my essay, focusing on evidence and elaboration. (W.7.5)

Ongoing Assessment

- Opening A: Entrance Ticket, Unit 2, Lesson 15 (W.7.5)
- Closing and Assessment A: Revisions and Edits to End of Unit 2 Assessment, Part I (W.7.5)

Agenda

1. Opening

- A. Engage the Learner – W.7.5 (5 minutes)

2. Work Time

- A. Analyze a Model – W.7.2b (10 minutes)
- B. Tuning Protocol – W.7.5 (15 minutes)

3. Closing and Assessment

- A. Revise and Edit End of Unit 2 Assessment, Part I – W.7.5 (15 minutes)

4. Homework

- 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.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- W.7.5 – Opening A: On an entrance ticket, students reflect on feedback experiences and set goals for an effective, collaborative Tuning protocol.

- W.7.2b – Work Time A: Students analyze a model, focusing specifically on how to provide guidance and support for peers with evidence and elaboration, as well as how to develop and strengthen their own writing from the End of Unit 2 Assessment Part I, focusing on evidence and elaboration.
- W.7.5 – Work Time B: In a Tuning protocol, students guide and support peers to develop and strengthen their writing as well as their own writing from the End of Unit 2 Assessment Part I, focusing on evidence and elaboration.
- W.7.5 – Closing and Assessment A: Students revise their End of Unit 2 Assessment essays to improve evidence and elaboration.
- In this lesson, students focus on working to contribute to a better world and working to become an effective learner habits of character. The characteristics that students are reminded of specifically are *using my strengths* as they participate in peer critique, and *taking responsibility* as they self-assess and revise their writing.
- The Tuning protocol is used in this lesson. Protocols are an important feature of our curriculum because they are one of the best ways we know to engage students in discussion, inquiry, critical thinking, and sophisticated communication. A protocol consists of agreed-upon, detailed guidelines for reading, recording, discussing, or reporting that ensure equal participation and accountability in learning.
- Continue to use Goals 1–3 Conversation Cues to promote productive and equitable conversation.

Opportunities to Extend Learning

- During the Work Time A, release students who are able to work independently without modeling. Provide students with another model informative essay from the unit, and invite them to create a list of the ways in which authors provide evidence and elaboration.
- Pair those students who demonstrate greater proficiency with the essay writing and planning process with those in need of extra support during the Tuning protocol.

How It Builds on Previous Work

- Students revise their drafts planned and written in the previous lesson.

Support All Students

- Students may need multiple paragraphs modeled on finding evidence and elaboration during Work Time A. Work with the whole class or a small group modeling with the complete Model Informative Essay, and then have students practice in pairs or small groups on another informative essay from the unit. When students are ready to do so, release them to work independently on a third model, if needed. ▲
- Students may need additional support providing feedback. Have the Discussion Norm anchor chart readily accessible, and coach students to use the Conversation Cues. Showing a quick video of a Tuning protocol or peer feedback lesson from EL's website might support students with this work. Alternatively, conduct a fishbowl with a particularly strong group's Tuning protocol, discussing what makes their work exemplary. ▲
- Much of this lesson is discussion-based, so some students may need additional support with oral language and/or auditory processing. Consider providing sentence frames for students to refer to during discussions or a note-taking template for them to take notes during discussion. ▲

- Continue to monitor students to determine if there are issues surfacing as a result of the content of this lesson that need to be discussed as a whole group, in smaller groups, or individually.

Assessment Guidance

- Review students' informative essay writing during and/or after the lesson to determine whether students have appropriately and sufficiently revised for evidence and elaboration.
- Refer to the Grade 7 Informative Writing Rubric when reviewing students' work to determine areas in which they require more instruction and/or support (see Module 1 Teacher Guide: Appendix and/or Tools Page, <https://eled.org/tools>).
- Consider using the Grade 7 Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the peer critique in Work Time B (see the Tools Page: <http://eled.org/tools>).

Down the Road

- In the next lesson, students will shift gears to prepare for creating a podcast for the performance task. Throughout the remainder of the unit, they will use their knowledge of medical epidemics and social epidemics as a starting place to inform their performance task.

In Advance

- Ensure there is a copy of Entrance Ticket: Unit 2, Lesson 15 at each student's workspace.
- Strategically pair students for the Tuning protocol in Work Time B. Review the Tuning protocol (for Classroom Protocols, see the Tools Page: <http://eled.org/tools>).
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Closing and Assessment A: If students used a word processor to write their pieces, they will revise their writing using the same tool. To show their revisions from this lesson, students should use track changes.
- Closing and Assessment A: Students use speech-to-text facilities activated on devices or use an app or software such as <http://eled.org/0103>.

Vocabulary

- elaboration, evidence (A)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons

Teacher

- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)
- ✓ Model Informative Essay: “Computer Programs and Animal Behavior” (for teacher reference) (from Module 2, Unit 2, Lesson 8, Work Time A)
- ✓ Work to Contribute to a Better World anchor chart (one for display; from in Module 1, Unit 3, Lesson 5, Work Time A)
- ✓ Peer Critique Protocol anchor chart (one for display, begun in Module 1, Unit 2, Lesson 14, Work Time B)
- ✓ Peer Critique Protocol anchor chart (for teacher reference) (from Module 1, Unit 2, Lesson 14, Work Time B)
- ✓ Work to Become Effective Learners anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)

Student

- ✓ Model Informative Essay: “Computer Programs and Animal Behavior” (one per student and one for display; from Module 2, Unit 2, Lesson 8, Work Time A)
- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ Informative Writing checklist (one per student; from Module 1, Unit 2, Lesson 9, Closing and Assessment A)
- ✓ Informative essay drafts (one per student; from Module 2, Unit 2, Lessons 13–14)
- ✓ “Kindness Contagion” (one per student; from Module 2, Unit 2, Lesson 2, Work Time A)
- ✓ “Conflicting Ideas” (one per student; from Module 2, Unit 2, Lesson 4, Work Time A)
- ✓ “Are Social Epidemics Real?” article (one per student; from Module 2, Unit 2, Mid-Unit Assessment, Lessons 6–7, Work Time A)
- ✓ Independent reading journal (one per student; begun in Module 1, Unit 1, Lesson 6, Work Time B)

New Materials

Teacher

- ✓ Entrance Ticket: Unit 2, Lesson 15 (example for teacher reference)
- ✓ End of Unit 2 Assessment, Part II: Tuning Protocol and Revision (for teacher reference) (see Assessment Overview and Resources)
- ✓ Revision Rubric (for teacher reference) (from Assessment Overview and Resources)

Student

- ✓ Entrance Ticket: Unit 2, Lesson 15 (one per student)
- ✓ Sticky notes (two per student; preferably two different colors)
- ✓ Directions for Tuning Protocol (one per student and one for display)
- ✓ End of Unit 2 Assessment, Part II: Tuning Protocol and Revision (one per student and one to display; see Assessment Overview and Resources)
- ✓ Colored pen or pencil (one per student)

Opening

A. Engage the Learner – W.7.5 (5 minutes)

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 2, Lesson 15**.
- Once students have completed their entrance tickets, use a total participation technique to review their responses.
- Repeated routine: follow the same routine as with the previous lessons to review learning targets and the purpose of the lesson, reminding students of any learning targets that are similar or the same as in previous lessons.

Work Time

A. Analyze a Model – W.7.2b (10 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:

“I can revise my essay, focusing on evidence and elaboration.”

- Display the **Model Informative Essay**. Remind students that in this lesson they are going to analyze this model for evidence and elaboration. Tell students that because most of their evidence is in Proof Paragraphs 1 and 2, they will focus their revisions there.
- Tell students that in this model essay, the *evidence* is an example of how an idea from computer programming was used to understand a particular animal behavior, and *elaboration* is how the writer explains the example and adds details. Record on the **academic word wall** with translations in home languages, where appropriate, and invite students to record these words in their **vocabulary logs**. Refer to the **Model Informative Essay (for teacher reference)** as needed.
- Using a total participation technique, invite responses from the group:

“What evidence is given that computer modeling has helped us understand animal behavior in the second paragraph?” (Dmitrii Radakov noticed that in schools of fish “each fish simply coordinates its movements with its neighbors.” Researchers created a computer program with rules, and then the objects started moving like a group of birds or fish. This proved that animals can move according to simple rules. Animals can move in the same way that objects in computer programs do.)

“What is the elaboration, or the sentences that explain ideas or add details, in the second paragraph?” (The author developed how fish coordinate their movements with their neighbors with developing the ideas further. The author included multiple sentences to describe this movement: each fish does not follow any leader fish; even if a few fish out of a thousand see a predator coming, that is enough; the neighbors of the fish who saw the predator will copy their movements; then, the neighbors of those fish will copy those movements.)

- Point out that evidence and elaboration are related in an article like this, as evidence is the research done, and elaboration is the description or explanation of that research.

- Ask students to retrieve their copies of the Model Informative Essay. Invite students to underline the evidence with a wavy line and underline the elaboration with a straight line. Remind students that they are underlining examples of how the author adds information and details to support a point.
- Invite students to form triads, and continue to reread the Model Informative Essay, underlining examples of evidence and elaboration in the second Proof Paragraph.
- Using a total participation technique, invite responses from the group:
“Which parts of the text did you underline to show examples of how the author provided evidence and elaboration?” (Responses will vary, but may include: I underlined examples like Daniel Pearce’s idea about patterns of light and dark shapes and movement, as well as Sydney Brownstone’s explanation of that idea in Fast Company. Further evidence was that Pearce created a program using arrows as his objects, and the arrows on his computer screen looked like a flock of birds in the sky.)
- Invite students to discuss first with their groups, then select volunteers to share with the whole group:
“Choose an example that you underlined. What does it help you to understand about evidence and elaboration?” (Responses will vary, but may include: There are a lot of different ways to elaborate. You can ask questions; bring in new experts, quotes, or examples; or go into more detail about a study mentioned as evidence.)
- If productive, cue students to listen carefully and seek to understand:
“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Work Time

B. Tuning Protocol – W.7.5 (15 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:
“I can offer kind, helpful, and specific feedback to my peers, focusing on the evidence and elaboration in their essays.”
- Display and invite students to take out their copy of the **Informative Writing checklist**.
- Focus students on this criterion:
 - W.7.2b: I use relevant facts, definitions, details, quotations, and examples to explain my thinking.
- Invite students to mark or highlight this criterion, as it will be the focus of the critique, and to turn to an elbow partner to say what it means in their own words.
- Move students into pairs, and invite them to label themselves A and B.
- Distribute **sticky notes**.

- Focus students on the **Work to Contribute to a Better World anchor chart**, specifically: “I use my strengths.” Remind students that as they work to critique their partner’s work, they will need to use their strengths.
- Tell students they are going to provide their partner with kind, specific, and helpful feedback against the criterion.
- Direct students’ attention to the **Peer Critique Protocol anchor chart**, and remind them of what peer critique looks and sounds like. Refer to the **Peer Critique Protocol anchor chart (for teacher reference)** as needed.
- Display and distribute **Directions for Tuning Protocol** and **End of Unit 2 Assessment, Part II: Tuning Protocol and Revision**, and read them aloud for the class. Invite students to ask questions to ensure that they understand what to do. Explain that for this Tuning protocol, they will not examine the whole essay but just the evidence and elaboration in the first Proof Paragraph. Those students who have time can also give feedback on the evidence and elaboration in the second Proof Paragraph.
- Invite students to retrieve their writing, and encourage them to provide feedback to their partner based on the Informative Writing checklist.
- Circulate to support students as they work to give feedback to one another. Emphasize that students are not to make revisions yet, as they will be doing this later in the lesson.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

Closing and Assessment

A. Revise and Edit End of Unit 2 Assessment, Part I – W.7.5 (15 minutes)

- Review the appropriate learning target relevant to the work to be completed in this section of the lesson:
“I can revise my essay, focusing on evidence and elaboration.”
- Tell students they will begin revising their **informative essay drafts** for evidence and elaboration. Remind them that they should refer to the criterion just reviewed on the Informative Writing checklist, the feedback from their peer during the Tuning protocol, and their analysis of the Model Informative Essay as they revise. Ensure students use a different-**colored pen or pencil** from the one they used to draft their essays, so that their revisions can be easily assessed.
- Focus students on the **Work to Become Effective Learners anchor chart**, specifically: “I take responsibility.” Remind students that since they will be self-assessing and revising their work, they will need to take ownership of their writing and think about how to change or improve it.
- Allow time for students to retrieve their copies of the three articles they read: **“Kindness Contagion,” “Conflicting Ideas,”** and **“Are Social Epidemics Real?”**
- Emphasize that they should revise only where it is necessary (e.g., adding sufficient evidence; adding sufficient elaboration).
- Invite students to begin making revisions.

- Circulate to support students as they work. Ask questions to guide their thinking:
 - “Do you have sufficient evidence to support your points?”*
 - “What words or phrases can you use to develop a topic?”*
 - “Where can you add elaboration and evidence using relevant facts, definitions, concrete details, quotations, or other information and examples?”*
- Invite students to record “Y” for Yes and the date in the final column of their Informative Writing checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson. Collect the revised essays. Use the **Revision Rubric (for teacher reference)** to assess students’ ability to strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.
- Invite students to reflect on the habits of character focus in this lesson, discussing what went well and what could be improved next time.

Homework

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**.