

Essential Data for Plan TASK 1 TASK 3	Name		Date	8/11/2024	Grade Level & Content Area	4th Grade ELA	Estimated Instruction Time	1 hour
<p>Utah Core Standard(s): * Standards indicate what students should know or be able to do by the end of term/year. * Standards are copied here verbatim from the Utah Education Network website.</p>	<p>ELA Standard 4.R.11 (RI) Compare a primary and secondary source on the same event or topic. (RI)</p> <p>ELA Standard 4.W. 1 Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented.</p> <p>A. Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. B. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.</p> <p>ELA Standard 4.W.4 Conduct short research projects to build knowledge through investigation of different aspects of a topic.</p> <p>A. Recall, gather, and organize information and provide a list of relevant sources. B. Elaborate to demonstrate understanding of the topic under investigation. C. Interact and collaborate with others throughout the writing process.</p>							
<p>Learning Objective(s): * Objectives are single sentence statements of intended learning. Objectives break standards/learning into smaller steps. * Objectives begin with Students will be able to...</p>	<p>Students will be able to create a research project using a topic of their choice while using primary and secondary sources. Students will also write an argumentative short essay to support their topic and provide evidence to aid their projects.</p>							
<p>Materials & Technology: * List what is needed to teach this lesson.</p>	<p>Pencils, blanked paper, markers, crayons, colored pencils, primary and secondary source materials, lined paper and pencils, computer, and books.</p>							

LESSON COMPONENTS			
<p>Planning Elements</p>	<p>Action Steps TASK 3</p> <p>* What will students and teachers do together in this lesson? • Describe instructional strategies and learning activities–listening is not sufficient. * Outline each component’s steps and how long they will take.</p>	<p>Evidence of Learning TASK 2 TASK 3</p> <p>* Describe activities students complete that provide evidence of learning. * How will you know all students have learned? • Identify criteria that connect to learning objectives and standard(s).</p>	<p>Meet Learner Differences TASK 2 TASK 3</p> <p>* Identify evidence-based practices to meet specific individual/group learner needs. * Consider content, process, product, and/or environment.</p>

<p>BEGINNING</p>	<p>Review the concepts and components of an argumentative essay with students (an essay where you express your opinion and support it with evidence). After this review both primary and secondary sources with students and allow students time to ask any questions they may have. After questions, explain to students they will create a mini project and short essay from a topic of their choice using primary and secondary sources. (5 minutes)</p>										
<p>MIDDLE</p>	<p>Show the students an example of the project with a simple topic like “should recess be longer”. Show examples of primary and secondary sources in the example and discuss how each source used helped to support the argument. Ask students if they have any ideas for topics as well ask if they have any questions about the project. (5 minutes)</p> <p>Provide some primary and secondary sources to students and allow them to get their computers/ipads to do investigations for information. After this have students begin to write their essays (1-3 paragraphs) about the topic they chose. Remind students to state their opinion clearly and use evidence. (30 minutes)</p> <p>Once students have written their short essay, they will begin a mini project. Project ideas can include drawing a picture, creating a slideshow, a skit, writing a story, etc. Students can use their own materials or the classroom materials. (15 minutes)</p>	<p>Students will show evidence of learning by incorporating evidence into their short essays. From this, there will be evidence if the student understands the difference between primary and secondary sources as well as uses these sources as evidence to support an argument. If the student provides no evidence or examples in their essay or if the essay they wrote is not argumentative then the student is not understanding the material being taught.</p> <table border="1" data-bbox="1042 836 1886 1339"> <thead> <tr> <th>Level</th> <th>Objective</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>Students use both primary and secondary sources within their essay at least 4 times as well as write an argumentative essay that supports their argument.</td> </tr> <tr> <td>5</td> <td>Students use either a primary source or secondary source in their essay at least 2 times as well as write an argumentative essay that somewhat supports their argument.</td> </tr> <tr> <td>0</td> <td>Students do not use primary or secondary sources in their essay and does not write an argumentative essay.</td> </tr> </tbody> </table>	Level	Objective	10	Students use both primary and secondary sources within their essay at least 4 times as well as write an argumentative essay that supports their argument.	5	Students use either a primary source or secondary source in their essay at least 2 times as well as write an argumentative essay that somewhat supports their argument.	0	Students do not use primary or secondary sources in their essay and does not write an argumentative essay.	<p>For struggling students: provide additional scaffolding, such as sentence starts for essays, and allow them to work in pairs or near the teacher for extra help.</p> <p>For advanced students: challenge them to write a 3 paragraph essay or include more sources within their essay.</p> <p>*The instructions allow students to write 1-3 paragraphs based on their level and give students options.*</p>
Level	Objective										
10	Students use both primary and secondary sources within their essay at least 4 times as well as write an argumentative essay that supports their argument.										
5	Students use either a primary source or secondary source in their essay at least 2 times as well as write an argumentative essay that somewhat supports their argument.										
0	Students do not use primary or secondary sources in their essay and does not write an argumentative essay.										
<p>END</p>	<p>Once the 15 minutes is up, students will share their projects to their table partners. Once students have shared, have them turn in their assignments if they are done or have students take</p>										

it home to finish up if they did not finish. This will be their exist ticket for lunch or recess.