Mini-Unit Focus: Integrating Evidence from Multiple Sources

Framework Based on *SHOULD COLD SUFFERERS WEAR MASKS* Mini-Unit

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| Target Student Writing Objectives  *What are one or two things you want to target in your teaching – that you want students to be able to do as writers as they build understanding of the unit’s big idea? Please include at least one Harris move as a target.*  Examples:   * Students will be able to use evidence from several texts to support a claim. * Students will integrate evidence from multiple sources into their drafts. |

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| Text Set Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Texts (image, video, written text, etc.) you will use in this mini-unit* | Student Writing Instruction  *What students will do, as writers, as they interact with each text* |
| Text #1 (video or image): | * Watch video. Take observational notes. |
| Text #2 (selection of research excerpts) | * Watch video. Record facts and key words. Watch again to flesh out notes. * Partner share. Add to notes. * Discuss inquiry question. |
| Text #3 | * Read and code article, marking compelling evidence and key words. * Write in response to inquiry question |
|  | * Re-read writing response. Underline claim. * Re-read notes from the videos. * Determine which evidence from videos is RELEVANT to claim. Find 2-3 places in writing to add specific facts and key words from these texts. OR add new reasons/evidence from the videos that you did not use in your first draft. * Cite the source of the information. * Peer Review to star each piece of evidence used, insert question mark for facts without attribution, and make suggestions of 1-2 additional relevant facts to use. * Use peer feedback to improve draft. |