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.
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| 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.
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|  Text #3 | * Read and code article, marking compelling evidence and key words.
* Write in response to inquiry question
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|  | * 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.
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