

Critical Concepts7.1A Non Fiction 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 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)

- “Claiming health front of package labeling of children's food” by Juliet Sims
- The national industrial recovery act
- Teens on Twitter: They’re migrating sometimes for privacy by Martha Irvine
- Fashion bullies attack- in middle school by Vanessa O'Connell

Graphic Organizer: Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.1A-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 7.1A-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?

“Many popular children’s foods are marketed as healthy by using claims on the front of the package.”

- What textual evidence supports what the text says explicitly?
“Packages often highlight words like ‘whole grain,’ ‘low fat,’ or ‘contains vitamins,’ even when the food is high in sugar, sodium, or fat.”

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

Explain: The author clearly states that food companies market their products as healthy. The evidence proves this by showing how packaging highlights certain words to make the food appear better than it really is.

Sample Student Response:

Question	Response
What does the text say explicitly?	“Many popular children’s foods are marketed as healthy by using claims on the front of the package.”
What textual evidence supports what the text says explicitly?	“Packages often highlight words like ‘whole grain,’ ‘low fat,’ or ‘contains vitamins,’ even when the food is high in sugar, sodium, or fat.”

We Do (Guided Practice – 20 mins)

Text: “*The National Industrial Recovery Act*”

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?

Teacher Think-Aloud:

“Let’s look at the beginning of this Act. I see the words ‘*stimulate economic recovery during the Great Depression.*’ I’m thinking—this is telling me directly what the purpose of the law was. That means it’s **explicit** because it’s stated outright. Now I ask myself: what sentence in the text proves or supports that statement? I notice ‘*It authorized the President to regulate industry and permitted industries to draft codes of fair competition.*’ This shows how the law was meant to fix the economy. So I’ll match the explicit idea with the evidence the author gives us.”

3. Guide students in filling out CC 7.1A-1.

Sample Class Response:

Question	Response
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What does the text say explicitly?	"The National Industrial Recovery Act was created to stimulate economic recovery during the Great Depression."
What textual evidence supports what the text says explicitly?	"It authorized the President to regulate industry and permitted industries to draft codes of fair competition."

You Do with Partner (Collaborative Practice – 30 mins)

Text: *"Teens on Twitter: They're Migrating Sometime for Privacy"* by Martha Irvine

Steps:

1. Pairs read the text together.
2. **Teacher Think-Aloud (as students start):**
 "When I read this article, I stop at the line 'Some teenagers are moving away from Twitter to avoid the eyes of parents and teachers.' I'm asking myself: is this the author's opinion, or is it something directly stated? It's stated clearly, so it's explicit. Now I think: what detail backs this up? The article explains, 'Many teens are shifting to apps like Instagram and Snapchat, where they feel they have more privacy.' That's evidence because it's an example showing why they're leaving Twitter. When you and your partner read, I want you to practice that same move: first spot the explicit statement, then hunt for the sentence that acts as proof."
3. Confer with groups as they work.

Sample Possible Response:

Question	Response
What does the text say explicitly?	"Some teenagers are moving away from Twitter to avoid the eyes of parents and teachers."
What textual evidence supports what the text says explicitly?	"Many teens are shifting to apps like Instagram and Snapchat, where they feel they have more privacy."

You Do Independently

Text: *Fashion Bullies Attack – In Middle School* by Vanessa O'Connell

Task: Students complete CC 7.1A-1 graphic organizer for the article, identifying:

- What the text says explicitly about the importance of math.

- Textual evidence that supports this explicit statement.

Teacher Think-Aloud (previewing before having students work alone):

"As I read this article, I notice one line: '*Middle school students are often teased or excluded because of the clothes they wear.*' I stop and think: This is not hidden or implied—it's clearly stated, so that makes it explicit. Then I ask myself: where does the author give an example that proves this? The text says '*Students report being labeled "out of style" or "cheap" if they don't wear certain brands.*' That's evidence. When you work independently tonight, I want you to do the same thing—pause, ask yourself 'what is directly stated?' and then find the sentence that proves it."

Sample Expected Response:

Question	Response
What does the text say explicitly?	"Middle school students are often teased or excluded because of the clothes they wear."
What textual evidence supports what the text says explicitly?	"Students report being labeled 'out of style' or 'cheap' if they don't wear certain brands."

Writing Prompt for Connecting to *Freak the Mighty*

Prompt:

Using your *Fashion Bullies Attack – In Middle School* organizer, write a short response explaining how appearance and peer pressure affect students in both *Freak the Mighty* and the article.

Include:

- One piece of evidence from *Freak the Mighty*.
- One piece of evidence from the article.
- 2–3 sentences explaining how both show the challenges students face when judged by looks or fitting in

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.
