

## Critical Concepts 6.1A Non Fiction Lesson Plans

**Skill Focus:** CC.6.1 – Citing Textual Evidence

**Vocabulary:** analysis, cite, explanation, evidence, explicit, inference, quote

### September Lesson Objectives

- Students will be able to cite evidence to support inferences from an informational text.
- Students will be able to use academic vocabulary in discussion and short written responses.

**Non-Fiction Texts Suggestions for September** (text selections are suggestion only, teachers can change the text to fit their classroom needs, if choosing another text it should come from the Educational Epiphany Curriculum)

- “After 50 Years, China Youth Remain Mao's Pioneers”
- “What is the Constitution?”
- “Public Law 111-33 Native American Heritage Day Act of 2009”
- “The Importance of Math in Our Everyday Life” by Alice Hudson

**Graphic Organizer:** Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 6.1A-1 (pages 1-4 in the Graphic Organizers Tab)

### I Do (Teacher Model – 15 mins)

**Text:** “After 50 Years, China Youth Remain Mao's Pioneers”

#### Steps:

1. Distribute CC 6.1A-1

Review the word bank:

- *Analysis:* careful examination of the text.
- *Cite:* to quote directly from the text.
- **Explanation:** telling what something means.
- *Evidence:* proof from the text.
- *Explicit:* directly stated.
- *Inference:* conclusion based on evidence and reasoning.

2. Read the first paragraph aloud.

3. Model using the graphic organizer:

- What does the text say explicitly?  
“Membership in the Communist Youth League is still seen as a key to getting ahead.”
- What textual evidence supports what the text says explicitly?  
“About 73 million Chinese between 14 and 28 belong to the League.”

4. Think-aloud explaining how the evidence directly supports the explicit statement.

**Sample Student Response:**

Question	Response
What does the text say explicitly?	"Membership in the Communist Youth League is still seen as a key to getting ahead."
What textual evidence supports what the text says explicitly?	"About 73 million Chinese between 14 and 28 belong to the League."

**We Do (Guided Practice – 20 mins)**

**Text:** "What is the Constitution?"

**Steps:**

1. Read the first two paragraphs aloud together.
2. Ask students:
  - *What does the text say explicitly?*
  - *What textual evidence supports what the text says explicitly?*
3. Guide students in filling out CC 6.1A-1.

**Sample Class Response:**

Question	Response
What does the text say explicitly?	"The Constitution established America's national government and fundamental laws."
What textual evidence supports what the text says explicitly?	"It established the framework for the federal government."

**You Do with Partner (Collaborative Practice – 30 mins)**

**Text:** "Public Law 111-33 Native American Heritage Day Act of 2009"

**Steps:**

1. Pairs read the text together.
2. Partners complete CC 6.1A-1 with:
  - An explicit statement from the law.

- Evidence from the text that supports this explicit statement.

3. Confer with groups as they work.

### Sample Possible Response:

Question	Response
What does the text say explicitly?	"The fourth Friday in November is designated as Native American Heritage Day."
What textual evidence supports what the text says explicitly?	"Congress calls on the people of the United States to observe this day with appropriate programs."

### You Do Independently (Homework)

**Text:** "The Importance of Math in Our Everyday Life" by Alice Hudson

**Task:** Students complete CC 6.1A-1 graphic organizer for the article, identifying:

- What the text says explicitly about the importance of math.
- Textual evidence that supports this explicit statement.

### Sample Expected Response:

Question	Response
What does the text say explicitly?	"Math helps us make better decisions every day."
What textual evidence supports what the text says explicitly?	"We use math to budget our money and manage our time efficiently."

### Writing Prompt for Connecting to *Bud, Not Buddy*

#### Prompt:

Using your "The Importance of Math in Our Everyday Life" organizer, write a short response explaining how Bud uses reasoning and problem-solving in *Bud, Not Buddy* to navigate challenges.

#### Include:

- One piece of evidence from *Bud, Not Buddy*.
- One piece of evidence from the article.
- 2–3 sentences explaining how both show the importance of making decisions and reasoning.