

Critical Concepts 7.1A Non-Fiction Writing Lesson Plans

Turning Graphic Organizers into Writing Responses

Each of the sample responses models turning our graphic organizers into complete paragraph responses

1. **Analysis sentence** (**explicit** + **inference** blended)
2. **Text evidence** (direct quote)
3. **Explanation of how evidence supports the analysis**
4. **Closing insight**

I Do (Teacher Model – Claiming Health: Front-of-Package Labeling of Children’s Food)

The text explicitly states that many popular children’s foods are marketed as healthy by using front-of-package claims, and from this I can infer that food companies are trying to make unhealthy foods appear more nutritious than they really are. The author supports this with evidence, explaining that packages highlight phrases like “whole grain” or “contains vitamins” even when the food is loaded with sugar and fat. This shows how marketing can be misleading to parents and children who want to make healthy choices.

We Do Model Paragraph (The National Industrial Recovery Act)

The text explicitly states that the National Industrial Recovery Act was created to stimulate economic recovery during the Great Depression, and from this I can infer that the government believed stronger regulations were necessary because businesses could not fix the economy alone. The article explains, “It authorized the President to regulate industry and permitted industries to draft codes of fair competition.” This evidence shows that leaders thought government involvement was the key to stabilizing the economy. By combining what the text says directly with reasoning, we can understand both the stated purpose of the Act and the belief behind it.

You Do with Partner Model Paragraph (Teens on Twitter: They’re Migrating Sometime for Privacy by Martha Irvine)

The article explicitly says that some teenagers are leaving Twitter to avoid the eyes of parents and teachers, which suggests that teens value their privacy and prefer social media spaces where they feel less supervised. The author supports this by noting, “Many teens are shifting to apps like Instagram and Snapchat, where they feel they have more privacy.” This shows that young people are making choices about technology not only based on popularity but also on how safe and independent they feel. The explicit statement and the supporting evidence together reveal that privacy is a major reason why teens choose certain online platforms.

You Do Independently Model Paragraph (*Fashion Bullies Attack – In Middle School* by Vanessa O’Connell)

The text explicitly states that middle school students are often teased because of the clothes they wear, and this implies that fashion acts as a way to create social status and can lead to bullying or exclusion. For example, the article explains, “Students report being labeled ‘out of style’ or ‘cheap’ if they don’t wear certain brands.” This evidence shows that students use clothing as a way to rank and judge each other, which can hurt those who cannot or choose not to wear certain labels. By connecting the explicit information with an inference, we see that fashion is more than style—it can be a source of peer pressure and conflict in schools.