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** |
| **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** |
| **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** |
|  | * **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** |