

**Grade 7:** Module 2

# Unit 1 Overview and Lessons

## Build Background Knowledge: Solving Medical Epidemics

In Unit 1, students read chapters of the text *Patient Zero* and explore two related questions that thread through the entire module. One question relates to the people who have sought to understand and manage epidemics: the scientists, curious individuals, and epidemiologists whom we refer to as “epidemic detectives.” What were these people’s mindsets and contributions, and how did they behave differently from those around them? The other question relates to what an epidemic is, in general, and what a medical or biological epidemic is, in particular. What characteristics did the large-scale disease outbreaks that we refer to as epidemics have in common, and how do they spread? Exploring these foundational questions about epidemics and the people who “fought” them provides the conceptual scaffolding and some of the terminology necessary for extending the study of medical epidemics to social epidemics in Unit 2.

Students will read three chapters from the anchor text, *Patient Zero*, examining examples of epidemics in the 17th century to the early 20th century. In the first half of the unit, students examine the wide variety of text features and structures incorporated in each chapter of *Patient Zero*, as well as how major sections contribute to the whole text and the development of ideas. Students will practice determining the meanings of words and phrases, especially technical terms associated with epidemiology. In the second half of the unit, students focus more on the interactions among the individual epidemiologists or scientists, the events during the epidemics, and the ideas about disease at the time, as well as consider the mindsets, tools, and character traits that enabled the scientists to solve these medical mysteries. Students also practice determining the impact of word choice on meaning and tone.

*Patient Zero* contains references to sensitive topics such as disease and death as well as the conditions that contribute to disease. These issues must be carefully and sensitively discussed to give students context as they read the story. Consider speaking with students and families in advance, especially those who may have sensitivity to topics discussed.

In this unit, students begin to read nonfiction texts at their level as they choose independent research reading texts. There are Independent Reading Sample Plans (see the Tools page: <http://eled.org/tools>) with ideas on how to launch independent reading. 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: Building Background Knowledge: Solving Medical Epidemics	Selected and constructed response questions to analyze how the author structures the text Selected and constructed response questions to analyze how individuals, events, and ideas interact in the text
TARGETS	TEXTS
RI.7.1, RI.7.3, RI.7.4, RI.7.5, RI.7.10, L.7.4, L.7.4a, L.7.4b, L.7.4c, L.7.4d, L.7.6	<i>Patient Zero</i> by Marilee Peters



## 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.7.3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- **RI.7.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **RI.7.5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **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.

### Language

- **L.7.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- **L.7.4a:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.7.4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- **L.7.4c:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **L.7.4d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **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 *Patient Zero*, they witness evidence of the following habits of character—respect, empathy, collaboration, initiative, responsibility, perseverance, citizenship, and service—and discuss what these look and sound like in the text. 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 14 sessions of instruction.

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

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

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

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



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



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

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

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

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

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

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

## Preparation and Materials

Prepare the Performance Task anchor chart, Module Guiding Questions anchor chart, and Questions about Epidemics anchor chart.

Prepare vocabulary logs and independent reading journals.

Ensure that families are aware of the sensitive content of *Patient Zero*, 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:

- ☒ Text Structure anchor chart
- ☒ Criteria of an Effective Constructed Response anchor chart

## Texts and Resources

### Required Trade Books and Resources

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

## Lesson 1: Discover Our Topic: Epidemics



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.1

#### 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.7.4, RI.7.5, SL.7.1, L.7.4



### Daily Learning Targets

- I can infer the topic of this module from the resources. (RI.7.1)

#### Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 1 (RI.7.1)
- Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RI.7.1)
- Closing and Assessment: Exit Ticket (RI.7.1)

### Agenda

#### 1. Opening

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

#### 2. Work Time

- A. Infer the Topic – RI.7.1 (15 minutes)
- B. Introduce the Performance Task and Module Guiding Questions – SL.7.1 (10 minutes)
- C. Launch the Text: *Patient Zero* – RI.7.5 (10 minutes)

#### 3. Closing and Assessment

- A. Check Understanding with an Exit Ticket – RI.7.1 (5 minutes)

#### 4. Homework

- A. Read and Reflect: Students complete Homework: Module Guiding Questions anchor chart to read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas.
- B. Preread Anchor Text: Students preread pages 7–15 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.



## Teaching Notes

### Alignment to Assessment Standards and Purpose of Lesson

- RI.7.1 – Opening A: Entrance ticket activity for students to infer using evidence from the text
- RI.7.1 – Work Time A: Students use evidence from informational texts to infer the topic of the module.
- SL.7.1 – Work Time B: Students use the Think-Pair-Share protocol to engage in collaborative discussions about the performance task and the guiding questions for the module.
- RI.7.5 – Work Time C: Students explore the anchor text *Patient Zero*, noticing and wondering about text and graphic features.
- RI.7.1 – Closing and Assessment A: Students complete an exit ticket, inferring from the text using evidence.
- Students are introduced to the module anchor text, *Patient Zero*, in Work Time C. Be aware that the book's topics of epidemics and death may be sensitive for students, and that some students may connect with these issues personally and deeply. After exploring the text, provide students with time to reflect. Monitor students and determine if there are issues surfacing that need to be discussed in more detail as a whole group, in smaller groups, or independently. Reflections may be personal, and students are not required to share them. Consider providing background information and discussion on epidemics, death, and disease if necessary.
- Students focus on working to become ethical people by showing respect and empathy as they share reflections on the text.
- The Gallery Walk, Infer the Topic, and Think-Pair/Triad-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. The Classroom Protocols document (see the Tools page: <http://eled.org/tools>) includes instructions on implementing these protocols.
- At the end of the lesson, distribute the Homework Resources, and review the format of the document and this lesson's specific assignment with students.

### Opportunities to Extend Learning

- Allow students to create their own list of text structures they see in the book. Using sticky notes, have students jot down the text structure alongside the section or paragraph where it appears. Have students grapple with how the author organizes the text, including how the major sections contribute to the whole and to the development of the ideas. Ask students to find commonalities among the different text features. For example, do the red history pages always follow the same text structure? (RI.7.5)
- Invite students to go on an inferring hunt through the first paragraph of each chapter of the book. Ask students to infer what the chapter will be about using evidence from the text to support their analysis. Have students record their inferences on sticky notes at the start of each chapter. (RI.7.1)

**How It Builds on Previous Work**

- If students have worked on EL Education modules in Grades 6–8, this module will build on those foundations.

**Support All Students**

- Students may need additional support reading the entrance ticket, text excerpts in the Infer the Topic protocol, *Patient Zero*, and the exit ticket. Invite students to help each other by reading the excerpts aloud to each other. Alternatively, provide choices around how to read (with a partner, alone, or with technology such as an audiobook). Offer small group instruction on chunking each subsection into paragraphs, and noting the gist of each paragraph on a sticky note. Consider pairing English language learners with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example. ▲
- Note there is a differentiated version of the Infer the Topic: I Notice/I Wonder note-catcher used in Work Time A in the separate Teacher’s Guide for English Language Learners. ▲
- The subject matter in this text includes descriptions of death and disease. 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.

**Assessment Guidance**

- Monitor students’ Infer the Topic: I Notice/I Wonder note-catchers to ensure they are on the right track for inferring what the module is about at the end of the Infer the Topic protocol.

**Down the Road**

- In the next lesson, students will spend some time discussing their reflections on the module guiding questions and analyze how the author structures the text to tell her story.

**In Advance**

- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 1 at each student’s workspace.
- Prepare
  - Infer the Topic resources, and post them around the room.
  - Performance Task anchor chart
  - Module Guiding Questions anchor chart
- Post the learning targets and applicable anchor charts (see Materials list).

### Technology & Multimedia

- Opening A: Complete the modeling for the Infer the Topic: I Notice/I Wonder note-catcher with the class in an online word-processing document such as <http://eled.org/0158>.
- Work Time A: Students complete their Infer the Topic: I Notice/I Wonder note-catchers in an online word-processing document such as <http://eled.org/0158>.
- Work Time A: Students complete their note-catchers in a word-processing document using speech-to-text facilities activated on devices or using an app or software such as <http://eled.org/0103>.

### Vocabulary

- character, infer, mindset (A)
- clenched, epidemic, epidemiologist (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 B)
- ✓ Equity sticks (from Module 1, Unit 1, Lesson 1, Closing and Assessment A)
- ✓ Work to Become Ethical People anchor chart (one for display; from Module 1, Unit 1, Lesson 2, Opening B)

#### Student

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

### New Materials

#### Teacher

- ✓ Entrance Ticket: Unit 1, Lesson 1 (answers for teacher reference)
- ✓ Infer the Topic resources
- ✓ Performance Task anchor chart (example for teacher reference; See Performance Task Supporting Materials)
- ✓ Module Guiding Questions anchor chart (see Performance Task Overview and Supporting Materials)
- ✓ Classroom Protocols document (for teacher reference; see Teaching Notes)
- ✓ Exit Ticket: Unit 1, Lesson 1 (answers for teacher reference)

**Student**

- ✓ Entrance Ticket: Unit 1, Lesson 1 (one per student)
- ✓ Online or paper translation dictionary (optional; for ELLs in home language)
- ✓ Infer the Topic: I Notice/I Wonder note-catcher (one per student)
- ✓ Infer the Topic: I Notice/I Wonder note-catcher ▲ (optional; see Teacher's Guide for English Language Learners)
- ✓ Directions for Infer the Topic (one per student and one for display)
- ✓ *Patient Zero* by Marilee Peters (text; one per student)
- ✓ Whiteboard and dry-erase marker (one per student)
- ✓ Sticky notes (3 per student)
- ✓ Exit Ticket: Unit 1, Lesson 1 (one per student)
- ✓ Homework Resources (for families) (one for display and one per student; see Homework Resources)
- ✓ Homework: Module Guiding Questions anchor chart (one per student; see Homework Resources)

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

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 1, Lesson 1**.
- Repeated routine: follow the same routine as with the previous lessons to review the learning target and the purpose of the lesson, reminding students that they have seen this learning target in the previous module.
- Use a total participation technique to have students share their inferences from the entrance ticket. Then ask them to record the words *infer* and *clenched* in their **vocabulary logs**.

**Work Time****A. Infer the Topic – RI.7.1 (15 minutes)**

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

***“I can infer the topic of this module from the resources.”***

- Focus students on the **Infer the Topic resources** posted around the room.
- Distribute the **Infer the Topic: I Notice/I Wonder note-catcher** and the **Infer the Topic: I Notice/I Wonder note-catcher ▲** as necessary. The differentiated note-catcher supports students' inferences and note-taking with images and sentence starters. ▲ Focus students on the question at the top, and read it aloud:

***“What do you think you will be learning about in this module?”***

- Tell students that the purpose of the note-catcher is to take notes to help them remember their thinking. It isn't something they will hand in for assessment, so they can record in pictures or words. They do not need to write in full sentences.
- Be transparent about why students are noticing and wondering (because it is a helpful way to understand and explore a new topic or text).
- Remind students that they used the Infer the Topic protocol in Module 1, and review as necessary using the **Directions for Infer the Topic**. (Refer to the Classroom Protocols document—see the Tools page: <http://eled.org/tools> for the full version of the protocol.)
- Guide students through the protocol. Allow them to choose what resources to observe, so those who may not be able to read independently have the option to view an image. Mixed-proficiency pairs can choose the resources they want to observe and begin by discussing what the text means. Encourage students to agree or disagree with one another about what the text means using sentence frames. Examples: "I agree because \_\_\_\_." "I disagree because \_\_\_\_."
- Refocus whole group. Think-Triad-Share:
 

*"Now that you have looked at some resources, what do you think this module might be about?" (Responses will vary, but may include: diseases, epidemics, ideas that spread, fads.)*

*"Can you say more about that? I'll give you some time to think and write or sketch." (Responses will vary.)*
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

## Work Time

### B. Introduce the Performance Task and Module Guiding Questions – SL.7.1 (10 minutes)

- Direct students' attention to the **Performance Task anchor chart (example for teacher reference)**, and read the task aloud.
- As students may be overwhelmed by the Performance Task anchor chart, assure them that they will continue to explore the meaning of the chart in subsequent lessons and units.
- Turn and Talk:
 

*"What do you notice?" (We will create a podcast about epidemics. We will work in groups. We will choose a topic related to epidemics.)*

*"What do you wonder?" (Responses will vary, but may include: How do you create sound effects and use technology to sound edit? May we choose our own groups? Do we need to include a narrative, or is another kind of writing okay?)*

*"Now that you have analyzed the performance task, has your inference of what this module might be about changed? How?" (Responses will vary.)*
- Clarify anything pertinent to this specific performance task. Consider listening to a model performance task from a former student or an exemplar podcast. Ask students to make connections between the model or the exemplar and the performance task.



- Direct students' attention to the **Module Guiding Questions anchor chart**, and read the questions aloud. Turn and Talk:

*“Why do we have guiding questions for each module?” (Responses will vary, but may include: to help focus our learning, to help us think about the performance task.)*

- Underline the domain-specific word *epidemic*. Invite students to work in their triads to determine the meaning of the word, and use a total participation technique to select a student to share with the whole group.

*“What does this mean? What strategy can you use to find out?” (an outbreak of disease that spreads rapidly to many people)*

- Repeat with the academic words *character* (strong moral qualities such as perseverance, respect, and collaboration) and *mindset* (the established set of attitudes held by someone, defined by Camille Farrington as, “I can succeed at this. With effort my ability will grow. I belong in this community. This work has value for me.”).

- Add the new words to the **academic word wall** and **domain-specific word wall**, including translations in home languages. Tell students that these are the questions that will guide their thinking and learning throughout the module. Turn and Talk:

*“What do you notice?” (Responses will vary, but may include: People respond differently to epidemics. Mindset, character, tools, and methods play a role in solving epidemic crises.)*

*“What do you wonder?” (Responses will vary, but may include: What are the different mindsets that people might have? What are examples of epidemics today?)*

*“Now that you have analyzed the guiding questions and performance task, has your inference of what this module might be about changed?” (Responses will vary.)*

*Conversation Cue: “How is what \_\_\_\_ said the same as/different from what \_\_\_\_ said? I’ll give you time to think and write.” (Responses will vary.)*

- Clarify that this module will be about medical and social epidemics, how people respond in crises, and what we should do when epidemics strike.
- Turn and Talk:

*“What does this topic mean to you at this point? Why might it be meaningful to study this topic?” (Responses will vary, but may include: People get sick, and this can be scary. Sometimes many people get sick at once, and this is called an epidemic. Sometimes in crises, people panic, and this can create more problems. It’s important to know what to do when things go wrong, so that you can stay calm and solve the problem. At our age, people follow what their friends do, so it’s important to know the influence of others when it comes to social epidemics.)*

*“From what you know so far, what are you looking forward to about this topic?” (Responses will vary, but may include: I’m really into gross and disgusting things, so I’m looking forward to learning all about viruses and bacteria, and the spread of disease. I’m also interested in learning about how social epidemics spread, as I’m in middle school, and what’s cool seems to be contagious.)*

- Acknowledge that some students may already know something about this topic. Explain that for homework, they will reflect on the guiding questions and how they feel about them based on their own experiences, and that this will be discussed more at the beginning of the next lesson. And note that some students may know nothing about the topic—it will be fun to dig in together!
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

## Work Time

### C. Launch the Text: *Patient Zero* – RI.7.5 (10 minutes)

- Distribute the text *Patient Zero* by Marilee Peters.
- Tell students they will now spend 2 minutes looking through the book with their partner and discussing what they notice and wonder about *Patient Zero*. Partner B will share a notice or a wonder first, and then partner A, and then partner B again, and so on.
- Provide **boards and dry-erase markers** or **sticky notes** as an option for students to record (in drawing or writing) their ideas. This helps scaffold active listening for key details.
- Use **equity sticks** to select students to share out what they notice and wonder about the book. As students share out, draw an I Notice/I Wonder chart on the board and record student responses, which may include: ▲
  - I notice lots of cartoon graphics.
  - I notice lots of colors: red pages and green pages.
  - I notice different text features, with sidebars inside of toolboxes and potion bottles.
  - I notice that each chapter is about a different epidemic.
  - I wonder if the text structure is the same throughout, or if it changes depending on the text feature?
  - I wonder if this book is all about epidemics in history, or if it talks about epidemics today?
  - I wonder how many epidemics are discussed?
- Ensure students notice the various text features in *Patient Zero* (table of contents, pictures, red history pages, green narrative pages, medical potion bottles, tools of the trade toolboxes, glossary, learn more, sources, index, about the author). Point out the text features, and tell students that they will grapple with the organization of the text in the next lesson.
- Having spent some time looking through the book, invite students to spend 3 minutes reflecting silently. Reflection can include thinking or writing/drawing on paper. Students must be silent when they do this, though. Ask the following question to guide reflection:
 

**“What does what you read or saw in the book make you think about? Why?”**

**“What are the subsections and text features? How can you tell that they are not a part of the text? How does each text feature fit with the part before or the part after?”**
- After 3 minutes, refocus whole group.
- Tell students that reflections can be very personal based on an individual’s background and previous experiences.



*“Knowing that reflections can be very personal, how do you think we should behave when people share their reflections?” (Responses will vary, but may include: listening without interrupting, not disagreeing with how someone feels as that is personal to them, showing respect and empathy—thinking about how they feel and treating them with care.)*

- Focus students on the **Work to Become Ethical People anchor chart**. Explain that, as it says at the top of the chart, ethical people are people who treat others well and stand up for what is right. Review the *respect* and *empathy* rows, asking students to Turn and Talk to share examples of respect and empathy from their own lives or a text they have read.
- Guide students through an intentional Think-Pair-Share about their reflections on the text, ensuring that partner A and partner B both have think time, both get to say the question aloud to the other, and both have an allocated time to respond and then to discuss to build deeper understanding.
- Tell students they will now have the opportunity to share their reflections, if they would like to, with the whole group. Remind students to respond with respect and empathy as necessary.

## Closing and Assessment

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### A. Check Understanding with an Exit Ticket – RI.7.1 (5 minutes)

- Direct students’ attention to the questions on the **Exit Ticket: Unit 1, Lesson 1**. Reread aloud page 4 (starting below the x’s, through the word “theories”) for students. Students most likely read this during the Gallery Walk. Invite them to work with partners to answer the selected response question on the exit ticket. Invite students to add the domain-specific word *epidemiologist* to their vocabulary logs, and add the word to the domain-specific word wall.
- Invite students to reflect on the habits of character focus, discussing what went well and what could be improved next time.
- Distribute the **Homework Resources**, and review the format of the document and this lesson’s specific assignment with students.

## Homework

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### A. Read and Reflect

- Students complete **Homework: Module Guiding Questions anchor chart** to read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas.

### B. Preread Anchor Text

- Students preread pages 7–15 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Lesson 2: Analyze Text Features and Structures: *Patient Zero*, Pages 7–15



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.5, L.7.4c

#### 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.

- SL.7.1



### Daily Learning Targets

- I can determine the meanings of unfamiliar words and phrases. (L.7.4c)
- I can find the gist of pages 7–15 of *Patient Zero*.
- I can identify the structures Peters uses to organize pages 7–15 of *Patient Zero*. (RI.7.5)

#### Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 2 (L.7.4c)
- Work Time B: *Patient Zero* Lesson 2 note-catcher (RI.7.5)

### Agenda

#### 1. Opening

- A. Engage the Learner – L.7.4c (5 minutes)
- B. Reflect on the Module Guiding Questions – SL.7.1 (5 minutes)

#### 2. Work Time

- A. Read *Patient Zero*, Pages 7–15 (15 minutes)
- B. Analyze Structure: *Patient Zero*, Pages 7–15 – RI.7.5 (15 minutes)

#### 3. Closing and Assessment

- A. Check for Understanding – RI.7.5 (5 minutes)

#### 4. Homework

- A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 7–15 of *Patient Zero*. Then they record the words and their definitions in the correct section of their vocabulary log.
- B. Preread Anchor Text: Students preread pages 16–25 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Teaching Notes

### Alignment to Assessment Standards and Purpose of Lesson

- L.7.4c – Opening A: Students practice using a dictionary as a strategy to determine the meanings of unfamiliar words.
- SL.7.1 – Opening B: Students use the Think-Pair-Share protocol to engage in collaborative discussions about the module guiding questions.
- RI.7.5 – Work Time B: Students learn to identify the structures the author uses to organize *Patient Zero*.
- In Opening B, students reflect on the module guiding questions. This is not mandatory—students share their reflections only if they want to do so. It is important to be sensitive to students' and families' feelings and experiences of epidemics, and to acknowledge that these feelings and experiences may differ greatly, from very positive to somewhat neutral to very negative. The main point students should understand by the end of this module is that epidemics have posed some of the greatest challenges to humans and caused immense suffering but have also brought out the best in people as they work to cure the disease and help others.
- Students focus on working to become ethical people by showing respect and empathy as they share reflections on the guiding questions in Opening B.
- Students reflect on academic mindsets in Opening B of this lesson. Academic mindsets refer to the motivational components that influence a student's desire and will to engage in learning. Research shows that academic mindsets are a better predictor of student success than any other determining factor. Students will develop an understanding of all four as the module progresses. The Academic Mindsets are:
  1. I belong in this academic community.
  2. I can succeed at this.
  3. My ability and competence grow with my effort.
  4. This work has value for me.
- 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. Students also engage in the following new protocol in this lesson (instructions for which appear at the first point of use in the lesson and in the Classroom Protocols document online on the Tools page: <http://eled.org/tools>):
  - **Jigsaw:** Allows small groups to engage in an effective, time-efficient comprehension of a longer text. Having every student read every page or section may not be necessary. Students can divide up the text, become an expert on one section, hear summaries and analysis of the others, and still gain an understanding of the material.
- In Work Time A, students review how to synthesize each section of the chapter into a short gist (or general idea of what happens), which gives students an opportunity to make inferences and draw on the text for evidence. They record these overall gists on a sticky note. Students should record the chapter number and their initials on each sticky note to ensure their being returned to original order or owner. Students will also record gists of

specific subsections on note-catchers throughout the unit. Knowing the gist of specific subsections will help students identify text structures and analyze how the subsection relates to the whole section or chapter.

- As students begin reading the text *Patient Zero* in Work Time A, they note unfamiliar vocabulary on their vocabulary logs, and they generate questions about epidemics. These questions will be answered during research in Unit 3.

### Opportunities to Extend Learning

- Allow those students who are identifying the gist and other elements quickly the opportunity to develop their own text-dependent questions about the chapter, related to structure. Ask these students to share their questions with the group as a way of generating discussion. (RI.7.5)

### How It Builds on Previous Work

- In previous lesson, students were introduced to the topic and the anchor text, *Patient Zero*. In this lesson, students have the opportunity to engage with the text and begin analyzing how the author structures the text to tell her story.

### Support All Students

- Read aloud the first several excerpts of *Patient Zero* in these first lessons to ensure student comprehension, engagement, and enjoyment of the text. However, if all students are already engaged, determine how students will read pages 7–15 of *Patient Zero* to best support their comprehension, or give students choice to build empowerment and engagement in learning. Alternatives to read-alouds include: another fluent reader (including students or an audiobook) reads aloud to the whole class, small groups, triads, or pairs; individuals read silently; or a combination of any of these. Also as necessary, consider pre-highlighting one or two key sentences in each subsection which articulate the gist.
- Note there is a differentiated version of the *Patient Zero* Lesson 2 note-catcher used in Work Time B in the separate Teacher's Guide for English Language Learners. ▲
- The subject matter in this excerpt includes descriptions of death and disease. 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 rereading the text to determine the gist. Pair students strategically to ensure that each pair includes at least one strong reader.
- For Work Time B, consider forming strategic groups for the Jigsaw activity, so that students who need more support are grouped with those who may have previous experience with or are likely to understand text structure. ▲

### Assessment Guidance

- Check student gist statements to ensure they understand the chapter.
- Listen to student discussions to identify common issues that can be used as whole group teaching points against the criteria recorded on the Work to Become Ethical People anchor chart.

**Down the Road**

- In the next lesson, students will continue reading *Patient Zero* and also launch their independent research reading for homework. Students will use the information gathered from these sources for the performance task of the module: creating a podcast telling the story of an epidemic and those who responded to it.

**In Advance**

- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 2 at each student's workspace.
- Create the Text Structure anchor chart. (See Text Structure anchor chart [for teacher reference].)
- Post the learning targets and applicable anchor charts (see Materials list).

**Technology & Multimedia**

- Continue to use the technology tools recommended throughout previous lessons 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**

- determine, gist (A)
- structure (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 B)
- ✓ Close Readers Do These Things anchor chart (one for display; from Module 1, Unit 1, Lesson 4, Work Time A)
- ✓ Module Guiding Questions anchor chart (one for display; from Unit 1, Lesson 1, Work Time B)
- ✓ Work to Become Ethical People anchor chart (one for display; from Module 1 Unit 1, Lesson 2, Opening B)

**Student**

- ✓ Vocabulary log (from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ *Patient Zero* by Marilee Peters (text; from Module 2, Unit 1, Lesson 1, Work Time C)



## New Materials

### Teacher

- ✓ Entrance Ticket: Unit 1, Lesson 2 (for teacher reference)
- ✓ Text Guide: *Patient Zero* (for teacher reference)
- ✓ Gists: *Patient Zero* (example for teacher reference)
- ✓ Questions about Epidemics anchor chart (example for teacher reference)
- ✓ Questions about Epidemics anchor chart (one for display; co-created during Work Time A)
- ✓ Text Structure anchor chart (example for teacher reference) (co-constructed in Work Time B)
- ✓ *Patient Zero* Lesson 2 note-catcher (answers for teacher reference)

### Student

- ✓ Entrance Ticket: Unit 1, Lesson 2 (one per student)
- ✓ Dictionaries (print, online, ELL, or translation) (optional; one per student)
- ✓ Sticky note (one per student)
- ✓ Synopsis: *Patient Zero*, Pages 7–15 (optional; one per student)
- ✓ Text Structure anchor chart handout (one per student and one for display)
- ✓ *Patient Zero* Lesson 2 note-catcher (one per student)
- ✓ *Patient Zero* Lesson 2 note-catcher ▲ (optional; see Teacher's Guide for English Language Learners)

## Opening

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

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 1, Lesson 2**. Encourage ELLs and other students who need more support to use a **dictionary (print, online, ELL, or translation)** to define the terms on the entrance ticket. ▲
- Once all students are ready, use a total participation technique (equity sticks, cold calling) to select students to share their responses to the entrance ticket question.
- 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 word *structure* (how something is organized, how the parts relate to the whole). Also, as necessary, review the meanings of the words *determine* and *gist*. Record these words on the **academic word wall** and **domain-specific word wall**, with translations in home languages, where appropriate, and invite students to record these words in their **vocabulary logs**.

## Opening

### B. Reflect on the Module Guiding Questions – SL.7.1 (5 minutes)

- Remind students that in the previous lesson they were introduced to the guiding questions for the module. Invite students to reread the **Module Guiding Questions anchor chart**.
- Explain that not all students will be interested in the topic of epidemics or will react positively to studying them. Ensure students understand that it is okay to have different opinions.
- To help build trust, share a personal story regarding feelings about epidemics.
- Remind students that for homework they were asked to reflect on what those guiding questions mean to them and how they feel about them.
- Focus students on the **Work to Become Ethical People anchor chart**, and review respect, compassion, and empathy as needed.
- Tell students they will now have the opportunity to share their reflections, if they would like to, with the whole group. Remind students to respond with respect and empathy as necessary.
- Invite volunteers to share their reflections with the whole group. Be prepared to discuss any issues students feel they need to discuss further.
- Incorporate reflection on and awareness of the following academic mindset: “I belong in this community.”
- Ask:
 

*“How do empathy, compassion, and respect help you feel a sense of belonging in this classroom community?” (Responses will vary, but may include: when my classmates listen to me and show they understand my feelings, I feel like I have a safe place in this classroom.)*

## Work Time

### A. Read *Patient Zero*, Pages 7–15 (15 minutes)

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

*“I can find the gist of pages 7–15 of Patient Zero.”*
- Invite students to retrieve their **Patient Zero text**, and to turn to page 7. Read aloud pages 7–15 of chapter 1 as students read along silently. Use the **Text Guide: Patient Zero (for teacher reference)** for comprehension and vocabulary questions as needed. Note that while students may read in small groups or individually in future lessons, students will benefit from this reading of the text as a whole class. ▲
- Think-Pair-Share:
 

*“What happened?” (Goodwoman Phillips noticed a dead rat covered in fleas. She became sick and died of plague. The text explains why people were concerned about comets and how medicine worked during this time. A doctor visited Goodwoman Phillips, but*



*she died anyway. Neighbors were frightened when they discovered it was plague and avoided the house.)*

*“What is the gist? What is this excerpt mostly about?” (Goodwoman Phillips died from the plague; people responded in fear.)*

- Invite a student to paraphrase the key points in more comprehensible language for those who need more support. ▲
- Model recording the gist of the excerpt (keywords, not full sentences) on a **sticky note**, and invite students to do the same, sticking them at the front of the chapter for quick reference. Students will also benefit from adding the page numbers and their initials on the sticky note for easier materials management. As needed, refer to the **Gists: Patient Zero (example for teacher reference)**.
- Remind students that their goal is to understand what the story is mostly about, and it is okay if there are parts they don't quite understand yet. ▲
- Use the **Synopsis: Patient Zero, Pages 7–15** to review and note key details for the entire chapter. This will help to complete students' understanding of the events of this chapter excerpt, especially if they were not able to complete the reading of the full excerpt. ▲
- Give students 3 minutes to silently reflect on the text. Encourage them to consider how the excerpt made them feel. They can write or sketch, or just sit and think.
- Direct students' attention to the Work to Become Ethical People anchor chart, and review respect, compassion, and empathy as needed before inviting students to share their reflections if they choose.
- Capture any questions students have about what is happening in the text on the displayed **Questions about Epidemics anchor chart**. Reference **Questions about Epidemics anchor chart (example for teacher reference)** as needed. This first day, encourage students to ask any question. As the weeks progress, guide students to refine the questions to better align to research questions. If necessary, for this lesson, provide sentence frames such as: *Who is . . . ? What is . . . ? How does . . . ? Why does . . . ?*
- Note that although *Patient Zero* does contain graphic descriptions of disease and dying, students are supported throughout the reading of the text. Additionally, inform students that they will be given opportunities to reflect on the text following each reading.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

## Work Time

### B. Analyze Structure: *Patient Zero*, Pages 7–15 – RI.7.5 (15 minutes)

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

*“I can identify the structures Peters uses to organize pages 7–15 of Patient Zero.”*

- Display the **Text Structure anchor chart**, which should have the text structures listed with enough space for the class to record definitions and examples. Consult the **Text Structure anchor chart (example for teacher reference)**. Explain that this anchor

chart lists common informational text structures. As students may have noticed already, the author of *Patient Zero* uses different text structures throughout the book to describe or explain people, events, and information.

- Guide students through a Jigsaw to co-construct the Text Structure anchor chart:
  1. Divide the class into seven groups, and give each group a large sticky note or piece of paper with tape.
  2. Assign each a different text structure from the anchor chart.
  3. Allow groups 3 minutes to define or describe their text structure and give an example from *Patient Zero*, or another text.
  4. Circulate to guide and correct groups as they grapple.
  5. Come together as a class and ask each group to explain their text structure and post their sticky note on the anchor chart.
  6. Work together as a class to refine or correct definitions and examples.
- Distribute the **Text Structure anchor chart** handout, and explain that this is their own version of the Text Structure anchor chart, so they can reference it at any point throughout the unit.
- Then, distribute the ***Patient Zero* Lesson 2 note-catcher** and the ***Patient Zero* Lesson 2 note-catcher ▲** as necessary. The differentiated note-catcher supports students in identifying structures with a descriptive list of the different organizational structures. ▲ Point out the various parts of the graphic organizer, and explain why it was designed this way: capturing the gist of each section of the text will help students understand how the author structures the sections and how they relate to one another and to the whole text. Ask students why they think it is important to keep track of the text structures the author uses, as well as why it might make sense to analyze this particular text by looking at its sections. (Analyzing text structures show us how the different parts of the text fit together. It makes sense to analyze this text by sections because that is how the author chose to write it.)
- Focus students on one particular section: “God Have Mercy on Us” on pages 13–14. Instruct students to briefly skim or reread the section. Ask for a volunteer to provide a gist for the section (neighbor discovers Goodwoman Phillips died of plague; panic spreads throughout neighborhood). Instruct students to write this gist down in the proper section of the *Patient Zero* Lesson 2 note-catcher.
- Invite students to work with partners to identify the structure of this section, using the Text Structure handout. Circulate among students to offer extra support. Consider asking questions such as:
 

**“What kind of information is being given in this section? How is the information organized? Is it telling a problem and a solution? Is it comparing and contrasting two things? Is it telling a story?” ▲**
- Ask for student volunteers to share which type of text structure they identified for this section. Listen for student responses, and lead students to an understanding that this section is narration, as it tells the story about what happened after Goodwoman Phillips was found dead. Ask students:

*“How does this section further the author’s purpose? Why would the author structure it as narration to help get her point across?” (This section helps to explain the plague epidemic by telling the story of an individual who died from the plague. Structuring it as narration helps to make the story interesting and to give a clear example of what it was like to get the plague during that time.)*

- Inform students that as they read, they will identify how the different sections contribute to the text. Ensure that students have an understanding that in general, the plain white background with black text tells the main part of the story, and the other sections add to this story.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

## Closing and Assessment

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### A. Check for Understanding – RI.7.5 (5 minutes)

- Direct students’ attention to the selected response question on the *Patient Zero* Lesson 2 note-catcher. Reread the text aloud for students. Either as a whole class or in small groups, work with students to answer the selected response question on the note-catcher. Invite student volunteers to share their answers and any strategies they used to answer the question. ▲
- Invite students to reflect on the habits of character focus, discussing what went well and what could be improved next time.

## Homework

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### A. Determine Meaning of Unfamiliar Vocabulary

- Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 7–15 of *Patient Zero*. Students then record the words and their definitions in the correct section of their vocabulary log.

### B. Preread Anchor Text

- Students preread pages 16–25 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Lesson 3: Close Read: *Patient Zero*, Pages 21–23



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.1, RI.7.5

#### Supporting Standards

- RI.7.10



### Daily Learning Targets

- I can identify the structures Peters uses to organize pages 21–23 of *Patient Zero*. (RI.7.5)
- I can explain how sections of *Patient Zero* contribute to the whole chapter. (RI.7.5)
- I can select a research reading text that I want to read. (RI.7.10)

### Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 3 (RI.7.5)
- Work Time A: Close Reading: *Patient Zero*, Pages 21–23 note-catcher (RI.7.1, RI.7.5)

### Agenda

#### 1. Opening

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

#### 2. Work Time

- A. Close Read: *Patient Zero*, Pages 21–23 – RI.7.1, RI.7.5 (25 minutes)

#### 3. Closing and Assessment

- A. Launch Independent Research Reading – RI.7.10 (15 minutes)

#### 4. Homework

- A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary a dictionary to determine the meaning of unfamiliar vocabulary in pages 16–25 of *Patient Zero*. Then they record the words and their definitions in the correct section of their vocabulary log.
- B. Preread Anchor Text: Students preread pages 26–33 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

### Teaching Notes

#### Alignment to Assessment Standards and Purpose of Lesson

- RI.7.5 – On the Entrance Ticket, students consider the gist and structure of the sections of *Patient Zero* they have already read in class in previous lessons.

- RI.7.1 – Work Time B: Students cite evidence from the text as they answer questions during the close read.
- RI.7.5 – Work Time B: Students participate in a close read to practice identifying the structures the author uses to organize *Patient Zero* and analyzing how sections of the text contribute to the whole and develop ideas.
- RI.7.10 – Closing and Assessment A: Students launch independent research reading, selecting a book that is related to epidemics that they can read independently.
- In Work Time A, students participate in a close reading of *Patient Zero*. During this close read, students focus on how the author structures the text. 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.
- Students focus on working to become effective learners by collaborating as they work in triads throughout the lesson.

#### Opportunities to Extend Learning

- Release more responsibility more quickly to students as they comprehend the tasks or concepts. For example:
  - Allow students to read and complete the note-catcher on their own, with less guidance or prompting.

#### How It Builds on Previous Work

- In the previous lesson, students examined the structure of *Patient Zero*, focusing on determining the gists of different sections and analyzing how the sections related to each other. In this lesson, students refine this skill to a greater level of detail by focusing on a portion of the text during a close read.

#### Support All Students

- The subject matter in this excerpt includes descriptions of death and disease. 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. Group together those students for additional support when necessary.
- Note there are differentiated versions of the Entrance Ticket: Unit 1, Lesson 3 used in Opening A and the Close Reading: *Patient Zero*, Pages 21–23 note-catcher used in Work Time A in the separate Teacher’s Guide for English Language Learners. ▲

#### Assessment Guidance

- Review students’ Close Reading note-catchers to ensure students understand how the author structures the text in order to tell her story.

#### Down the Road

- In the next lesson, students will continue to read *Patient Zero* and analyze the text in terms of structure, focusing on how the author structures different sections and relates them to each other and the whole.



**In Advance**

- Ensure there is a copy of Entrance Ticket: Unit 1, 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.
- Preview the Close Reading Guide: *Patient Zero* Pages 21–23 and Close Read: *Patient Zero*, Pages 21–23 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**

- contribute (A)
- teeming (DS)

**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, Work Time A)
- ✓ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time A)
- ✓ Work to Become Effective Learners anchor chart (one for display; from Module 2, Unit 1, Lesson 5, Work Time A)
- ✓ Domain-specific word wall (one for display; from Module 1, Unit 1, Lesson 1, Work Time B)
- ✓ Homework Resources (for families) (one for display; from Module 2, Unit 1, Lesson 1, Closing and Assessment A)
- ✓ Independent Reading Sample Plans (for teacher reference; see the Tools page: <http://eled.org/tools>)

**Student**

- ✓ Vocabulary log (from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ *Patient Zero* by Marilee Peters (text; from Module 2, Unit 1, Lesson 1, Work Time C)
- ✓ Independent research reading journals (from Module 1, Unit 1, Lesson 6, Closing and Assessment A)

## New Materials

### Teacher

- ✓ Entrance Ticket: Unit 1, Lesson 3 (answers for teacher reference)
- ✓ Close Reading Guide: *Patient Zero*, Pages 21–23 (for teacher reference)
- ✓ Close Reading: *Patient Zero*, Pages 21–23 note-catcher (example for teacher reference)

### Student

- ✓ Entrance Ticket: Unit 1, Lesson 3 (one per student)
- ✓ Entrance Ticket: Unit 1, Lesson 3 ▲ (optional; see Teacher’s Guide for English Language Learners)
- ✓ Close Reading: *Patient Zero*, Pages 21–23 note-catcher (one per student and one for display)
- ✓ Close Reading: *Patient Zero*, Pages 21–23 note-catcher ▲ (optional; see Teacher’s Guide for English Language Learners)
- ✓ Synopsis: *Patient Zero*, Pages 16–25 (optional; one per student)

## Opening

### A. Engage the Learner – RI.7.5 (5 minutes)

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 1, Lesson 3** and **Entrance Ticket: Unit 1, Lesson 3 ▲** as necessary. The differentiated note-catcher supports students in analyzing structures with a descriptive list of the different organizational structures and sentence frames. ▲
- Once all students are ready, use total participation techniques (equity sticks, cold calling) to select students to share their responses to the entrance ticket question.
- 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 word *contribute* (to give for a reason; to help develop). Record the word on the **academic word wall** with translations in home languages, where appropriate, and invite students to record it in their **vocabulary logs**.

## Work Time

### A. Close Read: *Patient Zero*, Pages 21–23 – RI.7.1, RI.7.5 (25 minutes)

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

***“I can identify the structures Peters uses to organize pages 21–23 of Patient Zero.”***

***“I can explain how sections of Patient Zero contribute to the whole chapter.”***



- 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. Explain that students will use collaboration as they closely read part of *Patient Zero*.
- Use **Close Reading Guide: *Patient Zero*, Pages 21–23 (for teacher reference)** 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:
  - ***Patient Zero*** by Marilee Peters
  - **Close Reading: *Patient Zero*, Pages 21–23 note-catcher**
  - **Close Reading: *Patient Zero*, Pages 21–23 note-catcher ▲** as necessary. The differentiated note-catcher supports students in analyzing structures with a descriptive list of the different organizational structures and sentence starters. ▲
  - **Domain-specific word wall**
- Refer to **Close Reading: *Patient Zero*, Pages 21–23 note-catcher (example for teacher reference)** as necessary. Also, use the **Synopsis: *Patient Zero*, Pages 16–25** to review the text if students need support.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

## Closing and Assessment

### A. Launch Independent Research Reading – RI.7.10 (15 minutes)

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

***“I can select a research reading text that I want to read.”***
- Launch independent reading for this module. There is a suggested independent reading launch in **Independent Reading Sample Plans** (see the Tools page, <http://eled.org/tools>). Remind students that they were introduced to independent research reading in Module 1.
- At the end of 5 minutes, distribute students' **independent reading journals**.
- Remind students they will use this journal to log their independent reading, both choice and research reading, and to answer reading prompts.
- Display the independent reading pages of the **Homework Resources (for Families)**, and focus students on the information they need to record using the example on the same page.
- As necessary, model how to log independent reading without the prompt. Remind students that they will log their research reading in the front of the book and choice reading in the back. Ensure that students understand the difference between independent research reading (topical texts) and choice reading (any texts they want to read).

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

### Homework

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#### A. Determine Meaning of Unfamiliar Vocabulary

- Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 16–25 of *Patient Zero*. Students then record the words and their definitions in the correct section of their vocabulary log.

#### B. Preread Anchor Text

- Students preread pages 26–33 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Lesson 4: Analyze Text Structure: *Patient Zero*, Pages 26–33



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.5, L.7.4a

#### 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.7.4, SL.7.1



### Daily Learning Targets

- I can determine the meanings of unfamiliar words and phrases. (L.7.4)
- I can find the gist of pages 26–33 of *Patient Zero*.
- I can identify the structures Peters uses to organize pages 26–33 of *Patient Zero*. (RI.7.5)
- I can explain how sections of *Patient Zero* contribute to the whole chapter. (RI.7.5)

#### Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 4 (L.7.4a)
- Work Time B: *Patient Zero* Lesson 4 note-catcher (RI.7.5)

### Agenda

#### 1. Opening

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

#### 2. Work Time

A. Read *Patient Zero*, Pages 26–33 (15 minutes)

B. Analyze Structure: *Patient Zero*, Pages 26–33 – RI.7.5 (20 minutes)

#### 3. Closing and Assessment

A. Check for Understanding – RI.7.5 (5 minutes)

#### 4. Homework

A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 26–33 of *Patient Zero*. Then they record the words and their definitions in the correct section of their vocabulary log.

B. Preread Anchor Text: Students preread pages 34–41 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Teaching Notes

### Alignment to Assessment Standards and Purpose of Lesson

- L.7.4a – Opening A: Students practice using strategies to determine the meanings of unfamiliar words.
- RI.7.5 – Work Time B: Students identify structures in *Patient Zero*, pages 26–33, and analyze how sections contribute to the whole text and develop ideas.
- RI.7.5 – Closing and Assessment A: Students answer selected and constructed response questions to check their understanding of how the author uses structure to develop ideas in *Patient Zero*.
- Students focus on working to become ethical people by showing respect, compassion, and empathy as they listen to the ideas of their classmates.
- The Think-Pair-Share and Jigsaw 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 more responsibility more quickly to students as they comprehend the tasks or concepts. For example:
  - Allow those students who are identifying the gist and other elements quickly the opportunity to develop their own text-dependent questions about the chapter, related to structure. Ask these students to share their questions with the group as a way of generating discussion. (RI.7.5)

### How It Builds on Previous Work

- In the previous lesson, students refined their ability to analyze a text’s structure through a close read of the text. In this lesson, students expand on this skill by identifying how structures within a text are related and by discussing structure with partners in a Jigsaw activity.

### Support All Students

- Read aloud the first several excerpts of *Patient Zero* in these first lessons to ensure student comprehension, engagement, and enjoyment of the text. However, if all students are already engaged, determine how students will read pages 26–33 of *Patient Zero* to best support their comprehension, or give students choice to build empowerment and engagement in learning. Alternatives to read-alouds include: another fluent reader (including students or an audiobook) reads aloud to the whole class, small groups, triads, or pairs; individuals read silently; or a combination of any of these. Also, as necessary, consider pre-highlighting one or two key sentences in each subsection that articulate the gist.
- The subject matter in this excerpt includes descriptions of death and disease. 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.
- For Work Time B, consider forming strategic groups for the Jigsaw activity so that students who need more support are grouped with those who demonstrated proficiency

with analyzing text structure. For students who need even more support, create a Jigsaw group with them, and guide them to complete the note-catcher. ▲

- Note there is a differentiated version of the *Patient Zero* Lesson 4 note-catcher used in Work Time B in the separate Teacher's Guide for English Language Learners. ▲

### Assessment Guidance

- Review students' *Patient Zero* Lesson 4 note-catchers to ensure students understand how the author structures the text in order to develop ideas.

### Down the Road

- In the next lesson, students will continue to read *Patient Zero* and analyze the text in terms of structure, focusing on how the author structures different sections within the narrative in such a way as to develop the beginning of a mystery.

### In Advance

- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 4 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

- gullible, vigilance (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, Work Time A)
- ✓ Text Guide: *Patient Zero* (for teacher reference) (from Module 2, Unit 1, Lesson 2, Work Time A)
- ✓ Gists: *Patient Zero* (example for teacher reference) (from Module 2, Unit 1, Lesson 2, Work Time A)
- ✓ Work to Become Ethical People anchor chart (one for display) (from Module 1, Unit 1, Lesson 2, Opening B)

- ✓ Questions about Epidemics anchor chart (one for display; from Module 2, Unit 1, Lesson 2, Work Time A)
- ✓ Text Structure anchor chart (one for display) (from Module 2, Unit 1, Lesson 2, Work Time B)

#### Student

- ✓ Vocabulary log (from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ *Patient Zero* by Marilee Peters (text; from Module 2, Unit 1, Lesson 1, Work Time C)

### New Materials

#### Teacher

- ✓ Entrance Ticket: Unit 1, Lesson 4 (answers for teacher reference)
- ✓ *Patient Zero* Lesson 4 note-catcher (answers for teacher reference)

#### Student

- ✓ Entrance Ticket: Unit 1, Lesson 4 (one per student)
- ✓ Synopsis: *Patient Zero*, Pages 26–33 (one per student)
- ✓ Sticky note (one per student)
- ✓ *Patient Zero Patient Zero* Lesson 4 note-catcher (one per student)
- ✓ *Patient Zero Patient Zero* Lesson 4 note-catcher ▲ (optional; see Teacher’s Guide for English Language Learners)

## Opening

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

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 1, Lesson 4**.
- Once students have completed their entrance tickets, use a total participation technique to review their responses. Then add *gullible* and *vigilance* to the **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 *Patient Zero*, Pages 26–33 (15 minutes)

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

*“I can find the gist of pages 26–33 of *Patient Zero*.”*



- Invite students to retrieve their **Patient Zero** text and to turn to page 26. Read aloud pages 26–33 of chapter 1 as students read along silently. Use the **Text Guide: Patient Zero (for teacher reference)** for comprehension and vocabulary questions as needed. Note that while students may read in small groups or individually in future lessons, they will benefit from this reading of the text as a whole class. ▲
- Think-Pair-Share:
 

*“What happened?” (The chapter describes how people did not understand what caused the plague or how to cure it, so they used many strange things and ideas to try to help, but these didn’t work. It was many years later that someone discovered the bacteria that caused the plague and people were able to begin developing cures that actually worked.)*

*“What is the gist? What is this excerpt mostly about?” (People tried all sorts of things to battle the plague; only later did people discover what caused and cured the plague.)*
- Invite a student to paraphrase the key points in more comprehensible language for those who need more support. ▲
- Model recording the gist of the excerpt (keywords, not full sentences) on a **sticky note**, and invite students to do the same, sticking them at the front of the chapter for quick reference. Students will also benefit from adding the page numbers and their initials on the sticky note for easier materials management. As needed, refer to **Gists: Patient Zero (example for teacher reference)**.
- Remind students that their goal is to understand what the story is mostly about, and it is okay if there are parts they don’t quite understand yet. ▲
- Use the **Synopsis: Patient Zero, Pages 26–33** to review and note key details for the entire excerpt. This will help to complete students’ understanding of the events of this chapter excerpt, especially if they are not able to complete the reading of the full excerpt. ▲
- Give students 3 minutes to silently reflect on the text. Encourage them to consider how the excerpt made them feel. They can write or sketch, or just sit and think.
- Direct students’ attention to the **Work to Become Ethical People anchor chart**, and review respect, compassion, and empathy as needed before inviting students to share their reflections if they choose.
- As students share out, capture any questions on the **Questions about Epidemics anchor chart**. If a student has raised a more research-aligned question, note it and explain why it lends itself better to research (it is more open-ended and has more than one possible answer). If students have not raised open-ended questions but seem ready for this challenge, model a few, such as: *How do people react to the plague today? Has anyone in this country gotten the plague?* Also, note that students should continue to raise specific questions about the text as well, because doing so helps with engagement and comprehension. Once students have generated new questions, ask them to reread the questions from previous excerpts to see if their reading in the text has answered any previous questions. Record student responses on the anchor chart.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

## Work Time

### B. Analyze Structure: *Patient Zero*, Pages 26–33 – RI.7.5 (20 minutes)

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

*“I can identify the structures Peters uses to organize pages 26–33 of Patient Zero.”*

*“I can explain how sections of Patient Zero contribute to the whole chapter.”*

- Draw students’ attention to the **Text Structure anchor chart**, and remind them that they will use this as a reference when analyzing the structure of the text. Remind students that authors often use different text structures to organize the sections of an informational text. Then ask students to flip through their copy of *Patient Zero* and Think-Pair-Share to grapple with the following questions:

*“What are some text structures you have seen in Patient Zero thus far?” (narration, descriptive, explanatory, etc.)*

*“Why does Peters use so many different text structures?” (She has lots of different kinds of information to give about epidemics.)*

*“Why does the author interrupt the narration with new sections?” (She wants to explain certain ideas or events from the narrative.)*

*“How do the additional sections relate to the narration?” (They provide definitions or explanations of ideas or events from the narration.)*

*“How does using these different structures further the author’s purpose in the text?” (The author’s purpose is to help the reader deeply understand epidemics, so using these different structures helps her give many kinds of information about epidemics and also show the experiences of the people living through them.)*

- Confirm that Peters uses different text structures to convey different kinds of information: narration tells the story of the epidemic. Descriptive passages, explanatory or informational passages, and arguments in other sections add to our understanding of science and history related to the epidemics. The sections deepen our understanding of the narrative by providing definitions and explanations about certain aspects in the narrative.
- Distribute the ***Patient Zero Lesson 4 note-catcher*** and the ***Patient Zero Lesson 4 note-catcher*** ▲ (as necessary). The differentiated note-catcher supports students in analyzing structures with a descriptive list of the different organizational structures and sentence starters. ▲ Reference the ***Patient Zero Lesson 4 note-catcher (answers for teacher reference)*** as needed.
- Inform students that they will be participating in a Jigsaw activity to analyze the structure of this chapter, during which they will first discuss two sections of the text with a home partner and then switch partners to explain their learning and learn from each other.
- Guide students through the Jigsaw protocol:
  1. Invite students to choose a partner.
  2. Assign each partner group one of two pairings of sections:
    - a) Option 1: “New Knowledge” and “Unequal Treatment”
    - b) Option 2: “Fleas and Rates and Plague, Oh No!” and “Finding Answers in Hong Kong”

3. Inform students that they will fill in the relevant boxes for their two sections and then answer the question on the note-catcher.
  4. Allow time for students to reread their two sections of text, discuss them, and fill in the chart on the note-catcher.
  5. Circulate among students to offer extra support as necessary. Consider asking questions such as: “What kind of information is being given in this section? How is it organized?”
  6. Instruct students to move away from their home partnerships and work with another student who looked at the other set of sections.
  7. Instruct students to take turns explaining to their new partners which text structures they identified as well as how they filled in the chart.
  8. Students should take notes on their new partner’s sections in the chart and on the lines below the questions.
- After students have finished the Jigsaw activity, ask them to Think-Pair-Share:  
*“How do the red sections of Patient Zero relate to the white sections?” (The red sections usually seem to be expanding on an idea in the white section or explaining something that the white section has mentioned.)*
  - Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

## Closing and Assessment

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### A. Check for Understanding – RI.7.5 (5 minutes)

- Direct students’ attention to the practice selected and constructed response questions on their *Patient Zero* Lesson 4 note-catchers. Instruct students to work with their home partners from the Jigsaw activity to answer the selected response question regarding the pairing of sections they focused on for their original discussion, and if they feel they have sufficient understanding, for the other question as well. After partners have finished, ask for student volunteers to share the answers they chose and explain why they chose them.
- 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

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### A. Determine Meaning of Unfamiliar Vocabulary

- Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 26–33 of *Patient Zero*. Students then record the words and their definitions in the correct section of their vocabulary log.

### B. Preread Anchor Text

- Students preread pages 34–41 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Lesson 5: Analyze Text Structure: *Patient Zero*, Pages 34–41



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.5, 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.7.4, SL.7.1



### Daily Learning Targets

- I can determine the meanings of unfamiliar words and phrases. (L.7.4)
- I can identify the structures Peters uses to organize pages 34–41 of *Patient Zero*. (RI.7.5)
- I can explain how sections of *Patient Zero* contribute to the whole chapter. (RI.7.5)

### Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 5 (L.7.4)
- Work Time B: *Patient Zero* Lesson 5 note-catcher (RI.7.5)

### Agenda

#### 1. Opening

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

#### 2. Work Time

- A. Read *Patient Zero*, Pages 34–41 – SL.7.1 (15 minutes)
- B. Analyze Structure: *Patient Zero*, Pages 34–41 – RI.7.5 (20 minutes)

#### 3. Closing and Assessment

- A. Check for Understanding – RI.7.5 (5 minutes)

#### 4. Homework

- A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 34–41 of *Patient Zero*. Then they record the words and their definitions in the correct section of their vocabulary log.
- B. Preread Anchor Text: Students preread pages 41–44 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Teaching Notes

### Alignment to Assessment Standards and Purpose of Lesson

- L.7.4 – Opening A: On an entrance ticket, students practice using strategies to determine the meanings of unfamiliar words.
- RI.7.5 – Work Time B: Students identify structures in *Patient Zero*, pages 34–41, and analyze how sections contribute to the whole text and develop ideas.
- RI.7.5 – Closing and Assessment A: Students answer a constructed response question to check their understanding of how the author uses structure to develop ideas in *Patient Zero*.
- 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.
- In the excerpt of *Patient Zero* read in this lesson, Sarah Lewis demonstrated compassion and empathy for her baby as she struggled with cholera. She demonstrated perseverance as she tried against all odds to keep her baby alive.
- Note there is a differentiated version of the *Patient Zero* Lesson 5 note-catcher used in Work Time B in the separate Teacher’s Guide for English Language Learners. ▲

### Opportunities to Extend Learning

- Release more responsibility more quickly to students as they comprehend the tasks or concepts. For example:
  - Allow those students who are identifying the gist and other elements quickly the opportunity to develop their own text-dependent questions about the chapter, related to structure. Ask these students to share their questions with the group as a way of generating discussion. (RI.7.5)
- For the “Be the Detectives” activity in Closing and Assessment A, ask students to compose short synopsis of the mystery as they’ve understood it so far.

### How It Builds on Previous Work

- In previous lessons, students have focused on analyzing the structure of *Patient Zero*, in particular how the red sections relate to the larger narrative. In this lesson, students expand on this work while also looking more closely at how the author structures the narrative section itself, in this case to build a sense of mystery.

### Support All Students

- At this point, students should be reading the text independently. However, if some or all students need more support, read several pages aloud and then release students to read independently, in pairs, or in small groups. ▲
- The subject matter in this excerpt includes descriptions of death and disease. 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.



### Assessment Guidance

- Review students' *Patient Zero* Lesson 5 note-catcher to ensure students understand how the author structures the text in order to develop ideas.

### Down the Road

- In the next lesson, students will demonstrate their skills in analyzing the structure of the text during a mid-unit assessment, when they will analyze how part of the text relates to the whole.

### In Advance

- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 4 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

- preoccupied, uncanny (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, Work Time A)
- ✓ Text Guide: *Patient Zero* (for teacher reference) (from Module 2, Unit 1, Lesson 2, Work Time A)
- ✓ Work to Become Ethical People anchor chart (one for display; from Module 1 Unit 1, Lesson 2, Opening B)
- ✓ Questions about Epidemics anchor chart (one for display; from Module 2, Unit 1, Lesson 2, Work Time A)
- ✓ Text Structure Anchor Chart (example for teacher reference) (from Module 2, Unit 1, Lesson 2, Work Time B)
- ✓ Text Structure Anchor Chart (one for display; from Module 2, Unit 1, Lesson 2, Work Time B)



**Student**

- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ *Patient Zero* by Marilee Peters (one per student; text; from Module 2, Unit 1, Lesson 1, Work Time C)

**New Materials****Teacher**

- ✓ Entrance Ticket: Unit 1, Lesson 5 (answers for teacher reference)
- ✓ *Patient Zero* Lesson 5 note-catcher (answers for teacher reference)

**Student**

- ✓ Entrance Ticket: Unit 1, Lesson 5 (one per student)
- ✓ Sticky note (one per student)
- ✓ Synopsis: *Patient Zero*, Pages 34–41 (optional; one per student)
- ✓ *Patient Zero* Lesson 5 note-catcher (one per student)
- ✓ *Patient Zero* Lesson 5 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 1, Lesson 5**.
- Once students have completed their entrance tickets, use a total participation technique to review their responses. Then add *preoccupied* and *uncanny* to the **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 *Patient Zero*, Pages 34–41 – SL.7.1 (15 minutes)**

- Repeated routine: follow the same process as with previous lessons for students to read pages 34–41 of *Patient Zero*, using the **Text Guide: *Patient Zero* (for teacher reference)** as necessary. If students do not finish reading the excerpt within the allotted time, use the **Synopsis: *Patient Zero*, Pages 34–41** document to review the key details from the excerpt. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the overall gist on **sticky notes** using the following resources as appropriate: vocabulary logs, **Work to Become Ethical People anchor chart**, and **Questions about Epidemics anchor chart**.

- Gist: Baby Frances struggled then died possibly from cholera; stranger took sample of water from pump
- Once students have finished reading and reflecting on the excerpt, ask them to Think-Pair-Share:

*“Which habit of character did Sarah Lewis demonstrate in this excerpt?” (Responses will vary, but may include: Sarah Lewis demonstrated compassion and empathy for her baby as she struggled with cholera. She demonstrated perseverance when she tried against all odds to keep her baby alive.)*

- Now that students have read a significant portion of the text, consider asking for volunteers to share their strategies for reading this particular text. For example, do students read the red sections and the other sections after finishing a narrative section? Do they pause their reading of the narrative to explore the additional sections? Lead a whole-class discussion of these different strategies, and consider sharing how to approach reading texts like this. Ask students to consider again why the author structures the text in this way, and how the combination of the narration and the additional sections help her achieve her purpose. Emphasize that there isn’t a correct way to read the text. Students should try different methods to find the one that works best for them.

## Work Time

### B. Analyze Structure: *Patient Zero*, Pages 34–41 – RI.7.5 (20 minutes)

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

*“I can identify the structures Peters uses to organize pages 34–41 of Patient Zero.”*

*“I can explain how sections of Patient Zero contribute to the whole chapter.”*

- Draw students’ attention to the **Text Structure anchor chart**, and remind them that they will use this as a reference when analyzing the structure of the text. Refer to **Text Structure anchor chart (example for teacher reference)** as needed.
- Distribute the ***Patient Zero* Lesson 5 note-catcher** and the ***Patient Zero* Lesson 5 note-catcher ▲** as necessary. The differentiated note-catcher supports students in analyzing structures with a descriptive list of the different organizational structures and sentence starters. ▲ Instruct students to work individually to fill out the chart in Part I, matching the gists to the section titles. Circulate and support as necessary.
- Ask for student volunteers to share out their answers to Part I of the note-catcher. Invite students to Turn and Talk with a neighbor about how they matched these sections. Reference the ***Patient Zero* Lesson 5 note-catcher (answers for teacher reference)** as needed.
- Invite students to work individually to answer the first selected response question in Part II of the note-catcher. When students are ready, ask for volunteers to share out their answers to the first question in Part II. Circulate to offer extra support. Consider asking questions such as, “What kind of information is being given in this section? How is it organized?” ▲

- Inform students that they will continue to work independently to answer the remaining selected response questions in Part II of the note-catcher. Circulate to offer support for answering these questions.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

## Closing and Assessment

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### A. Check for Understanding – RI.7.5 (5 minutes)

- Ask students to work independently to answer the question in Part III of their *Patient Zero* Lesson 5 note-catcher, the section labeled “Be the Detectives.” When students are ready, ask for volunteers to share out their answers to this question. Lead a whole-class discussion to reflect on how the author structures the text to help set up “mystery” of cholera in the text. (Responses will vary, but may include: The author tells the story of baby Frances’ sickness, referring to the cesspool and the water pump. Then she introduces a mysterious man who takes a sample of water from the pump. The author tells what the man does but not why. This sets up the mystery and makes the readers want to be detectives to put the pieces together: Is the cesspool connected to the water pump? Are people getting sick from the water?)
- 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

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### A. Determine Meaning of Unfamiliar Vocabulary

- Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 34–41 of *Patient Zero*. Students then record the words and their definitions in the correct section of their vocabulary log.

### B. Preread Anchor Text

- Students preread pages 41–44 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Lessons 6–7: Mid-Unit 1 Assessment: Analyze Structure: *Patient Zero*, Pages 41–44



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.1, RI.7.4, RI.7.5, L.7.4, 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



### Daily Learning Targets

- I can determine the meanings of unfamiliar words and phrases. (L.7.4)
- I can identify the structures Peters uses to organize pages 41–44 of *Patient Zero*. (RI.7.5)
- I can explain how sections of *Patient Zero* contribute to the whole chapter. (RI.7.5)

#### Ongoing Assessment

- Opening B: Entrance Ticket: Unit 1, Lessons 6-7
- Work Time A: Mid-Unit 1 Assessment: Analyze Structure: *Patient Zero*, Pages 41–44 (RI.7.1, RI.7.4, RI.7.5, RI.7.10, L.7.4, L.7.6)

## Agenda

### 1. Opening

- A. Return Module 1, End of Unit 3 Assessments (5 minutes)
- B. Engage the Learner (5 minutes)

### 2. Work Time

- A. Read *Patient Zero*, Pages 41–44 (15 minutes)
- B. Language Dive: *Patient Zero*, Page 43 – RI.7.5 (15 minutes)
- C. Mid-Unit 1 Assessment: Analyze Structure: *Patient Zero*, Pages 41–44 (35 minutes)

### 3. Closing and Assessment

- A. Track Progress – RI.7.4 (15 minutes)

### 4. Homework

- A. Determine Meaning of Unfamiliar Vocabulary: Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 41–44 of *Patient Zero*. Then they record the words and their definitions in the correct section of their vocabulary log.
- B. Preread Anchor Text: Students preread pages 44–50 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Teaching Notes

### Alignment to Assessment Standards and Purpose of Lesson

- RI.7.5 – Work Time B: In a Language Dive, students explore a sentence from *Patient Zero* to better understand how the sentence contributes to the whole chapter.
- RI.7.4 – Closing and Assessment A: Students track progress on their ability to read and analyze new text and use strategies to determine the meanings of words and phrases as they are used in the text.
- For the mid-unit assessment in Work Time C of this lesson, students use strategies to determine the meanings of unfamiliar words and phrases as they complete selected response questions. (L.7.4) Then students complete selected and constructed response questions to analyze structures Peters uses to organize sections of *Patient Zero* and develop ideas, including how the sections contribute to the whole text. (RI.7.5)
- Two lessons have been allocated for this assessment to ensure sufficient time for students to analyze structure in *Patient Zero*. 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. 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 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.
- In the excerpt of *Patient Zero* read in this lesson, John Snow demonstrated perseverance and initiative as he tried to solve the cholera mystery. He also demonstrated empathy and compassion by inventing an ether regulator, which would help patients feel less pain during surgery.

### Opportunities to Extend Learning

- In Work Times A and C, students may want to read the chapter silently and complete the mid-unit assessment without any instruction. Release them to do this independently if they are ready for it.

### How It Builds on Previous Work

- In the first half of this unit, students began reading *Patient Zero*, analyzing how Peters uses structures to develop ideas. This lesson continues this analysis in an assessment.

### Support All Students

- At this point, students should be reading the text independently. However, if some or all students need more support, read several pages aloud and then release students to read independently, in pairs, or in small groups.
- The subject matter in this excerpt includes descriptions of death and disease. 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.
- 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 need the text read aloud before they work on the questions. Consider inviting students who require this to sit in a group away from the rest of the students, so as not to be distracting.
- For some students, this assessment may require more than the 35 minutes allotted. Provide time over multiple days if necessary.

### Assessment Guidance

- All assessment materials (student prompt, answer key and sample student responses) are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the answer key and sample student responses to help complete students' Track Progress recording forms.
- In this assessment, students are tracking progress toward anchor standards:
  - R.1: By the end of Grade 12, I will be able to: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



- R.4: By the end of Grade 12, I will be able to: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R.10: By the end of Grade 12, I will be able to: Read and comprehend complex literary and informational texts independently and proficiently.
- L.4: By the end of Grade 12, I will be able to: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### Down the Road

- In the next lesson, students will continue to read *Patient Zero* and begin to analyze how individuals, ideas, and events interact in the text.
- Students' Mid-Unit 1 Assessments will be returned in Lesson 14 with feedback.

### In Advance

- Prepare Mid-Unit 1 Assessment: Analyze Structure: *Patient Zero*, Pages 41–44 (see Assessment Overview and Resources).
- Ensure there is a copy of Entrance Ticket: Unit 1, Lessons 6–7 at each student's workspace.
- Post the learning targets and applicable anchor charts (see Materials list).

### Technology & Multimedia

- Work Time C: Students complete assessments online—on an online template like <http://eled.org/0189>, for example.
- Work Time C: Students can use print or online dictionaries (including ELL and home language dictionaries) during designated items in Part I.
- Work Time C: Students complete assessments in a word-processing document <http://eled.org/0158> using speech-to-text facilities activated on devices or using an app or software such as <http://eled.org/0103>.
- 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

- devastating, inconsistencies, ingested, unorthodox (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 B)
- ☒ Text Structure Anchor Chart (one for display; from Module 2, Unit 1, Lesson 2, Work Time B)
- ☒ Close Readers Do These Things anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)
- ☒ Strategies to Answer Selected Response Questions anchor chart (one for display; from Module 1, Unit 1, Lesson 3, Opening B)
- ☒ Work to Become Effective Learners anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)

### Student

- ☒ Module 1 End of Unit 3 Assessments with feedback (one per student; from Module 1, Unit 3, Lesson 8, Work Time A)
- ☒ Vocabulary log (from Module 1, Unit 1, Lesson 2, Opening A)
- ☒ *Patient Zero* by Marilee Peters (text; from Module 2, Unit 1, Lesson 1, Work Time C)
- ☒ Print or online dictionaries (including ELL and home language dictionaries)
- ☒ Track Progress folders (from Module 1; one per student)

## New Materials

### Teacher

- ☒ Mid-Unit 1 Assessment: Analyze Structure: *Patient Zero*, Pages 41–44 (answers for teacher reference) (see Assessment Overview and Resources)
- ☒ Language Dive Guide: *Patient Zero*, Page 43 (for teacher reference)
- ☒ Language Dive: *Patient Zero*, Page 43 note-catcher (example for teacher reference)
- ☒ Colored pencil or marker (green)

### Student

- ☒ Entrance Ticket: Unit 1, Lessons 6–7 (one per student)
- ☒ Sticky notes (several per student)
- ☒ Synopsis: *Patient Zero*, Pages 41–44 (optional; one per student)
- ☒ Language Dive: *Patient Zero*, Page 43 note-catcher (one per student)
- ☒ Language Dive: *Patient Zero*, Page 43 sentence chunk strips (one per pair of students)
- ☒ Mid-Unit 1 Assessment: Analyze Structure: *Patient Zero*, Pages 41–44 (one per student) (see Assessment Overview and Resources)
- ☒ Track Progress: Read, Understand, and Explain New Text (one per student)

## Opening

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### A. Return Module 1 End of Unit 3 Assessments (5 minutes)

- Return students' **Module 1 End of Unit 3 Assessments with feedback**, and allow students time to review feedback and write their name on the board if they require support.
- Repeated routine: students respond to questions on **Entrance Ticket: Unit 1, Lessons 6–7**. Students may or may not choose to share their goals for this assessment with a partner.

## Opening

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### B. Engage the Learner (5 minutes)

- 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

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### A. Read *Patient Zero*, Pages 41–44 (15 minutes)

- Repeated routine: Follow the same process as with previous lessons for students to read pages 41–44 of *Patient Zero*, and record the gist on **sticky notes**. Since this is an assessment, instruct students to read the text independently. However, if students need support, provide them with the **Synopsis: Patient Zero, Pages 41–44**. ▲
- Gist: Dr. John Snow: cholera not caused by miasma (bad air) or immoral behavior like everyone else; might be caused by eating or drinking in unsanitary conditions
- Once students have finished reading and reflecting on the chapter, ask them to Think-Pair-Share:

*“Which habit of character did John Snow demonstrate?” (Answers will vary, but may include: John Snow demonstrated perseverance and initiative as he tried to solve the cholera mystery. He also demonstrated empathy and compassion by inventing an ether regulator, which would help patients feel less pain during surgery.)*

## Work Time

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### B. Language Dive: *Patient Zero*, Page 43 – RI.7.5 (15 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:
  - “But he didn’t forget about them—he waited for an opportunity to prove his theory. In the meantime, he kept busy.”
- Use the accompanying materials to facilitate the Language Dive:
  - **Language Dive Guide: Patient Zero, Page 43 (for teacher reference)**

- Language Dive: *Patient Zero*, Page 43 note-catcher
- Language Dive: *Patient Zero*, Page 43 sentence chunk strips
- Language Dive: *Patient Zero*, Page 43 note-catcher (example for teacher reference)

## Work Time

### C. Mid-Unit 1 Assessment: Analyze Structure: *Patient Zero*, Pages 41–44 (35 minutes)

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

*“I can determine the meanings of unfamiliar words and phrases.”*

*“I can identify the structures Peters uses to organize pages 41–44 of *Patient Zero*.”*

*“I can explain how sections of *Patient Zero* contribute to the whole chapter.”*

- Distribute **Mid-Unit 1 Assessment: Analyze Structure: *Patient Zero*, Pages 41–44**, and invite students to take out their copies of *Patient Zero*.
- Tell students that for this assessment, they will use strategies to determine the meanings of unfamiliar words and phrases as they complete selected response questions. Then they will also complete selected and constructed response questions to analyze the structures Peters uses to organize sections of *Patient Zero* and develop ideas, including how the sections contribute to the whole text.
- 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 take assessments in most of my high school and college classes and in most careers.)*

*“What will help you succeed on this assessment?” (Responses will vary but may include: using my strategies to answer selected response questions and writing a paragraph with a topic sentence, at least two pieces of evidence, and a concluding statement will help me succeed on this task.)*

- Direct students’ attention to the following materials:
  - Academic word wall and domain-specific word wall
  - Text Structure anchor chart
  - Close Readers Do These Things anchor chart
  - Strategies to Answer Selected Response Questions anchor chart
  - Print or online dictionaries
- Remind students to refer to these materials as they read the assessment text and answer the assessment questions.

- 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 target.

## Closing and Assessment

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### A. Track Progress – RI.7.4 (15 minutes)

- Give students specific, positive feedback on their completion of the Mid-Unit 1 Assessment.
- Distribute the **Track Progress folders; Track Progress: Read, Understand, and Explain New Text**; and several blank sticky notes for each student.
- Focus students on the Work to Become Effective Learners anchor chart. Remind them that they will take responsibility for their own learning as they track their progress.
- Distribute sticky notes so students can mark up their work with evidence. Tell them the sticky notes are for them to find evidence in their assessment work of the following criteria:
  - RI.7.4
  - RI.7.10
- Guide students through completing the recording form.
- Incorporate reflection on and awareness of the following academic mindsets: “I can succeed at this” and “My ability and competence grow with my effort.”
- Ask students to Think-Pair-Share:

*“What helped you to be successful at that task? How much effort did you put in on this task? How did your effort affect your learning?” (Responses will vary, but may include: I was successful at that task because I focused and worked hard. I also understood what I was doing and what was being asked of me, which helped me succeed as well.)*

## Homework

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### A. Determine Meaning of Unfamiliar Vocabulary

- Students use context and, if necessary, a dictionary to determine the meaning of unfamiliar vocabulary in pages 41–44 of *Patient Zero*. Students then record the words and their definitions in the correct section of their vocabulary log.

### B. Preread Anchor Text

- Students preread pages 44–50 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Lesson 8: Analyze Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 44–50



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.3, RI.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.7.10, SL.7.1, L.7.4



### Daily Learning Targets

- I can analyze the impact of a specific word choice on meaning and tone. (RI.7.4)
- I can identify key individuals, events, and ideas in a text. (RI.7.3)
- I can analyze how individuals, ideas, and events interact with one another. (RI.7.3)

#### Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 8 (RI.7.4)
- Work Time B: Solve *Patient Zero*, Chapter 2 note-catcher (RI.7.3)

### Agenda

#### 1. Opening

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

#### 2. Work Time

- A. Read *Patient Zero*, Pages 44–50 (15 minutes)
- B. Analyze Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 44–50 – RI.7.3 (15 minutes)

#### 3. Closing and Assessment

- A. Discuss Individuals, Events, and Ideas: *Patient Zero*, Pages 44–50 – SL.7.1 (10 minutes)

#### 4. Homework

- A. Constructed Response Question: Following the instructions on Homework: Analyze Interactions: *Patient Zero*, Pages 44–50, students write a paragraph synthesizing the in-class discussion about how the individuals, events, and ideas interact in pages 44–50 of *Patient Zero*.
- B. Preread Anchor Text: Students preread pages 51–54 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.



## Teaching Notes

### Alignment to Assessment Standards and Purpose of Lesson

- RI.7.4 – Opening A: Students analyze a quote from the text in order to determine the meanings of words and phrases and analyze the impact of author’s word choice on meaning and tone.
- RI.7.3 – Work Time B: Students analyze how individuals and events in pages 44–50 of *Patient Zero* interact to change ideas about disease.
- SL.7.1 – Closing and Assessment A: Students engage in a collaborative discussion as a class about how the individuals, events, and ideas interact in pages 44–50 of *Patient Zero*.
- Students focus on working to become effective learners by collaborating with peers in analyzing the interactions among elements of a 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.
- In the excerpt of *Patient Zero* read in this lesson, John Snow demonstrated perseverance and initiative as he tried to solve the cholera mystery. He also collaborated with Henry Whitehead in working to solve the mystery.
- Note there is a differentiated version of the Solve *Patient Zero*, Chapter 2 note-catcher used in Work Time B in the separate Teacher’s Guide for English Language Learners. ▲

### Opportunities to Extend Learning

- Release more responsibility more quickly to students as they comprehend the tasks or concepts. For example:
  - Allow those students who are identifying individuals, events, and ideas quickly the opportunity to develop their own text-dependent questions about the chapter, related to the interactions of these elements. Ask these students to share their questions with the group as a way of generating discussion. (RI.7.3)
- An optional Mini Language Dive, intended for use after students read the text in Work Time A, is available in the Teacher’s Guide for English Language Learners. ▲

### How It Builds on Previous Work

- In previous lessons, students have focused on analyzing the structure of *Patient Zero*, in particular how the red sections relate to the larger narrative. In this lesson, students continue to analyze how the author tells the stories of the various epidemics in the book, focusing on the individuals, ideas, and events and how they interact in the text.

### Support All Students

- At this point, students should be reading the text independently. However, if some or all students need more support, read several pages aloud and then release students to read independently, in pairs, or in small groups. ▲
- The subject matter in this excerpt includes descriptions of death and disease. 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 understanding the distinctions among individuals, events, and ideas in the text. Continue to work with students to point out specific examples in the text. Consider using examples from other texts or from history to aid students in understanding the concept. For example, “How did the event of the invention of the computer change individuals’ lives?” ▲
- For the discussion in Closing and Assessment A, consider strategically grouping students into more homogeneous groups, so that students will feel comfortable participating at their level and even in their home language when necessary. Consider asking a group of students who are confident speakers to model a short discussion, and encourage all other students to note language and ideas they will use in their own discussions. ▲

#### Assessment Guidance

- Review students’ Solve *Patient Zero* Chapter 2 note-catchers as well as the Solve *Patient Zero* Questions for Lesson 8 to ensure students understand how the elements in the text interact.

#### Down the Road

- In the next lesson, students will continue to analyze *Patient Zero* for the interactions among individuals, ideas, and events.

#### In Advance

- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 8 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

- impact, interact (A)
- poring over, tone (DS)

#### 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 2, Unit 1, Lesson 5, Work Time A)
- ☒ 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)
- ☒ Text Guide: *Patient Zero* (for teacher reference) (from Module 2, Unit 1, Lesson 2, Work Time A)
- ☒ Work to Become Ethical People anchor chart (one for display; from Module 1, Unit 1, Lesson 2, Opening B)
- ☒ Questions about Epidemics anchor chart (one for display; from Module 2, Unit 1, Lesson 2, Work Time A)
- ☒ Discussion Norms anchor chart (one for display; from Module 1, Unit 1, Lesson 13, Work Time C)

### Student

- ☒ Vocabulary log (from Module 1, Unit 1, Lesson 2, Opening A)
- ☒ *Patient Zero* by Marilee Peters (text; from Module 2, Unit 1, Lesson 1, Work Time C)

## New Materials

### Teacher

- ☒ Entrance Ticket: Unit 1, Lesson 8 (answers for teacher reference)
- ☒ Solve *Patient Zero*, Chapter 2 note-catcher (pages 44–50) (for teacher reference)
- ☒ Discussion Norms anchor chart (example for teacher reference)
- ☒ Homework: Analyze Interactions: *Patient Zero*, Pages 44–55 (example for teacher reference) (see Homework Resources)

### Student

- ☒ Entrance Ticket: Unit 1, Lesson 8 (one per student)
- ☒ Synopsis: *Patient Zero*, Pages 44–50 (optional; one per student)
- ☒ Sticky note (one per student)
- ☒ Solve *Patient Zero*, Chapter 2 note-catcher (one per student)
- ☒ Solve *Patient Zero*, Chapter 2 note-catcher ▲ (optional; see Teacher's Guide for English Language Learners)
- ☒ Mindsets and Habits of Character (one per student)
- ☒ Homework: Analyze Interactions: *Patient Zero*, Pages 44–55 (one per student; see Homework Resources)

## Opening

### A. Engage the Learner – RI.7.4 (5 minutes)

- Repeated routine: Students respond to questions on **Entrance Ticket: Unit 1, Lesson 8**. Students will review their responses to the entrance ticket in Work Time B.
- 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 review the words *impact* (to influence or create a strong and powerful effect on), *interact* (to have an effect or change on one another), and *tone* (an author or character's attitude toward a subject or person). Record on the **academic word wall** and **domain-specific word wall**, with translations in home languages, where appropriate, and invite students to record these words in their **vocabulary logs**.

## Work Time

### A. Read *Patient Zero*, Pages 44–50 (15 minutes)

- Repeated routine: Follow the same process as with previous lessons for students to read pages 44–50 of *Patient Zero*, using the **Text Guide: Patient Zero (for teacher reference)** as necessary. If students do not finish reading the excerpt within the allotted time, use the **Synopsis: Patient Zero, Pages 44–50** document to review the key details from the excerpt. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the overall gist on **sticky notes** using the following resources as appropriate: vocabulary logs, **Work to Become Ethical People anchor chart**, and **Questions about Epidemics anchor chart**.
- Gist: Snow and Whitehead investigated cholera, found the cause.
- Once students have finished reading and reflecting on the excerpt, ask them to Think-Pair-Share:

*“Which habit of character did John Snow demonstrate in this excerpt?” (Responses will vary, but may include: John Snow demonstrated perseverance and initiative as he tried to solve the cholera mystery. He also collaborated with Henry Whitehead to solve the mystery.)*

## Work Time

### B. Analyze Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 44–50 – RI.7.3 (15 minutes)

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

*“I can identify the individuals, events, and ideas in a text.”*

***“I can analyze how individuals, ideas, and events interact with one another.”***

- Ask students what their understanding of these learning targets is. Ask students what they think it means for individuals, ideas, and events to influence one another. Can they think of examples where an event or idea influenced an individual in history or in their own lives? Can they think of examples where individuals influenced events or changed people’s understanding of common ideas? (Student responses will vary, but should indicate an understanding that both in texts and in life, individuals, events, and ideas can interact and influence one another in complicated ways. Such examples might include how the invention of the computer changed people’s lives, or how the idea that people should govern themselves helped inspire the American Revolution.)
- Inform students that for the rest of the unit they will be analyzing how individuals, ideas, and events interact in *Patient Zero*. They are doing this to understand not just what happened, but why it happened the way it did. Just like the epidemic detectives in *Patient Zero*, students will be looking closely at the facts in front of them to make sense of the story.
- Distribute copies of the **Solve *Patient Zero*, Chapter 2 note-catcher** and the **Solve *Patient Zero*, Chapter 2 note-catcher** ▲ as necessary. The differentiated note-catcher supports students in analyzing interactions among individuals, events, and ideas with sentence starters. ▲ Point out that it was designed to capture how the events of an epidemic and the individuals who respond to it changed our ideas about the nature of disease, both from a scientific or medical perspective and from a social perspective. Lead a whole-class discussion to guide students through the flow of the note-catcher:
  - Start with the “Ideas about Disease before the Epidemic” box, which is where students will describe how people thought of disease in general before the outbreak the chapter covers—in this case, cholera.
  - Direct student’s attention to the “Major Events of the Cholera Epidemic” and “Actions of Key Individuals” boxes. Explain that here they will record the events of the epidemic and how individuals responded to them. Tell students that on this note-catcher, they will focus only on the key individuals: the epidemic detectives and patient zero (the first person to get sick in the epidemic). The events they will focus on are the main events that happened in the epidemic.
  - Focus students on the section of the “Actions for Key Individuals” box labeled “(Habits of Character).” Note that individuals have thoughts, actions, character traits, and mindsets, so those will be added here. Explain that students can write examples from the mindsets and habits of character they have been discussing in class since Module 1. However, students may also add new mindsets and habits that seem appropriate for the individuals. Distribute **Mindsets and Habits of Character** for reference.
  - Direct students’ attention to the “Ideas about Disease after the Epidemic” box. Explain that the main events and key individuals above interact to change our ideas about disease; this will be captured here. Inform students that they will complete this box in the next lesson, after gaining a fuller understanding of the impact of the cholera epidemic on ideas about diseases. Also note that in the last box, “Questions about the Epidemic,” students can record any questions they have as they complete this note-catcher.



- Inform students that they will now fill in the note-catcher for what they have read of the cholera outbreak in chapter 2 so far, up to page 50. Tell students that for certain information, they may need to look back to the beginning of chapter 2 that they read earlier in this unit.
- Guide students to fill in the note-catcher by asking them to Think-Pair-Share:  
*“What were the scientific or medical ideas people had about disease before the events of this outbreak?” (People thought that disease was caused and spread by miasma, or bad air.)*
- Instruct students to write their answers in the left-hand column of the first box.
- Ask students to Think-Pair-Share:  
*“What were the social ideas people had about disease? What were the things they did and didn’t do to prevent disease? What were their opinions about who did and didn’t get disease? Which of their habits might have caused disease or made it worse?” (People were not paying attention to sanitation or hygiene. They dumped their waste right next to their water. London was described as a “city of filth.”)*
- Guide students through completing the rest of the note-catcher, excluding the sections in the box labeled “Ideas about Disease after the Cholera Epidemic,” using the **Solve Patient Zero, Chapter 2 note-catcher (pages 44–50) (for teacher reference)**. Remind students that they will complete those sections in the next lesson, after gaining a fuller understanding of the impact of the cholera epidemic on ideas about diseases.
- As students work on the “Actions of Key Individuals” section, ask them to refer to their entrance tickets to consider how the author’s descriptions of John Snow and Henry Whitehead help define their characters and convey their actions. At this time, record *pouring over* from the entrance ticket on the domain-specific word wall, with translations in home languages, where appropriate, and invite students to record this phrase in their vocabulary logs.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

## Closing and Assessment

### A. Discuss Individuals, Events, and Ideas: *Patient Zero*, Pages 44–50 – SL.7.1 (10 minutes)

- Display the **Discussion Norms anchor chart**. Remind students that they have used these norms and Conversation Cues throughout Module 1. Display and read aloud the following SL.7.1d standard:  
*“Acknowledge new information expressed by others and, when warranted, modify their own views.”*
- Ask students to Think-Pair-Share:  
*“What does this standard mean in your own words?” (Responses will vary, but may include: Note when others express new information. When necessary, change our own views.)*



*“What words and phrases can you use to acknowledge new information expressed by others and to modify your own views?” (Responses will vary, but may include: “\_\_\_\_\_ just said something new. I’d like to hear more about what \_\_\_\_\_ said.” and “\_\_\_\_\_’s comments have made me change my mind. I used to think \_\_\_\_\_. Now I think \_\_\_\_\_.”)*

- During the sharing, record student responses on the Discussion Norms anchor chart. Ask students to Turn and Talk to discuss which norm they will focus on in this lesson’s discussion. Reference the Discussion Norms anchor chart (example for teacher reference) as needed.
- Tell students that they will now practice discussing how the individuals, events, and ideas interacted in the text in small groups. Ask students to discuss how the events and ideas they’ve identified so far interacted to change our ideas about disease. To prompt a more detailed discussion, ask groups to consider the following questions:
  - What was John Snow’s “Grand Experiment” (45)?
  - How did the event of the “Broad Street outbreak” influence his work on the “grand experiment”?
  - How did John Snow and Henry Whitehead interact with each other? How did the two men’s ideas about the nature of cholera interact?
- Invite students to reflect on how they did on the discussion goal they set at the beginning of the discussion and the habits of character focus in this lesson, discussing what went well and what could be improved next time.

## Homework

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### A. Constructed Response Question

- Following the instructions on **Homework: Analyze Interactions: *Patient Zero*, Pages 44–55**, students write a paragraph synthesizing the in-class discussion about how the individuals, events, and ideas interact in pages 44–50 of *Patient Zero*.

### B. Preread Anchor Text

- Students preread pages 51–54 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Lesson 9: Analyze Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 51–54



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.3, RI.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.7.10, W.7.5, SL.7.1, L.7.4



### Daily Learning Targets

- I can analyze the impact of a specific word choice on meaning and tone. (RI.7.4)
- I can identify key individuals, events, and ideas in a text. (RI.7.3)
- I can analyze how individuals, ideas, and events interact with one another. (RI.7.3)

#### Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 9 (RI.7.4)
- Work Time B: Solve *Patient Zero*, Chapter 2 note-catcher (RI.7.3)

### Agenda

#### 1. Opening

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

#### 2. Work Time

- A. Read *Patient Zero*, Pages 51–54 (10 minutes)
- B. Analyze Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 51–54 – RI.7.3 (10 minutes)
- C. Discuss Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 51–54 – SL.7.1 (10 minutes)

#### 3. Closing and Assessment

- A. Whole-Group Constructed Response Critique – W.7.5 (10 minutes)

#### 4. Homework

- A. Revise Constructed Response: Students use the lessons learned from the whole-group constructed response critique activity and Homework: Revise Constructed Response to revise their own constructed responses.
- B. Preread Anchor Text: Students preread pages 77–84 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Teaching Notes

### Alignment to Assessment Standards and Purpose of Lesson

- RI.7.4 – Opening A: On an entrance ticket, students practice using strategies to determine the impact of word choice on meaning and tone.
- RI.7.3 – Work Time B: Students identify individuals, ideas, and events in *Patient Zero*, pages 50–54, and analyze how they interact in the text.
- SL.7.1 – Work Time C: Students engage in a collaborative discussion in which they analyze the interactions of individuals, events, and ideas in the text.
- W.7.5 – Closing and Assessment A: Students collaborate to give a peer feedback on their constructed response in preparation for writing constructed responses throughout the unit and on the end of unit assessment.
- In this lesson, students focus on working to become effective learners by collaborating with peers in analyzing the interactions among elements of a text. They also focus on working to become ethical people by showing respect and compassion as they give feedback to their peer's constructed response.
- The Jigsaw 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.
- In the excerpt of *Patient Zero* read in this lesson, the lasting legacy of John Snow's innovative practices is discussed. The techniques discussed illustrated the perseverance and initiative that was necessary for Snow to solve the cholera mystery.
- If a whole-class critique will not work for the class at this time, use the Model Constructed Response and work as a class to revise the work.

### Opportunities to Extend Learning

- Release more responsibility more quickly to students as they comprehend the tasks or concepts. For example:
  - Encourage groups who finish discussing earlier to begin answering the selected and constructed response questions to synthesize the chapter. Invite groups who finish the questions earlier to draft their own “toolboxes” as on pages 50 and 52 of other important actions or character traits that John Snow exhibited in his investigation. (RI.7.3)

### How It Builds on Previous Work

- In the previous lesson, students began their investigation of how the individuals, events, and ideas interact in the text. In this lesson, students continue that analysis, including how the cholera epidemic affected people's ideas about diseases.

### Support All Students

- At this point, students should be reading the text independently. However, if some or all students need more support, read several pages aloud and then release students to read independently, in pairs, or in small groups. ▲

- The subject matter in this excerpt includes descriptions of death and disease. 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 understanding the distinctions among individuals, events, and ideas in the text. Continue to work with students to point out specific examples in the text. Consider using examples from other texts or from history to aid students in understanding the concept. ▲
- Note there is a differentiated version of the Solve *Patient Zero*, Chapter 2 note-catcher (begun in Lesson 8) used in Work Time B in the separate Teacher's Guide for English Language Learners. ▲
- For the discussion in Work Time C, consider strategically grouping students into heterogeneous groups of four, containing a pair of students at one level and a pair of students at a different level. This will help students feel comfortable participating at their level but also challenge them to participate in heterogeneous groups as required at the end of unit discussion. Consider asking a group of students who are confident speakers to model a short discussion, and encourage all other students to note language and ideas they will use in their own discussions. ▲

#### Assessment Guidance

- Review students' *Patient Zero* Lesson 9 note-catchers to ensure students understand how individuals, ideas, and events interact in the text.

#### Down the Road

- In the next lesson, students will continue to analyze *Patient Zero* for the interaction among individuals, ideas, and events and practice discussing.

#### In Advance

- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 9 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.
- Closing and Assessment A: Use a document camera or projector to display student constructed response and the *Austin's Butterfly* video (<http://eled.org/austins-butterfly>) as necessary for peer critique modeling.

**Vocabulary**

- gets a foothold (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, Work Time A)
- ✓ Text Guide: *Patient Zero* (for teacher reference) (from Module 2, Unit 1, Lesson 2, Work Time A)
- ✓ Work to Become Ethical People anchor chart (one for display; from Module 1, Unit 1, Lesson 2, Opening B)
- ✓ Questions about Epidemics anchor chart (one for display; from Module 2, Unit 1, Lesson 2, Work Time A)

**Student**

- ✓ Vocabulary log (from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ *Patient Zero* by Marilee Peters (text; from Module 2, Unit 1, Lesson 1, Work Time C)
- ✓ Solve *Patient Zero*, Chapter 2 note-catcher (pages 44–50) (from Module 2, Unit 1, Lesson 8, Work Time B)
- ✓ Solve *Patient Zero*, Chapter 2 note-catcher (pages 44–50) ▲ (from Module 2, Unit 1, Lesson 8, Work Time B)
- ✓ Mindsets and Habits of Character (from Module 2, Unit 1, Lesson 8, Work Time B)

**New Materials****Teacher**

- ✓ Entrance Ticket: Unit 1, Lesson 9 (answers for teacher reference)
- ✓ Solve *Patient Zero* Chapter 2 note-catcher (pages 51–54) (for teacher reference)
- ✓ Criteria of an Effective Constructed Response anchor chart (one for display; co-created during Work Time A) (for teacher reference)
- ✓ Document camera or projector (see Technology and Multimedia)
- ✓ Model Constructed Response (for teacher reference)
- ✓ Model Constructed Response (optional; one for display)
- ✓ *Austin's Butterfly* video (optional; one for display; see Technology and Multimedia)

**Student**

- ✓ Entrance Ticket: Unit 1, Lesson 9 (one per student)
- ✓ Sticky note (one per student)
- ✓ Synopsis: *Patient Zero*, Pages 51–54 (optional; one per student)
- ✓ Homework: Revise Constructed Response (one per student; see Homework Resources)

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

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 1, Lesson 9**.
- Once students have completed their entrance tickets, use a total participation technique to review their responses. Then add *gets a foothold* to the **domain-specific word wall** with translations in home languages where appropriate, and invite students to add the phrase 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 *Patient Zero*, Pages 51–54 (10 minutes)**

- Repeated routine: Follow the same process as with previous lessons for students to reread pages 51–54 of *Patient Zero*, using the **Text Guide: *Patient Zero* (for teacher reference)** as necessary. If students do not finish reading the excerpt within the allotted time, use the **Synopsis: *Patient Zero*, Pages 51–54** document to review the key details from the excerpt. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the overall gist on **sticky notes** using the following resources as appropriate: vocabulary logs, **Work to Become Ethical People anchor chart**, and **Questions about Epidemics anchor chart**.
- Gist: Snow invented mapping and shoe-leather method.

**Work Time****B. Analyze Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 51–54 – RI.7.3 (10 minutes)**

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

*“I can identify key individuals, events, and ideas in a text.”*

*“I can analyze how individuals, ideas, and events influence one another.”*



- Ask students to retrieve their **Solve *Patient Zero*, Chapter 2 note-catcher (pages 44–50)** and the **Solve *Patient Zero*, Chapter 2 note-catcher (pages 44–50) ▲** as necessary. The differentiated note-catcher supports students in analyzing interactions among individuals, events, and ideas with sentence starters. ▲
- Inform students that they will continue their work from the previous lesson filling out their note-catchers, adding in new information from pages 51–54. Remind students of the purpose of each of the boxes in the note-catcher, and allow time for any questions. Then release students to fill in their note-catchers in pairs or triads.
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

## Work Time

### C. Discuss Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 51–54 – 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 identify the individuals, events, and ideas in a text.”*

*“I can analyze how individuals, ideas, and events influence one another.”*

- Invite students to form small groups to discuss the new events, actions, or ideas that they discovered in this excerpt. Circulate and support students in identifying these elements, referring to the **Solve *Patient Zero*, Chapter 2 note-catcher (pages 51–54) (for teacher reference)**.
- Refocus groups and use a total participation technique (e.g., cold call or equity sticks) to invite students from each group to discuss the new elements of the text they identified and how they interact to change our ideas about disease.
- To prompt a more detailed discussion, consider asking students the following questions:

*“How did discovering Frances Lewis’ death certificate (51) influence Whitehead’s ideas about the epidemic?” (It showed him that the epidemic had started earlier than he thought, and was likely caused by Frances.)*

*“What language does the author use on page 51 to convey the importance of this discovery to Whitehead?” (The author writes that Whitehead’s hands “began trembling” and his “brain whirled” to show how excited he was by the discovery.)*

*“How do the ‘Tools of the Trade’ sections on pages 50 and 52 show how John Snow’s actions and ideas continue to be influential today?” (The sections describe why “Snow is called the father of epidemiology” by explaining how his techniques are still used. On page 50, the author explains that Snow’s map is “still studied” by epidemiologists. And on page 52, the author says that the “shoe-leather” method Snow invented is “still one of the most valuable ways” epidemiologists collect information.)*

## Closing and Assessment

### A. Whole-Group Constructed Response Critique – W.7.5 (10 minutes)

- Explain that the class will work together to review one of the student's constructed responses from the previous lesson's homework (or use the **Model Constructed Response** for this critique).
- Together with students, create a **Criteria of an Effective Constructed Response anchor chart**. Ask students to grapple and Think-Pair-Share:

***“What are the criteria of an effective constructed response paragraph?” (topic sentence that restates the question, statements that answer the question, evidence from the text that supports the ideas in the statements, etc.)***

- Correct and refine student responses, recording key criteria on the anchor chart.
- Display and read aloud the student or model constructed response. Use the anchor chart to identify one or two areas that have consistently needed improvement in most students' writing (e.g., students may be struggling to write concisely or identify the best evidence to support their ideas). To support all students, write these area(s) on the board and offer some general examples (not from the students' writing). To increase engagement and investment, have students review their own constructed responses and determine which area they think they need to address. Ask the class to vote on the most important area(s) to address.
- Focus students on the Work to Become Ethical People anchor chart, and remind them of respect, empathy, and compassion, as this is someone's personal written work. If necessary, model and guide students to practice giving courteous and constructive feedback. Optionally, show the **Austin's Butterfly video** (<http://eled.org/austins-butterfly>) to model constructive feedback. Also, provide sentence frames on the board, read them aloud, and model using them:

***“I like how you \_\_\_\_\_, but I don't understand \_\_\_\_\_. Can you \_\_\_\_\_? I like how you \_\_\_\_\_, but I think \_\_\_\_\_ needs revision because \_\_\_\_\_. Can you \_\_\_\_\_?” ▲***

- Focus the class on the first area of need, and use a Think Aloud to model explaining the problem and brainstorming ideas for fixing it. (E.g., “There doesn't seem to be a topic sentence that restates the question. Let's reread the question and work together to restate it as a topic sentence.” or “This doesn't seem to be the strongest evidence to support this idea. How can we find better evidence to support this idea?”) Invite volunteers to join in brainstorming ideas for revising the piece. Ask students to Think-Pair-Share about which solution they think is best and why. Come to a consensus about which revision(s) to recommend to the writer. Note this on the displayed copy of the summary.
- Focus the class on the area of need, and have students work as a class to generate suggestions. Continue this process, eventually releasing students to work independently or in pairs to identify areas in need of revision and generate suggestions.
- Incorporate reflection on and awareness of the following academic mindset: “I belong in this community.” Have students reference the **Mindsets and Habits of Character** handout as needed.

- Ask students to Think-Pair-Share:

*“How do respect, empathy, and compassion help you feel a sense of belonging in this classroom community?” (Responses will vary, but may include: when my classmates listen to me, I feel like I have a safe place in this classroom.)*

## Homework

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### A. Revise Constructed Response

- Students use the lessons learned from the whole group critique activity and **Homework: Revise Constructed Response** to revise their own constructed responses.

### B. Preread Anchor Text

- Students preread pages 77–84 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Lesson 10: Analyze Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 77–84



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.3, RI.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.7.10, SL.7.1, L.7.4



### Daily Learning Targets

- I can analyze the impact of a specific word choice on meaning and tone. (RI.7.4)
- I can identify key individuals, events, and ideas in a text. (RI.7.3)
- I can analyze how individuals, ideas, and events influence one another. (RI.7.3)

#### Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 10 (RI.7.4)
- Work Time B: Solve *Patient Zero*, Chapter 4 note-catcher (RI.7.1, RI.7.3)

## Agenda

### 1. Opening

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

### 2. Work Time

- A. Read *Patient Zero*, Pages 77–84 (15 minutes)
- B. Analyze Interactions among Individuals, Events, and Ideas in *Patient Zero*, Pages 77–84 – RI.7.3 (15 minutes)

### 3. Closing and Assessment

- A. Discuss Individuals, Events, and Ideas: *Patient Zero*, Pages 77–84 – SL.7.1 (10 minutes)

### 4. Homework

- A. Respond to Questions: In preparation for similar questions on the end of unit assessment, students complete Homework: Analyze Interactions: *Patient Zero*, Pages 77–84 to respond to selected and constructed response items to synthesize their understanding of how the individuals, events, and ideas interact in the excerpt.
- B. Preread Anchor Text: Students preread pages 84–89 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Teaching Notes

### Alignment to Assessment Standards and Purpose of Lesson

- RI.7.4 – Opening A: In an entrance ticket, students practice using strategies to determine the impact of word choice on meaning and tone.
- RI.7.3 – Work Time B: Students identify individuals, ideas, and events in *Patient Zero*, pages 77–84, and analyze how they interact in the text.
- SL.7.1 – Closing and Assessment A: Students engage in a collaborative discussion about how the individuals, events, and ideas interact in this excerpt.
- In this lesson, students focus on working to become effective learners by collaborating with peers in analyzing the interactions among elements of a text. They also focus on working to become ethical people by showing respect and compassion as they give feedback to their peer’s constructed response.
- 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.
- In the excerpt of *Patient Zero* read in this lesson, George Soper took initiative in noticing things that needed to be done and then doing them. He also persevered when he saw that the mystery of the typhoid outbreak wouldn’t be as easy to solve as he thought.
- Note there is a differentiated version of the Solve *Patient Zero*, Chapter 4 note-catcher used in Work Time B in the separate Teacher’s Guide for English Language Learners. ▲

### Opportunities to Extend Learning

- Release more responsibility more quickly to students as they comprehend the tasks or concepts. For example:
  - Allow those students who are identifying the gist and other elements quickly the opportunity to develop their own discussion questions about the chapter, related to the interactions among individuals, events, and ideas. Ask these students to share their questions with the group as a way of generating discussion. (RI.7.3)

### How It Builds on Previous Work

- In previous lessons, students continued their investigation of how the individuals, events, and ideas interact in the text, analyzing how our ideas about diseases are shaped by what happens during epidemics. In this lesson, students apply their skills to a story of a new epidemic.

### Support All Students

- At this point, students should be reading the text independently. However, if some or all students need more support, read several pages aloud and then release students to read independently, in pairs, or in small groups. ▲
- The subject matter in this excerpt includes descriptions of death and disease. 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.
- For the discussion in Closing and Assessment A, consider strategically grouping students into heterogeneous groups of four, containing a pair of students at one level and a pair of students at a different level. This will help students to feel comfortable participating at their level but will also challenge them to participate in heterogeneous groups as required at the end of unit discussion. Consider asking a group of students who are confident speakers to model a short discussion, and encourage all other students to note language and ideas they will use in their own discussions. ▲

### Assessment Guidance

- Review students' Solve *Patient Zero* Chapter 4 note-catchers to ensure students understand how the individuals, events, and ideas interact in this excerpt.

### Down the Road

- In the next lesson, students will continue their analysis of how individuals, events, and ideas interact in chapter 4.

### In Advance

- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 10 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

- discreetly (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, Work Time A)
- ✓ Text Guide: *Patient Zero* (for teacher reference) (from Module 2, Unit 1, Lesson 2, Work Time A)
- ✓ Work to Become Ethical People anchor chart (one for display; from Module 1 Unit 1, Lesson 2, Opening B)
- ✓ Questions about Epidemics anchor chart (one for display; from Module 2, Unit 1, Lesson 2, Work Time A)
- ✓ Discussion Norms anchor chart (one for display; from Module 1, Unit 1, Lesson 13, Work Time C)

#### Student

- ✓ *Patient Zero* by Marilee Peters (text; one per student; from Module 2, Unit 1, Lesson 1, Work Time C)
- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ Mindsets and Habits of Character (one per student; from Module 2, Unit 1, Lesson 8, Work Time B)

### New Materials

#### Teacher

- ✓ Entrance Ticket: Unit 1, Lesson 10 (answers for teacher reference)
- ✓ Solve *Patient Zero*, Chapter 4 note-catcher (pages 77–84) (for teacher reference)
- ✓ Homework: Analyze Interactions: *Patient Zero*, Pages 77–84 (answers for teacher reference) (see Homework Resources)

**Student**

- ✓ Entrance Ticket: Unit 1, Lesson 10 (one per student)
- ✓ Synopsis: *Patient Zero*, Pages 77–84 (optional; one per student)
- ✓ Sticky note (one per student)
- ✓ Solve *Patient Zero*, Chapter 4 note-catcher (one per student)
- ✓ Solve *Patient Zero*, Chapter 4 note-catcher ▲ (optional; see Teacher’s Guide for English Language Learners)
- ✓ Homework: Analyze Interactions: *Patient Zero*, Pages 77–84 (one per student; see Homework Resources)

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

- Repeated routine: Students respond to questions on **Entrance Ticket: Unit 1, Lesson 10**. Students will review their responses to the entrance ticket in Work Time B.
- 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 *Patient Zero*, Pages 77–84 – RI.7.3 (15 minutes)**

- Repeated routine: Follow the same process as with previous lessons for students to read pages 77–84 of *Patient Zero*, using the **Text Guide: *Patient Zero* (for teacher reference)** as necessary. If students do not finish reading the excerpt within the allotted time, use the **Synopsis: *Patient Zero*, Pages 77–84** document to review the key details from the excerpt. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the overall gist on **sticky notes** using the following resources as appropriate: **vocabulary logs**, **Work to Become Ethical People anchor chart**, and **Questions about Epidemics anchor chart**.
- Gist: Mary Mallon was the first American Typhoid healthy carrier
- Once students have finished reading and reflecting on the excerpt, ask them to Think-Pair-Share:

*“Which habit(s) of character did George Soper demonstrate in this excerpt?” (Responses will vary, but may include: George Soper took initiative in noticing things that needed to be done and then doing them. He also persevered when he saw that the mystery of the typhoid outbreak wouldn’t be as easy to solve as he thought.)*

## Work Time

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### B. Analyze Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 77–84 – RI.7.3 (15 minutes)

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

*“I can identify key individuals, events, and ideas in a text.”*

*“I can analyze how individuals, ideas, and events interact with one another.”*

- Inform students that for this lesson, they will continue analyzing *Patient Zero* for the interaction of Individuals, Events, and Ideas for a new chapter and a new outbreak. This time, students will work in small groups to fill out note-catchers for the excerpt of text they just read as well as generate discussion questions to be used during a whole-class discussion.
- Invite students to form groups of three or four. Distribute the **Solve *Patient Zero*, Chapter 4 note-catcher** and the **Solve *Patient Zero*, Chapter 4 note-catcher ▲** as necessary. The differentiated note-catcher supports students in analyzing interactions among individuals, events, and ideas with sentence starters. ▲ Ask students to retrieve their **Mindsets and Habits of Character** handout for reference.
- Invite students to work together in small groups to fill out the note-catcher and use the information in it to generate follow-up questions for a class discussion, similar to the questions they’ve encountered in previous lessons.
- After about 10 minutes, check for understanding using the **Solve *Patient Zero*, Chapter 4 note-catcher (pages 77–84) (for teacher reference)**.
- Repeated routine: invite students to reflect on their progress toward the relevant learning target.

## Closing and Assessment

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### A. Discuss Individuals, Events, and Ideas: *Patient Zero*, Pages 77–84 – SL.7.1 (10 minutes)

- Focus students on the **Discussion Norms anchor chart**, and ask them to set a goal for themselves in this class discussion. Encourage students to consider using the new question and sentence frames to acknowledge new ideas expressed by others or to modify their own views. Remind students that answering questions and responding to their peers will be informally assessed on their end of unit assessment.
- Lead a class discussion on the following prompt: How do the events and key individuals in this excerpt interact to change our ideas about disease?
- Encourage students from each group to share their follow-up questions to help expand the conversation. As necessary, prompt a more detailed discussion by asking the following questions:

*“How did the individuals’ ideas about who could get typhoid affect how they interacted with one another?” (The “privileged” people believed that they weren’t supposed to get typhoid, and this influenced the Thompsons’ landlord to hire an investigator right away to protect his reputation.)*

*“How did the idea of a ‘healthy carrier’, influence Soper?” (Because of the idea of a healthy carrier, Soper knew he was probably looking for someone who did not show signs of being sick, but still carried the illness.)*

*“Which of Mary’s actions caused Soper to suspect her of being a healthy carrier?” (Mary’s leaving the Thompsons’ house shortly after some of the family members got sick caused him to suspect Mary.)*

*“What habits of character or mindsets caused Soper to approach Mary the way he did?” (Soper was inquisitive and determined to solve the case of typhoid, but he did not consider how Mary would react as a human instead of a “walking collection of typhoid germs” (84). This meant that he confronted her too aggressively and without compassion.)*

*“What habits of character or mindsets caused Mary to react to Soper the way she did?” (Mary felt that she was a hard worker and belonged in her community. She also wanted to defend herself and so reacted negatively to the way Soper approached her.)*

- After about 7 minutes of discussion, ask students to Turn and Talk to self-assess how they did on the discussion norms and the goal they set for themselves at the beginning of the discussion.
- Ensure students have **Homework: Analyze Interactions: Patient Zero, Pages 77–84**. Inform students that they will answer these questions for homework in order to synthesize their understanding of how the individuals, events, and ideas interact in this excerpt. Remind students that answering questions such as these will be part of their end of unit assessment.
- 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. Respond to Questions

- In preparation for similar questions on the end of unit assessment, students complete Homework: Analyze Interactions: *Patient Zero*, Pages 77–84 to respond to selected and constructed response items to synthesize their understanding of how the individuals, events, and ideas interact in the excerpt.

### B. Preread Anchor Text

- Students preread pages 84–89 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.

## Lesson 11: Analyze Interactions among Individuals, Events, and Ideas: *Patient Zero*, Pages 84–89



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.3

#### 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.7.10, SL.7.1, L.7.4



### Daily Learning Targets

- I can identify key individuals, events, and ideas in a text. (RI.7.3)
- I can analyze how individuals, events, and ideas interact with one another. (RL.7.3)

#### Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 11 (RI.7.3)
- Work Time B: Solve *Patient Zero*, Chapter 4 note-catcher (RL.7.3)

### Agenda

#### 1. Opening

- A. Engage the Learner – RI.7.3 (5 minutes)

#### 2. Work Time

- A. Read *Patient Zero*, Pages 84–89 (15 minutes)
- B. Create Interactive Flowchart of the Individuals, Events, and Ideas – RI.7.3 (15 minutes)

#### 3. Closing and Assessment

- A. Discuss Interactions of Individuals, Events, and Ideas – RI.7.3 (10 minutes)

#### 4. Homework

- A. Respond to Questions: In preparation for similar questions on the end of unit assessment, students complete Handout: Analyze Interactions: *Patient Zero*, Pages 84–89 to respond to selected and constructed response items to synthesize their understanding of how the individuals, events, and ideas interact in the excerpt.
- B. Preread Anchor Text: Students preread pages 89–93 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.



## Teaching Notes

### Alignment to Assessment Standards and Purpose of Lesson

- RI.7.3 – Opening A: Students provide feedback to their peers on their writing of constructed responses and their analysis of how individuals, events, and ideas interact.
- RI.7.3 – Work Time B: Students analyze the interaction among individuals, events, and ideas.
- RI.7.3 – Closing and Assessment A: Students assess their ability to analyze the interaction among individuals, events, and ideas.
- In this lesson, students focus on working to become effective learners by collaborating with peers.
- Students engage in the Think-Pair-Share protocol 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.
- Students also engage in the following collaborative activity:
  - **Interactive Flowchart:** An organized collection of words and phrases that students manipulate in order to spark discussion and make connections. An Interactive Flowchart in a classroom is a powerful instructional tool: it makes words, facts, and ideas visible, easily referenced and manipulated, supports the teaching of key words and concepts, and encourages students to make connections while reading and reflecting on a text or texts.
- In the excerpt of *Patient Zero* read in this lesson, Mary Mallon demonstrated the habits of character of perseverance and initiative, and the mindsets of “I belong in this community” and “This work has value for me.” She persevered to advocate for herself, even when quarantined and told she had no civil rights. She took initiative to solve her problem and protest her lack of civil rights. She felt so strongly her sense of belonging in New York and working as a cook that she fought against quarantine. She valued her work as a cook so much that she returned to it despite court orders. Dr. Sara Josephine Baker demonstrated perseverance as she tracked down Mary Mallon. She also demonstrated respect as she tried to improve shared spaces in quarantine.

### Opportunities to Extend Learning

- Release more responsibility more quickly to students as they comprehend the tasks or concepts. For example:
  - Allow those students who are identifying individuals, events, and ideas, quickly the opportunity to develop their own text-dependent questions about the chapter related to interactions of these elements. Ask these students to share their questions with the group as a way of generating discussion. (RI.7.3)
  - Have students debate which particular concept (individual, event, or idea) is emphasized in this excerpt. (RI.7.3) Additionally, the whole question of what should or should not have been done with Mary Mallon gets at questions of diversity and inclusion. Allow students to search for evidence of both why the quarantine of Mallon was justified and why it was not and then debate the bioethical dilemma. (SL.7.1)



- Have students research current bioethical dilemmas globally and analyze how events, individuals, and ideas interact in these events. (RI.7.3)
- An optional Mini Language Dive, intended for use after students read the text in Work Time A, is available in the Teacher’s Guide for English Language Learners. ▲

### How It Builds on Previous Work

- In previous lessons, students have focused on investigating how the individuals, events, and ideas interact in the text. In this lesson, students continue this work while grappling with the text’s focus on the social issues and ideas about human rights that influence how people respond to epidemics.

### Support All Students

- At this point, students should be reading the text independently. However, if some or all students need more support, read several pages aloud and then release students to read independently, in pairs, or in small groups. ▲
- The subject matter in this excerpt includes descriptions of death and disease. 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 understanding the distinctions among individuals, events, and ideas in the text. Continue to work with students to point out specific examples in the text. Consider using examples from other texts or from history to aid students in understanding the concept. For example, how did the event of the invention of the computer change individuals’ lives? ▲
- Note there are differentiated versions of the Solve *Patient Zero*, Chapter 4 note-catcher—begun in Lesson 10 and used in Work Time A—and the Discussion Prompts: *Patient Zero*, Pages 84–89 handout, used in Closing and Assessment A, in the separate Teacher’s Guide for English Language Learners. ▲
- Students may need additional support with the vocabulary of the Interactive Flowchart. Consider using illustrations or photographs on or next to particular words, to support learning with the aid of visual cues. Also, consider strategically grouping students by level so that they can comfortably participate in the activity as a rehearsal for the more challenging heterogeneous discussion in Closing and Assessment A. ▲
- For the discussion in Closing and Assessment A, consider grouping students into heterogeneous groups of four, containing a pair of students at one level and a pair of students at a different level, so that students will feel comfortable participating at their level but will also be challenged to participate in heterogeneous groups as they are required at the end of unit discussion. ▲

### Assessment Guidance

- Review students’ constructed response homework assignments and Solve *Patient Zero*, Chapter 4 note-catchers to ensure they understand how individuals, events, and ideas interact.

**Down the Road**

- In the next lesson, students will continue to analyze *Patient Zero* for the interaction among individuals, ideas, and events. They will read a new excerpt from the text and fill in the note-catcher independently. Then they will complete their end of unit assessment, responding to selected and constructed response questions to analyze how individuals, events, and ideas interact and influence one another in the excerpt.

**In Advance**

- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 11 at each student's workspace.
- Prepare
  - Cut apart the thirty-five cards making up the Interactive Flowchart cards and arrows document, and provide one set of cards per triad.
  - Review the Interactive Flowchart activity.
- 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**

- ✓ Text Guide: *Patient Zero* (for teacher reference) (from Unit 1, Lesson 2, Work Time A)
- ✓ Work to Become Ethical People anchor chart (one for display; from Module 1 Unit 1, Lesson 2, Opening B)
- ✓ Questions about Epidemics anchor chart (one for display; from Module 2, Unit 1, Lesson 2, Work Time A)
- ✓ Discussion Norms anchor chart (one for display; from Module 1, Unit 1, Lesson 13, Work Time C)

**Student**

- ✓ *Patient Zero* by Marilee Peters (text; one per student; from Module 2, Unit 1, Lesson 1, Work Time C)
- ✓ Vocabulary log (one per student; from Module 1, Unit 1, Lesson 2, Opening A)
- ✓ Solve *Patient Zero*, Chapter 4 note-catcher (one per student; from Module 2, Unit 1, Lesson 10, Work Time B)

- ✓ Solve *Patient Zero*, Chapter 4 note-catcher ▲ (optional; one per student; from Module 2, Unit 1, Lesson 10, Work Time B)
- ✓ Mindsets and Habits of Character (one per student; from Module 2, Unit 1, Lesson 8, Work Time B)

## New Materials

### Teacher

- ✓ Solve *Patient Zero*, Chapter 4 note-catcher (pages 84–89) (for teacher reference)
- ✓ Interactive Flowchart directions (one for display)
- ✓ Interactive Flowchart cards and arrows (one set for display, using magnets or tape)
- ✓ Discussion Prompts: *Patient Zero*, Pages 84–89 (for teacher reference)
- ✓ Homework: Analyze Interactions: *Patient Zero*, Pages 84–89 (answers for teacher reference) (see Homework Resources)

### Student

- ✓ Entrance Ticket: Unit 1, Lesson 11 (one per student)
- ✓ Sticky note (one per student)
- ✓ Synopsis: *Patient Zero*, Pages 84–89 (optional; one per student)
- ✓ Interactive Flowchart directions (one per triad of students)
- ✓ Interactive Flowchart cards and arrows (one set per triad of students)
- ✓ Index cards (optional; see Work Time B; several per triad of students)
- ✓ Discussion Prompts: *Patient Zero*, Pages 84–89 (one per student)
- ✓ Discussion Prompts: *Patient Zero*, Pages 84–89 ▲ (optional; see Teacher’s Guide for English Language Learners)
- ✓ Homework: Analyze Interactions: *Patient Zero*, Pages 84–89 (one per student; see Homework Resources)

## Opening

### A. Engage the Learner – RI.7.3 (5 minutes)

- Repeated routine: students respond to questions on **Entrance Ticket: Unit 1, Lesson 11**.
- Once students have completed their entrance tickets, have partners share students’ strengths and learning opportunities with one another. Consider sharing strengths and learning opportunities as a total participation technique or having volunteers share their own personal strengths and learning opportunities, as discussed with their 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. Read *Patient Zero*, Pages 84–89 (15 minutes)

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

*“I can identify key individuals, events, and ideas in a text.”*

- Repeated routine: Follow the same process as with previous lessons for students to read pages 84–89 of *Patient Zero*, using the **Text Guide: Patient Zero (for teacher reference)** as necessary. If students do not finish reading the excerpt within the allotted time, use the **Synopsis : Patient Zero, Pages 84–89** document to review the key details from the excerpt. Then have students identify the meaning of unfamiliar vocabulary, reflect on their reading as they choose, and record the overall gist on **sticky notes** using the following resources as appropriate: **vocabulary logs**, **Work to Become Ethical People anchor chart**, and **Questions about Epidemics anchor chart**.

- Gist: Mary Mallon quarantined

- Once students have finished reading and reflecting on the excerpt, ask them to Think-Pair-Share:

*“What habits of character and academic mindsets did you see in this excerpt? Who demonstrated them? What did they look/sound like?” (Responses will vary, but may include: Mary Mallon demonstrated the habits of character of perseverance and initiative, and the mindsets of “I belong in this community” and “This work has value for me.” She persevered to advocate for herself, even when quarantined and told she had no civil rights. She took initiative to solve her problem and protest her lack of civil rights. She felt so strongly her sense of belonging in New York and working as a cook that she fought against quarantine, and others protected her as she hid. She valued her work as a cook so much that she left her work as a laundress in spite of court orders, and returned to cooking. Dr. Sara Josephine Baker demonstrated perseverance as she tracked down Mary Mallon. She also demonstrated respect as she tried to improve shared spaces in quarantine.)*

- Ask students to retrieve their **Mindsets and Habits of Character handout**, their **Solve Patient Zero, Chapter 4 note-catcher**, and the **Solve Patient Zero, Chapter 4 note-catcher ▲** as necessary. The differentiated note-catcher supports students in analyzing interactions among individuals, events, and ideas with sentence starters. ▲ Have students fill in the note-catcher independently with details from the reading. Student responses will be reviewed in the following activity. Consult the **Solve Patient Zero, Chapter 4 note-catcher (pages 84–89) (for teacher reference)** as necessary.

## Work Time

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### B. Create an Interactive Flowchart of Individuals, Events, and Ideas – RI.7.3 (15 minutes)

- Distribute the **Interactive Flowchart directions** to each triad, and read aloud the steps. Then model how to complete the activity.
- Place the precut text and arrow cards from the **Interactive Flowchart cards and arrows** document on the board using magnets, tape, or technology. Leave space between the cards. Invite students to make a connection between two cards.
- Review the Interactive Flowchart activity directions:
  1. Choose an Interactive Flowchart card. Read the card aloud (e.g., Dr. Sara Josephine Baker tracked down Mary and found she was still working as a cook.).
  2. Using an arrow card, connect this card to another Interactive Flowchart card (e.g., The idea of a healthy carrier was still “brand new and frightening.”).
  3. Read the second card aloud.
  4. Explain why the two Interactive Flowchart cards belong together, how one influences the other (e.g., Mary kept working as a cook because she didn’t think she could be a healthy carrier. Being a healthy carrier was a new idea at that time.).
  5. Another member of the group takes a turn by either
    - adding a new arrow and another card anywhere on the “flowchart”;
    - verbally explaining a new connection between any of the cards already connected on the table; or
    - writing an event, action of a key individual, or an idea from the text on an index card and then using an arrow to add it to the flowchart.
  6. Take turns using the remaining Interactive Flowchart cards and continuing to explain the connections between them.
  7. The activity ends when time is up or when all cards have been used and group members have explained all the connections they see.
- Invite students to create the Interactive Flowchart in triads. Once students complete their flowcharts, ask volunteers to share with the class one new connection they made.

## Closing and Assessment

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### A. Discuss Interactions of Individuals, Events, and Ideas – RI.7.3 (10 minutes)

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

***“I can analyze how individuals, events, and ideas interact with one another.”***
- Tell students that they will now look at how these individuals interacted with one another and how events and ideas of the time all interacted to help them solve the mystery of typhoid.

- Distribute **Discussion Prompts: Patient Zero, Pages 84–89** and **Discussion Prompts: Patient Zero, Pages 84–89 ▲** as necessary. The differentiated note-catcher supports students in discussing and analyzing interactions among individuals, events, and ideas with sentence starters. ▲ Organize students into triads to have a discussion, referring students to the handout to ask one another questions and to the Solve *Patient Zero*, Chapter 4 note-catcher for their responses. Remind students to follow discussion norms and utilize conversation cues. Refer them to the **Discussion Norms anchor chart** as necessary. Circulate to prompt students with the follow-up questions on the handout. Refer to **Discussion Prompts: Patient Zero, Pages 84–89 (for teacher reference)** for possible student responses.
- 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.

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### A. Respond to Questions

- In preparation for similar questions on the end of unit assessment, students complete **Handout: Analyze Interactions: Patient Zero, Pages 84–89** to respond to selected and constructed response items to synthesize their understanding of how the individuals, events, and ideas interact in the excerpt.

### B. Preread Anchor Text

- Students preread pages 89–93 of *Patient Zero* in preparation for studying an excerpt from the chapter in the next lesson.



## Lessons 12–13: End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas: *Patient Zero*, Chapter 4



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.1, RI.7.3, RI.7.4, 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



### Daily Learning Targets

- I can analyze the impact of a specific word choice on meaning and tone. (RI.7.4)
- I can identify key individuals, events, and ideas in a text. (RI.7.3)
- I can analyze how individuals, ideas, and events influence one another. (RI.7.3)

#### Ongoing Assessment

- Opening A: Entrance Ticket, Unit 1, Lessons 12–13
- Work Time A: End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas in *Patient Zero*, Chapter 4 (RI.7.1, RI.7.3, RI.7.4, RI.7.10, L.7.6)

### Agenda

#### 1. Opening

- A. Engage the Learner (5 minutes)

#### 2. Work Time

- A. Read and Analyze Individuals, Events, and Ideas: *Patient Zero*, Pages 89–93 – RI.7.3 (30 minutes)
- B. Language Dive: *Patient Zero*, Page 89 – RI.7.3 (15 minutes)
- C. End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas: *Patient Zero*, Chapter 4 (30 minutes)

#### 3. Closing and Assessment

- A. Track Progress – RI.7.4 (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.7.3 – Work Time A: Students read a new excerpt from *Patient Zero* and independently complete a note-catcher to analyze how individuals, events, and ideas interact in the excerpt.
- RI.7.3 – Closing and Assessment A: In a Language Dive, students explore a sentence from *Patient Zero* to better understand how individuals, events, and ideas interact.
- RI.7.4 – Closing and Assessment A: Students track progress on their ability to read and analyze text and use strategies to determine the meanings of words and phrases as they are used in the text.
- For the end of unit assessment in Work Time C of this lesson, students complete selected and constructed response questions to analyze how the individuals, events, and ideas interact and influence one another in chapter 4 of *Patient Zero* as well as how Peters' word choice develops meaning and tone. (RI.7.1, RI.7.3, RI.7.4, RI.7.10, L.7.6)
- 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.
- In this lesson, the habit of character focus is on working to become effective learners and ethical people. The characteristics that students practice are integrity and perseverance as they work independently on assessments and taking responsibility as they assess their own work by tracking their progress on Reading standards.
- Also, in the excerpt of *Patient Zero* read in this lesson, Mary Mallon demonstrates perseverance and initiative as she writes letters, protesting that her civil rights have been ignored. In an effort to get released from quarantine and fight her case in court, she also demonstrates the academic mindset of “I can succeed at this.”

### Opportunities to Extend Learning

- If students complete their assessments before the allotted time, they should review their responses, especially to the constructed response prompt, checking for spelling, capitalization, and punctuation. They may also have time and desire to expand their response to more than one paragraph.

### How It Builds on Previous Work

- In previous lessons, students have focused on investigating how the individuals, events, and ideas interacted in the text. They are now independent with this work and doing so without support.

### Support All Students

- Note there is a Synopsis: *Patient Zero*, Pages 89–93 ▲ and a differentiated version of the Solve *Patient Zero*, Chapter 4 note-catcher (begun in Lesson 10) 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. ▲

### Assessment Guidance

- All assessment materials (student prompt, answer key and sample student responses) are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the answer key and sample student responses to help complete students' Track Progress recording forms.
- In this assessment, students are tracking progress toward anchor standards:
  - R.1: By the end of Grade 12, I will be able to: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - R.4: By the end of Grade 12, I will be able to: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### Down the Road

- In the next lesson, students will participate in a text-based discussion about how the individuals, events, and ideas interact and influence one another.

### In Advance

- Prepare the End of Unit 1 Assessment (see Assessment Overview and Resources).
- Ensure there is a copy of Entrance Ticket: Unit 1, Lessons 12–13 at each student's workspace.
- Gather the Track Progress folders.
- Post the learning targets and applicable anchor charts (see Materials list).

### Technology & Multimedia

- Work Time A: Students may complete their assessments digitally
  - using an online template, such as <http://eled.org/0189>;
  - using an online word-processing tool, such as <http://eled.org/0158>;
  - or in an online word-processing document (e.g., <http://eled.org/0158>) using speech-to-text facilities activated on devices or using an app or software such as <http://eled.org/0103>.
- 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 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 B)
- ✓ Strategies to Answer Selected Response Questions anchor chart (one for display; from Module 1, Unit 1, Lesson 3, Opening B)
- ✓ Work to Become Ethical People anchor chart (one for display; from Module 1, Unit 1, Lesson 2, Opening B)
- ✓ Work to Become Effective Learners anchor chart (one for display; from Module 1, Unit 1, Lesson 5, Work Time A)

**Student**

- ✓ Mid-Unit 1 Assessments with feedback (one per student; from Module 2, Unit 1, Lessons 6–7)
- ✓ *Patient Zero* by Marilee Peters (text; one per student; from Module 2, Unit 1, Lesson 1, Work Time C)
- ✓ Solve *Patient Zero*, Chapter 4 note-catcher (one per student; from Module 2, Unit 1, Lesson 10, Work Time B)
- ✓ Solve *Patient Zero*, Chapter 4 note-catcher ▲ (one per student; from Module 2, Unit 1, Lesson 10, Work Time B)
- ✓ Track Progress folders (one per student; from Module 1)
- ✓ Independent reading journal (one per student; from Module 1, Unit 1, Lesson 6, Work Time B)

**New Materials****Teacher**

- ✓ Solve *Patient Zero*, Chapter 4 (Pages 89–93) note-catcher (for teacher reference)
- ✓ Language Dive Guide: *Patient Zero*, Page 89 (for teacher reference)
- ✓ Language Dive: *Patient Zero*, Page 89 note-catcher (example for teacher reference)
- ✓ End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas in *Patient Zero*, Chapter 4 (answers for teacher reference) (see Assessment Overview and Resources)

**Student**

- ✓ Entrance Ticket: Unit 1, Lessons 12–13 (one per student)
- ✓ Sticky notes (3–4 per student)
- ✓ Synopsis: *Patient Zero*, Pages 89–93 ▲ (optional; see Teacher's Guide for English Language Learners)
- ✓ Language Dive: *Patient Zero*, Page 89 sentence chunk strips (one per pair of students)

- ✓ Language Dive: *Patient Zero*, Page 89 note-catcher (one per student)
- ✓ End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas in *Patient Zero*, Chapter 4 (one per student; see Assessment Overview and Resources)
- ✓ Track Progress: Read, Understand, and Explain New Text (one per student)

## Opening

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### A. Engage the Learner (5 minutes)

- Return students' **Mid-Unit 1 Assessments with feedback**, and allow students time to review feedback and write their name on the board if they require support.
- Repeated routine: Students respond to questions on **Entrance Ticket: Unit 1, Lessons 12–13**. Students may or may not choose 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

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### A. Read and Analyze Individuals, Events, and Ideas: *Patient Zero*, Pages 89–93 – RI.7.3 (30 minutes)

- Review the appropriate learning targets relevant to the work to be completed in this section of the lesson:
  - “I can identify key individuals, events, and ideas in a text.”*
  - “I can analyze how individuals, events, and ideas interact with one another.”*
- Repeated routine: Follow a similar process as with previous lessons for students to read pages 89–93 of *Patient Zero*. Then have students record the overall gist on **sticky notes**. Explain that, since they will be using this excerpt later, as part of an assessment, they should complete this reading independently. However, if necessary, direct students to the **Synopsis: *Patient Zero*, Pages 89–93** ▲ to support their comprehension of the excerpt.
- Gist: Mary Mallon freed, returned to quarantine
- Ask students to retrieve their **Solve *Patient Zero*, Chapter 4 note-catchers** and the **Solve *Patient Zero*, Chapter 4 note-catcher** ▲ as necessary. The differentiated note-catcher supports students in analyzing interactions among individuals, events, and ideas with sentence starters. ▲ Instruct students to complete their note-catcher independently with new events, individuals' actions, and ideas from the excerpt from *Patient Zero* that they just read. Circulate and support students, using the **Solve *Patient Zero*, Chapter 4 (Pages 89–93) note-catcher (for teacher reference)** as necessary.
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

## Work Time

### B. Language Dive: *Patient Zero*, Page 89 – RI.7.3 (15 minutes)

- Repeated routine: follow the same routine as with the previous lessons to facilitate a Language Dive with the following sentence from the text:
  - “Over the next three years Mary Mallon spent her time writing letters, protesting that her civil rights had been ignored, and pleading for help to get her released from quarantine.”
- Use the accompanying materials to facilitate the Language Dive:
  - **Language Dive Guide: *Patient Zero*, Page 89 (for teacher reference)**
  - **Language Dive: *Patient Zero*, Page 89 sentence chunk strips**
  - **Language Dive: *Patient Zero*, Page 89 note-catcher**
  - **Language Dive: *Patient Zero*, Page 89 note-catcher (example for teacher reference)**

## Work Time

### C. End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas: *Patient Zero*, Chapter 4 (30 minutes)

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

*“I can analyze the impact of a specific word choice on meaning and tone.”*

*“I can identify key individuals, events, and ideas in a text.”*

*“I can analyze how individuals, ideas, and events influence one another.”*

- Remind students to use strategies to determine meanings of unfamiliar words and phrases as they complete selected response questions. Then they will complete selected and constructed response questions to analyze how the individuals, ideas, and events interact in the text.
- Read aloud the directions for each part of the **End of Unit 1 Assessment** as students follow along, reading silently. 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 take assessments in most of my high school and college classes and in most careers.)*
  - “What will help you succeed on this assessment?” (Responses will vary, but may include: using my strategies to answer selected response questions and writing a paragraph with a topic sentence, at least two pieces of evidence, and a concluding statement will help me succeed on this task.)*



- Direct students' attention to the following materials:
  - **Academic word wall** and **domain-specific word wall**
  - **Strategies to Answer Selected Response Questions anchor chart**
  - Solve *Patient Zero*, Chapter 4 note-catcher
- Remind students to refer to these anchor charts as they read the assessment text and answer the assessment questions.
- Remind students that because this is an assessment, they should complete it independently in silence. As necessary, review integrity, perseverance, and the **Work to Become Ethical People** and **Work to Become Effective Learners anchor charts**. 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.
- While they 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 targets.

## Closing and Assessment

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### A. Track Progress – RI.7.4 (10 minutes)

- Give students specific positive feedback on their completion of the End of Unit 1 Assessment. (Example: “I saw a lot of you using evidence to support analysis in your constructed responses.”)
- Distribute the **Track Progress folders**, **Track Progress: Read, Understand, and Explain New Text**, and sticky notes. 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 previous mid-unit assessments.
- Tell students the sticky notes are for them to find evidence of the following criteria:
  - RI.7.1
  - RI.7.4
- Allow students to orally paraphrase the meaning of the Track Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing. Guide students through completing the form.
- Have students place the form in their Track Progress folders, and collect students' folders.
- 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

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### 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 14: Text-Based Discussion: Individuals, Events, and Ideas: *Patient Zero*, Chapter 4



### CCS Standards

#### Focus Standards

These are the standards the instruction addresses.

- RI.7.3, SL.7.1, SL.7.1d

#### 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.7.10



### Daily Learning Targets

- I can quote accurately from the text to support my ideas during a text-based discussion. (RI.7.1)
- I can acknowledge new information expressed by others and, when necessary, modify my own views. (SL.7.1d)
- I can analyze how individuals, ideas, and events influence one another. (RI.7.3)

#### Ongoing Assessment

- Opening A: Entrance Ticket: Unit 1, Lesson 14 (SL.7.1)
- Work Time B: Text-Based Discussion (RI.7.1, RI.7.3, SL.7.1, SL.7.1d)

### Agenda

#### 1. Opening

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

#### 2. Work Time

- A. Prepare for a Text-Based Discussion – RI.7.3 (5 minutes)
- B. Text-Based Discussion – RI.7.3, SL.7.1d (20 minutes)

#### 3. Closing and Assessment

- A. 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

- SL.7.1 – Opening A: Students review collaborative discussion norms and set goals for their own participation in the collaborative discussion.
- RI.7.10 – Closing and Assessment A: Students share about their independent research reading texts to hold them accountable for their reading homework. Consider using Independent Reading Sample Plans (see the Tools page: <http://eled.org/tools>) if not using other independent reading review routines.
- RI.7.3 – Work Time A: Students prepare for their collaborative discussion by reviewing their note-catchers about the interactions among the individuals, events, and ideas in chapter 4 of *Patient Zero*.
- RI.7.3 – Work Time B: Students analyze how the individuals, events, and ideas influence one another in chapter 4 of *Patient Zero*.
- SL.7.1d – Work Time B: Students engage in a collaborative discussion, especially acknowledging new information expressed by others and, when warranted, changing their own views.
- RI.7.10 – Closing and Assessment A: In a sharing activity, students demonstrate their ability to proficiently read and comprehend literary nonfiction in the Grades 6–8 text-complexity band over the course of the year.
- 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 this lesson.
  - Small Group Recorded Discussions: Create groups of about five students, and provide each group with a video recording device (a tablet or phone is sufficient). Students should know how to record using the device, and help each group place the camera in such a way so as to capture all students in the discussion. (Allow time for this setup.) Provide groups with 7 minutes for their discussion. Circulate to help with technical issues and to prompt with the follow-up discussion questions.
- 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. They also practice integrity as they share about their independent research reading.

### 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 students may learn in future classes or future years how to achieve mastery with text-based discussions.

### How It Builds on Previous Work

- In the previous lesson, students prepared for this discussion by reading pages 89–93 of *Patient Zero* and by completing the Solve *Patient Zero*, Chapter 4 note-catcher with evidence of how individuals, events, and ideas interact and influence one another.

### Support All Students

- Note there is a differentiated version of the Discussion Prompts: *Patient Zero*, Pages 89–93 used in Work Time B in the separate Teacher’s Guide for English Language Learners. ▲
- Some students may require more support in preparing for a discussion. During Work Time A, encourage these students to use the Conversation Cues on the Discussion Norms anchor chart to draft questions and responses on their note-catchers. They can then read these as they participate in the discussion. ▲
- 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. ▲
- In Closing and Assessment A, students share their independent research reading texts. Although they have only had a few homework assignments to read the text, some students may have read their texts when not assigned. Also, sharing this early in the reading emphasizes accountability of the reading and allows those students struggling to read or engage with their text to find a new text (perhaps one recommended by a classmate). Students will have more independent reading research opportunities in Units 2 and 3. ▲

### Assessment Guidance

- Although this is an informal assessment of discussion and analysis skills, consider using the Collaborative Discussion checklist (see Materials list) to give targeted feedback to improve future formal discussion assessments. Since it can be challenging to assess all students’ conversation and analysis skills during a fast-paced discussion, have the checklist prepared. Also, consider using a clipboard to enable circulating during the discussions. Finally, consider video-recording the discussions (even if using the whole-class fishbowl format) to enable multiple viewings and providing targeted feedback.

### Down the Road

- In the next lesson, students will begin to read articles about social epidemics and consider how they relate to medical epidemics.

### In Advance

- Determine student groups for the text-based discussions, as well as the order in which groups will discuss, and post this information.
- If using the Collaborative Discussion checklist, prepare it and consider gathering a clipboard and recording device.
- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 14 at each student's workspace.
- Post the learning targets and applicable anchor charts (see Materials list).

### Technology & Multimedia

- Work Time B: Record student discussions using
  - free software or apps on phone, tablet, or computer; or
  - free online apps such as <http://eled.org/0141> or <http://eled.org/0142>.

### Vocabulary

- discussion, norms, text-based (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 5, Work Time A)
- ☒ Academic word wall (one for display; from Module 1, Unit 1, Lesson 1, Opening A)
- ☒ Work to Become Ethical People anchor chart (one for display; from Module 1, Unit 1, Lesson 2, Opening B)
- ☒ Work to Become Effective Learners anchor chart (from Module 1, Unit 1, Lesson 5, Work Time A)
- ☒ Discussion Norms anchor chart (one for display; from Module 1, Unit 1, Lesson 13, Work Time C)
- ☒ Independent Reading Sample Plans (for teacher reference) (see Tools page: <http://eled.org/tools>)

#### Student

- ☒ Vocabulary log (one per student; from Module 2, Unit 1, Lesson 2, Work Time A)
- ☒ *Patient Zero* by Marilee Peters (text; from Module 2, Unit 1, Lesson 1, Work Time C)
- ☒ Solve *Patient Zero*, Chapter 4 note-catcher (one per student; from Module 2, Unit 1, Lesson 10, Work Time B)



- ✓ Quote Accurately from the Text handout (one per student; from Module 1, Unit 1, Lesson 14, Work Time B)
- ✓ Independent reading journal (one per student; from Module 1, Unit 1, Lesson 6, Work Time B)

## New Materials

### Teacher

- ✓ Collaborative Discussion checklist (for teacher reference) (optional; one or two per class)
- ✓ Discussion Prompts: *Patient Zero*, Pages 89–93 (example for teacher reference)

### Student

- ✓ Entrance Ticket: Unit 1, Lesson 14 (one per student)
- ✓ Discussion Prompts: *Patient Zero*, Pages 89–93 (one per student and one for display)
- ✓ Discussion Prompts: *Patient Zero*, Pages 89–93 ▲ (optional; see Teacher’s Guide for English Language Learners)

## Opening

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

- Repeated routine: Students respond to questions on **Entrance Ticket Unit 1: Lesson 14**. Students may or may not choose 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.
- With students, use the vocabulary strategies on the **Close Readers Do These Things anchor chart** to review the words *norms* (a model or standard that is generally followed), *text-based* (using or referring to a text or reading), and *discussion* (talking about something in a formal or serious way). 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

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### A. Prepare for a Text-Based Discussion – RI.7.3 (5 minutes)

- Remind students that they will conduct a text-based discussion, which means that they will talk formally about *Patient Zero*, drawing on the text to support their statements. Ask students to retrieve their **Solve Patient Zero, Chapter 4 note-catchers**. Distribute and display the **Discussion Prompts: Patient Zero, Pages 89–93** and the **Discussion Prompts: Patient Zero, Pages 89–93 ▲** as necessary. The differentiated note-catcher supports students in discussing and analyzing interactions among individuals, events, and ideas with sentence starters. ▲ Focus students’ attention on the discussion prompts, and

remind them that they will use their note-catchers and *Patient Zero* text to respond to these questions in a discussion.

- Allow students about 3 minutes to review their note-catchers and use their *Patient Zero* texts to ensure they have all the evidence they need to support their responses to the discussion prompts.
- Refocus the class, and have students Turn and Talk to share one piece of new evidence they found to support their responses. As necessary, ask a volunteer to model using evidence from his or her note-catcher to make a statement using text evidence.

## Work Time

### B. Text-Based Discussion – RI.7.3, SL.7.1d (20 minutes)

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

*“I can quote accurately from the text to support my ideas during a text-based discussion.”*

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

*“I can analyze how individuals, ideas, and events influence one another.”*

- 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:
  - Solve *Patient Zero* Chapter 4 note-catchers (pages 77–84)
  - Discussion Prompts: *Patient Zero*, Pages 89–93
  - **Discussion Norms anchor chart**
  - **Quote Accurately from the Text handout**
- Invite students to begin the discussion. Circulate to make informal assessments on the **Collaborative Discussion checklist (for teacher reference)** if desired and to prompt students with the questions on **Discussion Prompts: *Patient Zero*, Pages 89–93 (example for teacher reference)**.
- Repeated routine: invite students to reflect on their progress toward the relevant learning targets.

## Closing and Assessment

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### A. 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 students that the purpose of research reading is to build their content knowledge, domain-specific vocabulary, and achievement on reading complex texts. As necessary, use the Work to Become Ethical People anchor chart to review integrity.
- 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

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### 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**.

