Mini-Unit Focus: Using/Citing Sources

**Framework Based on TEEN BRAINS 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 differentiate between what a text says and what they think. * Students will be able to use textual evidence to inform their development of a claim. * Students will support a claim using textual evidence (especially using Harris moves of Illustrating and Authorizing). * 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* |
|  | **Argument Move: Illustrating and Authorizing**   * Observe illustrating & authorizing writing moves and their effects |
| **Text #1 (accessible, perhaps an image):** | * After seeing image: write in response to image (comment on some aspect of image |
| **Text #2 (more nuanced, perhaps a video):** | * Create “It Says/I Say chart” and use for taking notes while watching video * After seeing video: compare notes and add to “It Says” chart * Observe different types of evidence * Complete “I Say” portion of chart * Re-read notes and writings for Texts 1 & 2 * Loop back to original writing – what more do you think after seeing this video? Use ideas from chart. Use stems to cite sources while introducing evidence * Partner check on stem use; revising opportunity |
| **Text #3 (nonfiction article):** | * Highlight new information provided in article. Observe authorizing moves in text * Write using stems to cite sources while introducing evidence * Make a notecard claim. Test its effectiveness with Claim anchor chart * Loop back to original writing – what more do you think after reading this article (use sentence stems to illustrate, authorize) |
|  | **33-minute Kernel Essay**   * Complete guided draft * Review use of Illustrating, Authorizing * Reflection on what we’ve learned as writers |