Mini-Unit Focus: Connecting Evidence to a Claim

**Framework Based on SHOULD WE WORRY ABOUT WHAT WE EAT? 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 make a strong claim.
* Students will comment on evidence.
* Students will use sentence stems to attribute facts and data to their source.
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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 (chart):** **Seek a text that helps provide an overview of the issue.** | * **Study chart**
* **Turn and Talk**
* **Write**
* **Explain what the chart says**
* **Tell what you think about it**
* **Review student model.**
* **Revise**
* **Add specific evidence and attribution**
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| **Text #2 (video):** | * **Take notes from a video text**
* **I Say/ They Say**
* **Review possible notes. Add to lift the quality of our notes.**
* **Write from I Say/ They Say chart**
* **Use sentence stems to attribute information to the source. Comment on evidence.**
* **Peer Feedback**
* **Revision**
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|  **Text #3 (article):** | * **Read twice, first marking key words, then noting information that is important or that you have a reaction to**
* **Add to writing**
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|  | * **Reread writings and notes. Write what you are thinking now.**
* **Make a claim.**
* **Write a draft using the kernel essay format.**
* **Revise to increase sense of authority and credibility**
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