Mini-Unit Focus: Connecting Evidence to a Claim

**Framework Based on FAST FOOD 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 explain the relevance of selected evidence to their claim. * Students will comment on evidence, telling how and why it supports the claim. * Students will use the Argument Planner to connect evidence to the claim. |

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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 (news article):** | * **Read** * **Annotate** * **Share/discuss** |
| **Text #2 (“pro” article)** | * **Read** * **Annotate** * **Share/discuss** |
| **Text #3 (“con” article)** | * **Read** * **Annotate** * **Share/discuss** * **Form a working claim** * **Identify relevant evidence** |
|  | * **Study of ways to use sources and connect them to the claim: Illustrating** * **Drafting** * **PQP** * **Reflecting** |
|  | * **Study of ways to use sources and connect them to the claim: Authorizing** * **Drafting** * **PQP** * **Reflecting** |
|  | * **Study of ways to use sources and connect them to the claim: Countering** * **Drafting** * **PQP** * **Reflecting** |