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
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| **Text #1 (accessible, perhaps an image):**  | * After seeing image: write in response to image (comment on some aspect of image
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| **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
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| **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)
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|  | **33-minute Kernel Essay*** Complete guided draft
* Review use of Illustrating, Authorizing
* Reflection on what we’ve learned as writers
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