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