

Critical Concepts 7.1B Literary Lesson Plans

Skill Focus: CC.7.1 – Citing Textual Evidence

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

September Lesson Objectives

- Students will be able to draw inferences from literary texts.
- Students will be able to cite multiple pieces of textual evidence to support inferences.
- Students will be able to use academic vocabulary in discussion and writing.

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)

- **“The Road Not Taken** (Robert Frost)
- **The Marvelous Exploits of Paul Bunyan** (W.B. Laughead)
- **The Moonstone** (Wilkie Collins)
- **The Lost Prince (excerpt)** (Frances Hodgson Burnett)

Graphic Organizer: Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.1B-2 (pages 13-16 in the Graphic Organizers Tab)

I Do (Teacher Model – 15 mins)

Text: “The Road Not Taken” by Robert Frost

Steps:

1. Distribute CC 7.1B-2

Review the word bank:

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

2. Read the poem aloud.

3. Model using the graphic organizer:

- What can I infer after reading this poem?

Teacher Think Aloud: “In this poem, Frost doesn’t directly say the speaker feels regret, but I can infer it from the language. For example, the line ‘I doubted if I should ever come back’ shows that the choice feels permanent. That’s a clue that

he may feel regret or uncertainty. I'll write that inference and then add four pieces of text that support it."

- What textual evidence supports what the text says explicitly?

4. Think-aloud pulling text evidence from the poem, explaining how the evidence directly supports the inference made.

Sample Organizer Response:

- **Inference:** The speaker feels regret and uncertainty about his choice.
- **Evidence 1:** "I doubted if I should ever come back."
- **Evidence 2:** "Sorry I could not travel both."
- **Evidence 3:** "Two roads diverged in a yellow wood."
- **Evidence 4:** "That has made all the difference."

We Do (Guided Practice – 20 mins)

Text: "The Marvelous Exploits of Paul Bunyan" (W.B. Laughead)

Steps:

1. Read the first two pages aloud as a class.
2. Ask students:
 - What can we infer about Paul Bunyan's character?
 - Which details show exaggeration or symbolism?

Teacher Think-Aloud:

"The author never says directly that Paul Bunyan represents America's frontier spirit. But when I read that he was so big he could step over rivers and that his ox cleared forests, I can infer he represents strength and the idea that no challenge is too great. Now let's find the evidence that proves this."

3. Guide students in filling out CC 7.1B-2.

Sample Organizer Response (Class):

- **Inference:** Paul Bunyan represents the strength and determination of America's frontier spirit.
- **Evidence 1:** "He was so tall he could step over rivers."
- **Evidence 2:** "He created lakes with his footprints."
- **Evidence 3:** "Babe the Blue Ox helped him clear forests."
- **Evidence 4:** "No task was too great for Bunyan."

You Do with Partner (Collaborative Practice – 30 mins)

Text: *"The Moonstone"* by Wilkie Collins

Steps:

1. Pairs read the text together.
2. Highlight passages that hint at hidden motives or secrets.
3. Agree on an inference about a character's true intentions.
4. **Teacher Think-Aloud (before students start):**
 "Collins doesn't always tell us outright what the characters are thinking. When a character avoids eye contact or gives short answers, that's a clue. For example, if someone shifts uneasily when asked about the diamond, I can infer they're hiding something. You and your partner will find one strong inference and cite four details that support it.
5. Confer with groups as they work.

Sample Organizer Response (Partners):

- **Inference:** One character is hiding the truth about the diamond.
- **Evidence 1:** "He shifted uneasily when asked."
- **Evidence 2:** "He avoided looking at the stone."
- **Evidence 3:** "His answers were short and vague."
- **Evidence 4:** "Other characters grew suspicious."

You Do Independently

Text: *The Lost Prince* (Frances Hodgson Burnett)

Task: Students complete CC 7.1B-2 graphic organizer for the article,

- Students read independently.
- Fill out the organizer with one inference about Marco's character and 4 supporting quotes.

Teacher Think-Aloud (while students are working alone, if scaffolding is needed):

"Burnett doesn't always say Marco is brave, but I can tell through his actions. For example, when Marco accepts a dangerous task without hesitation, that shows courage. When you work today, remember: find the inference first, then find four pieces of evidence that support it."

Sample Organizer Response (Independent):

- Inference: Marco is brave and determined to fulfill his mission.
- Evidence 1: "He accepted the task without hesitation."
- Evidence 2: "He traveled in secret, though it was dangerous."
- Evidence 3: "He encouraged his friend to stay strong."

- Evidence 4: “He believed in a better future for his country.”

Writing Prompt for Connecting to *Freak the Mighty*

Prompt:

Using the graphic organizer you completed this week (with *The Road Not Taken*, *Paul Bunyan*, *The Moonstone*, or *The Lost Prince*), write a short response explaining how the inferences you drew from the text connect to ideas or characters in *Freak the Mighty*.

Your response must include:

1. One inference + evidence from *Freak the Mighty*.
2. One inference + evidence from one of the texts we studied this week.
3. 2–3 sentences explaining how both texts show a similar idea about choices, courage, friendship, or secrets.

Example Model Paragraph (Teacher-Facing)

In The Lost Prince, I inferred that Marco is brave and determined because “he accepted the task without hesitation” and risked his safety for a greater cause. In Freak the Mighty, I can infer that Kevin is also brave because even though he has a physical disability, he says, “You can’t just sit around and mope. You have to keep going.” Both characters show courage when faced with challenges, proving that bravery is about inner strength, not just physical ability.