

Critical Concepts7.5A Non Fiction Lesson Plans

Skill Focus: CC.7.5A – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.

Vocabulary Word Bank: contribute, development, recognize, text feature

January Lesson Objectives

- SWBAT recognize the overall structure of a nonfiction text (cause/effect, chronological, comparison, description, problem-solution, sequence).
- SWBAT analyze how the major sections of a text contribute to the whole.
- SWBAT identify words or phrases that support the development of ideas within each section.
- SWBAT use academic vocabulary (contribute, development, recognize, text feature) in discussion and writing.

Non-Fiction Texts Suggestions for January (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)

- *Honey and Its Many Benefits to Overall Health and Wellness* – Aurora Gibb
- *The Voting Rights Act of 1965, The 1965 Enactment* – author unknown
- *Dalai Lama* – biography.com
- *Deforesting* – NASA

Graphic Organizer: Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.5A-2 (pages 105-108 in the Graphic Organizers Tab)

I Do (Teacher Model – 15 mins)

Text: “*Honey and Its Many Benefits to Overall Health and Wellness*”

Steps:

1. Distribute CC 7.5A-2
2. Display organizer on smartboard.
3. Read aloud the introduction

Teacher Think-Aloud (model):

- “First, I have to recognize the overall structure. I notice the article lists several ways honey benefits health—like helping digestion, soothing sore throats, and providing energy. This looks like a description structure, because it describes features or qualities of honey.”

- "Now, in Major Section 1, I see the phrase 'improves digestive health.' That supports one of the main ideas."
4. Continue to read the text while modeling filling in the graphic organizer
- "In Major Section 2, the author says, 'boosts energy naturally.' That contributes another idea."
 - "Notice how each section contributes to the whole by building up reasons why honey is healthy."

Sample Student Response:

- Overall Structure: Description
- Major Section 1: "improves digestive health" → develops idea that honey benefits wellness
- Major Section 2: "boosts energy naturally" → develops idea that honey provides strength
- Major Section 3: "soothes sore throats" → develops idea that honey heals illness
- Major Section 4: "contains antioxidants" → develops idea that honey prevents disease
- Contribution: Each section adds another reason supporting the whole claim that honey benefits overall health.

We Do (Guided Practice – 20 mins)

Text: *The Voting Rights Act of 1965, The 1965 Enactment*

Steps:

1. Read aloud first 3 paragraphs as a class.
2. Guide students to identify text structure together.
3. Teacher Think-Aloud:
 - "Let's recognize how this text is organized. I notice dates like 'March 1965' and 'August 1965.' That signals **chronological structure**—events in time order."
 - "In Major Section 1, the author describes events in Selma that influenced the Act. That contributes by showing the problem that existed."
 - "In Major Section 2, it describes the Act's passage in Congress. That contributes by showing the solution."

Sample Class Organizer Response (We Do):

- Overall Structure: Chronological
- Major Section 1: "events in Selma, March 1965" → develops idea of injustice/problem
- Major Section 2: "President Johnson introduced the bill" → develops idea of government response
- Major Section 3: "Congress passed the Act" → develops idea of solution becoming law
- Major Section 4: "enforcement began in August" → shows implementation
- Contribution: Each section adds to the story of how the Act came to be, helping us understand the problem, solution, and impact.

You Do with Partner (Collaborative Practice – 30 mins)

Text: *Dalai Lama* (biography.com)

Steps:

1. Partners read the section on early life and leadership.
2. Complete organizer together.
3. Teacher circulates with guiding questions:
 - *"What text features signal the structure—are there dates, steps, or comparisons?"*
 - *"How does this section contribute to understanding the Dalai Lama's role?"*

Sample Partner Response:

- Overall Structure: Chronological
- Major Section 1: "Born in 1935 in Tibet" → develops idea of early life
- Major Section 2: "discovered as reincarnated leader" → develops idea of religious significance
- Major Section 3: "assumed leadership as teen" → develops idea of political role
- Major Section 4: "exile after Chinese invasion" → develops idea of challenges faced
- Contribution: Each section develops the idea of how the Dalai Lama grew into a spiritual and political leader.

You Do Independently

Text: *Deforesting* (NASA)

Steps:

1. Students select organizer and read passage independently.
2. Students identify overall structure and fill in sections.
3. Teacher Think-Aloud (for scaffolding groups):
 - *"NASA explains what deforestation is, why it happens, and what results it causes. That looks like **cause and effect structure**. I'll look for signal words like 'because,' 'results in,' or 'leads to.'"*
 - *"Each section contributes by adding a different cause or a different effect."*

Sample Student Response (Independent):

- Overall Structure: Cause and Effect
- Major Section 1: "cutting trees for agriculture" → develops idea of causes
- Major Section 2: "loss of biodiversity" → develops idea of effects
- Major Section 3: "changes to climate" → develops idea of larger effects
- Major Section 4: "threats to human populations" → develops idea of consequences
- Contribution: Each section contributes by showing how deforestation starts and what its effects are on the environment and people.