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
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| **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
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|  | * 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
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