

Critical Concepts7.2A Non Fiction Lesson Plans

Skill Focus: CC.7.2A – Determine two or more central ideas in a text and analyze their development over the course of the text.

Vocabulary Word Bank: analyze, central idea, introduce, develop, objective, refine

October Lesson Objectives

- SWBAT determine two or more central ideas in an informational text.
- SWBAT explain how the author introduces, develops, and refines central ideas using supporting details.
- SWBAT use academic vocabulary (analyze, central idea, introduce, develop, refine) accurately in written and spoken responses.

Non-Fiction Texts Suggestions for October (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)

- *"National Hispanic Heritage Month 2012: A Proclamation by the President of the United States of America"*
- *"What is an Executive Order?"* by Jeffrey C. Fox
- *Jackie Robinson and Dr. Martin Luther King: They Changed America"*
- *Analysis of Hunger Games* (Author Unknown)

Graphic Organizer: Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.2A-2 (pages 21-24 in the Graphic Organizers Tab)

I Do (Teacher Model – 15 mins)

Text: *"National Hispanic Heritage Month 2012: A Proclamation by the President of the United States of America"*

Steps:

1. Distribute CC 7.2A-2

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. Review Word Bank with students:

- *Central idea* = what the text is mostly about, the big takeaway.

- *Introduce* = first time the idea appears.
- *Develop* = how the idea is expanded or supported.
- *Refine* = how the author makes the idea sharper or more precise.

3. Teacher Read-Aloud (first two paragraphs).

Teacher Think-Aloud: (model filling in the graphic organizer as you follow the think alouds)

- "I notice the President begins by talking about contributions of Hispanic Americans. That feels like the **first central idea**: Hispanic Americans have greatly influenced the nation."
- "Now I ask: how is that idea introduced? I see the phrase, '*Our rich heritage is reflected in the story of America*.' That's the introduction."
- "How is it developed? He gives examples of Hispanic leaders, workers, and traditions."
- "And refined? Toward the end, the proclamation connects their contributions to the country's future success. That's a more specific angle."

Sample Student Response (completed organizer excerpt):

- **Central Idea 1:** Hispanic Americans have contributed greatly to the nation.
 - *Introduce*: "Our rich heritage is reflected in the story of America."
 - *Develop*: "Through their work in business, education, science, and the arts."
 - *Refine*: "Their contributions strengthen the future of our country."

We Do (Guided Practice – 20 mins)

Text: "What is an Executive Order?" by Jeffrey C. Fox

Steps:

1. Read the first two paragraphs aloud together.
2. Ask students:
 - *What is the central theme of the text?*
 - *What evidence guides us to this?*
3. As a group, fill in parts of the organizer.

Teacher Think-Aloud:

- "Here the text is explaining what an Executive Order is. That's probably one central idea: Executive Orders are directives from the President that have the force of law."
- "It's introduced in the definition at the beginning, developed with historical examples, and refined when the author explains limits on Executive Orders."
- "Let's fill this in together."

4. Guide students in filling out CC 7.2A-2

Sample Class Response:

- **Central Idea 1:** Executive Orders are directives from the President that carry the force of law.
 - *Introduce:* “An Executive Order is a directive issued by the President...”
 - *Develop:* “Presidents have used Executive Orders for over 200 years.”
 - *Refine:* “There are limits on what an Executive Order can do.”

You Do with Partner (Collaborative Practice – 30 mins)

Text: *Jackie Robinson and Dr. Martin Luther King: They Changed America* by Padre Steve

Steps:

1. Partners read text sections together.
2. Partners agree on 2–3 central ideas and track how each is introduced, developed, and refined.
3. Teacher circulates, prompting students to **connect central ideas to details**.

Teacher Think-Aloud (while circulating):

- “Notice here how the author first mentions Jackie Robinson’s courage. That’s the **introduction** of a central idea.”
- “Later, the author explains how Robinson’s actions influenced others—that’s **development**.”
- “Finally, when the text connects Robinson to Dr. King’s movement, the idea of courage is **refined** because it’s shown as part of a larger civil rights struggle.”
- 4. Confer with groups as they work.

Sample Partner Response:

Central Idea 1: Jackie Robinson broke racial barriers in sports.

- *Introduce:* “He was the first African American to play Major League Baseball.”
- *Develop:* “He faced hostility but continued to succeed on the field.”
- *Refine:* “His courage inspired the Civil Rights Movement, linking him to Dr. King’s fight for equality.”

You Do Independently

Text: *Analysis of Hunger Games* (Author Unknown)

Task: Students independently complete the CC 7.2A organizer for the text.

Teacher Think-Aloud (preview):

- “When I read this, I see one central idea: The Hunger Games shows how power and control can oppress people. That idea is introduced in the description of the Capitol, developed with examples of the Games themselves, and refined when the text connects Katniss’s defiance to hope for change.”

- “Now you will read and complete your organizer the same way, showing how **each central idea moves from introduction → development → refinement.**”

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.