Mini-Unit Focus: Making/Supporting a Claim

**Framework Based on SCHOOL START TIME FOR SCIENCE 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 textual evidence to inform their development of a claim. * Students will support a claim using textual evidence * Students will be able to synthesize information from several sources in order to draft a short argument. |

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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. Capture facts and quotes on Argument Planner. * Brainstorm Causes/Effects of \_\_\_\_\_ (topic) * Form working claims and identify relevant evidence from video |
| **Text #2 (selection of research excerpts)** | * Jigsaw reading of research on \_\_\_\_ (topic) * Share relevant, compelling evidence * Draft paragraph response * Present writing to class * Receive feedback on use of evidence to support claim |
|  | * Consider other issues related to the research * View PowerPoint “What is a Claim” * Develop independent claim * Test it using criteria from PowerPoint * Write independent paragraph using evidence from the research |