



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 3: Overview



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### Unit 3: Writing and Speaking about the Importance of Voting: Why Vote?

In this unit, students will be introduced to their performance task for this module, a Public Service Announcement (PSA) about the importance of voting. This unit connects students' study of the Women's Suffrage Movement in Units 1 and 2 to voting in the present day, specifically the issue of low voter turnout among young adults. Students will take their own steps towards being a "leader of change" and "making a difference" by creating a PSA with the purpose of educating young people about the importance of voting.

To prepare for this task, students listen to and read the transcript of a model PSA, in order to identify the purpose and criteria of their task. They also read two articles about youth voting and identify a variety of reasons why voting is important and use these texts to gather evidence to support these identified reasons. Then, students select two reasons to feature in the PSAs and begin to craft their scripts. After practicing the presentation of their PSAs and receiving feedback from their peers, they present their finalized PSAs to an audience.

#### Guiding Questions And Big Ideas

- *How can one person make a difference?*
- **Voting is an important civic responsibility.**



Mid-Unit 3 Assessment	<p><b>Reading and Comparing New Informational Texts about Voting</b></p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.4.5, RI.4.8, RI.4.9, and W.4.9b. In this assessment, students will read two new informational texts about voting. They are asked to identify the structure of the texts (chronology, comparison, cause/effect, problem/solution) and compare the information in both texts. Students will use a graphic organizer to analyze how the authors used reasons and evidence to support particular points in the texts, and then answer selected response and short constructed response questions about texts.</p>
End of Unit 3 Assessment	<p><b>Presenting a Public Service Announcement about the Importance of Voting</b></p> <p>This assessment centers on standards NYSP12 ELA CCLS W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1 c and f, and L.4.3. In this two-part assessment, students will first draft a script for their public service announcement, then deliver their PSA verbally. In Part I of this assessment, students will write a script for their PSA. In the script, students will state their opinion about the importance of voting, with reasons supported by evidence from texts they have read during the unit. This part of the assessment will assess W.4.1, L.4.1c and f, and L.4.3a. In Part II of the assessment, students deliver their spoken PSA for an assessment of SL.4.3, SL.4.4, SL.4.5, SL.4.6, and L.4.3b and c.</p>
Performance Task	<p><b>Public Service Announcement about the Importance of Voting</b></p> <p>Students will create a public service announcement (PSA) in which they present and support their opinion in response to the following prompt: “After researching the history of voting, create a public service announcement for high school seniors about why voting is important. State your opinion and support your opinion with reasons, facts, and details from texts you have read.” (By the end of Unit 3, students will have drafted their written opinion and will have practiced and received feedback on their actual PSA.) This task centers on NYSP12 ELA CCLS RI.4.9, W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c and f, and L.4.3.</p>



### Content Connections

This module is designed to address English Language Arts standards. However, it intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

**Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:**  
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

**NYS Social Studies Core Curriculum:**

- 4.9.b The United States and New York constitutions describe the basic rights of people and the essential function and structure of their respective governments.
- 4.9.c The American constitutional government is based on principles of representative government, shared authority, fairness, and equality.
- 4.9.e The people of New York are affected by both the United States and New York constitutions.
- 4.13.a The United States democratic system requires active participation from its citizens.

### Central Texts

1. “Youth Power” by Karen Fanning and Bryan Brown. *Junior Scholastic*. April 28, 2008.
2. “I Can’t Wait to Vote!” Written for Instructional Purposes by Expeditionary Learning, 2013.



**This unit is approximately 2 weeks or 10 sessions of instruction.**

Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Synthesizing Ideas from Two Texts: Bringing Together Ideas about Women's Suffrage	<ul style="list-style-type: none"> <li>I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)</li> <li>I can accurately synthesize information from two texts on the same topic. (RI.4.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how Susan B. Anthony used reasons and evidence in her speech to support her view that women should have the right to vote.</li> <li>I can infer from passages from <i>The Hope Chest</i> why women fought for the right to vote.</li> <li>I can synthesize ideas from both of these texts to answer the question, "Why did women want the right to vote?"</li> </ul>	<ul style="list-style-type: none"> <li>Synthesizing texts: Bringing Ideas Together</li> <li>Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>
<b>Lesson 2</b>	Ideas Supported by Reason and Evidence: Introducing the Performance Task, A Voting PSA	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</li> <li>I can report on a topic or text using organized facts and details. (SL.4.4)</li> <li>I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how a public service announcement is supported with reasons and evidence.</li> <li>I can determine the words in a text that are important for understanding voting.</li> <li>I can find reasons and evidence for why voting is important the text "Youth Power."</li> </ul>	<ul style="list-style-type: none"> <li>Readings on Why Voting Is Important note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Important Voting Words</li> </ul>



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	How Text Structures Support Ideas: Analyzing Text Structures in “Youth Power”	<ul style="list-style-type: none"> <li>I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)</li> <li>I can describe the organizational structure in informational text. (RI.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the problem/solution text structure.</li> <li>I can analyze how authors use a variety of text structures to support their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Text Structure Jigsaw handout</li> </ul>	<ul style="list-style-type: none"> <li>Important Voting Words</li> <li>Jigsaw Protocol</li> <li>Concentric Circles Protocol</li> </ul>
<b>Lesson 4</b>	Synthesizing from Multiple Texts: Synthesizing Ideas about Why Voting is Important	<ul style="list-style-type: none"> <li>I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)</li> <li>I can accurately synthesize information from two texts on the same topic. (RI.4.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify reasons and evidence on the importance of voting in the text “I Can’t Wait to Vote!”</li> <li>I can synthesize ideas from both “Youth Power” and “I Can’t Wait to Vote!” to answer the question, “Why is voting important?”</li> </ul>	<ul style="list-style-type: none"> <li>Readings on Why Voting Is Important note-catcher</li> <li>Why Voting Is Important graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Important Voting Words</li> <li>Why Voting is Important</li> <li>Back-to-Back, Face-to-Face protocol</li> </ul>
<b>Lesson 5</b>	Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting	<ul style="list-style-type: none"> <li>I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)</li> <li>I can describe the organizational structure in an informational text. (RI.4.5)</li> <li>I can accurately synthesize information from two texts on the same topic. (RI.4.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the text structure of an informational reading.</li> <li>I can synthesize evidence from two different texts to support an idea.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting</li> <li>Tracking My Progress, Mid-Unit 3 recording form</li> </ul>	



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 6</b>	Writing a Public Service Announcement: Planning the Opinion and Reasons	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</li> <li>I can report on a topic or text using organized facts and details. (SL.4.4)</li> <li>I can use grammar conventions to send a clear message to a reader or listener. (L.4.1)</li> <li>I can use “can,” “may,” and “must” correctly. (L.4.1c)</li> </ul>	<ul style="list-style-type: none"> <li>I can write an opinion statement for my public service announcement.</li> <li>I can identify reasons that support my opinion statement.</li> </ul>	<ul style="list-style-type: none"> <li>Public Service Announcement graphic organizer</li> </ul>	
<b>Lesson 7</b>	Writing a Public Service Announcement: Planning and Drafting a PSA about the Importance of Voting	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</li> <li>I can introduce the topic of my opinion piece. (W.4.1a)</li> <li>I can construct a concluding statement or section for my opinion piece. (W.4.1d)</li> <li>I can identify evidence a speaker provides to support particular points. (SL.4.3)</li> <li>I can report on a topic or text using organized facts and details. (SL.4.4)</li> <li>I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b)</li> </ul>	<ul style="list-style-type: none"> <li>I can group together reasons with related evidence in my public service announcement.</li> <li>I can write a public service announcement in which I explain the importance of voting.</li> <li>I can identify evidence my writing partner used to support his or her points in his or her PSA.</li> <li>I can give kind, helpful, and specific feedback to my critique partner.</li> </ul>	<ul style="list-style-type: none"> <li>Public Service Announcement graphic organizer</li> <li>Draft of public service announcement</li> </ul>	<ul style="list-style-type: none"> <li>Interesting Introductions</li> <li>Catchy Conclusions</li> <li>Critique Protocol anchor chart</li> </ul>



Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	Writing a Public Service Announcement: Revising a PSA about the Importance of Voting	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</li> <li>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</li> <li>I can speak clearly and at an understandable pace. (SL.4.4)</li> <li>I can identify evidence a speaker provides to support particular points. (SL.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can write sentences that give evidence to support my point in my public service announcement.</li> <li>I can speak clearly and at an understandable pace when rehearsing my public service announcement.</li> <li>I can give kind, helpful, and specific feedback to my critique partner.</li> </ul>	<ul style="list-style-type: none"> <li>Draft of public service announcement</li> </ul>	<ul style="list-style-type: none"> <li>Critique Protocol/Anchor Chart</li> <li>Peer Critique Protocol</li> </ul>
<b>Lesson 9</b>	Writing a Public Service Announcement: Creating a Supporting Visual for a PSA about the Importance of Voting	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</li> <li>I can identify reasons that support my opinion. (W.4.1b)</li> <li>I can provide a list of sources I used to gather information. (W.4.8)</li> <li>I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can create a visual to support my point in my public service announcement.</li> <li>I can give kind, helpful, and specific feedback to my critique partner</li> </ul>	<ul style="list-style-type: none"> <li>Draft of supporting visual</li> </ul>	<ul style="list-style-type: none"> <li>Critique Protocol Anchor Chart</li> <li>Criteria for a Visual</li> <li>Critique Protocol</li> <li>Chalk Talk Protocol</li> </ul>





Lesson	Lesson Title	Supporting Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 10</b>	End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting	<ul style="list-style-type: none"><li>• I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</li><li>• I can identify evidence a speaker provides to support particular points. (SL4.3)</li><li>• I can speak clearly and at an understandable pace. (SL.4.4)</li><li>• I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)</li></ul>	<ul style="list-style-type: none"><li>• I can speak clearly and at an understandable pace when presenting my public service announcement.</li><li>• I can identify reasons and evidence that supports the points my peers make in their PSAs.</li><li>• I can listen as my peers share their writing and give specific praise for their work.</li></ul>	<ul style="list-style-type: none"><li>• Recording or performance of PSA</li><li>• End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting</li><li>• Tracking My Progress, End of Unit 3 recording form</li></ul>	<ul style="list-style-type: none"><li>• Author's Chair Celebration</li></ul>



**Optional: Experts, Fieldwork, And Service**

**Experts:**

- Invite a member of your local elections board to come and speak with students about the importance of voting.

**Fieldwork:**

- Visit the local voter registrar's office to learn more about voter registration and the voting process.

**Service:**

- Visit local high schools and have students present their public service announcements to high school students. Organize students to participate in a local "get out the vote" effort.

**Preparation and Materials**

In this unit students will listen to two audio files in several lessons. Be sure to prepare for these lessons by downloading the link and playing it on a computer with speakers or use a computer (with speakers) that is connected to the internet to link to these files.

Lesson 1: Audio file, "On Women's Right to the Suffrage," Susan B. Anthony. at

<http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919>

Lesson 2: Audio file, Wear Your Helmet! at <http://www.engageny.org/resource/grade-4-ela-module-4>



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## Grade 4: Module 4: Unit 3:

# Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the importance of voting. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

**Common Core Band Level Text Difficulty Ranges:**

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile* Measure
<b>Lexile text measures in below band level (below 740L)</b>			
<i>Nelson Mandela</i>	Kamira Grant (author)	Informational	350*
<i>Vote!</i>	Eileen Christelow (author)	Informational	420
<i>Who Really Created Democracy?</i>	Amie Jane Leavitt (author)	Informational	640
<i>Class President</i>	Johanna Hurwitz (author)	Literature	650
<i>Voting in Elections</i>	Terri DeGezelle (author)	Informational	650*
<i>The Ballot Box Battle</i>	Emily Arnold McCully (author)	Literature	690
<i>The Kid Who Ran for President</i>	Dan Gutman (author)	Literature	730

\*Lexile based on a conversion from Accelerated Reading level;



Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures within band level (740–1010L)</b>			
<i>The Day Gogo Went to Vote</i>	Elinor Batezat Sisulu (author)	Literature	780
<i>I Could Do That!: Esther Morris Gets Women the Vote</i>	Linda Arms White (author)	Informational	780
<i>Voting</i>	Sarah De Capua (author)	Informational	840
<i>Voting in an Election</i>	John Hamilton (author)	Informational	910*
<i>A History of Voting Rights</i>	Tamra Orr (author)	Informational	950*
<i>A Kid's Guide to the Voting Process</i>	Tammy Gagne (author)	Informational	960
<i>Nelson Mandela</i>	Kadir Nelson (author)	Informational	960
<b>Lexile text measures above band level (over 1010L)</b>			
<i>Voting and Elections</i>	Michael Burgan (author)	Informational	1050
<i>Selma and the Voting Rights Act</i>	David Aretha (author)	Informational	1140†

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\*Lexile based on a conversion from Accelerated Reading level;



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# **Grade 4: Module 4: Unit 3: Lesson 1**

## **Synthesizing Ideas from Two Texts: Bringing Together Ideas about Women's Suffrage**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can accurately synthesize information from two texts on the same topic. (RI.4.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can explain how Susan B. Anthony used reasons and evidence in her speech to support her view that women should have the right to vote.</li><li>• I can infer from passages from <i>The Hope Chest</i> why women fought for the right to vote.</li><li>• I can synthesize ideas from both of these texts to answer the question, "Why did women want the right to vote?"</li></ul>	<ul style="list-style-type: none"><li>• Synthesizing Texts: Bringing Ideas Together</li><li>• Exit ticket</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Learning Targets and Engaging the Reader (10 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Analyzing Texts for Ideas about the Importance of Voting (20 minutes)</li><li>Synthesizing Ideas about the Importance of Voting (25 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Exit Ticket (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Interview two people (one 18 or older, and one under age 18) with the question: "Why is voting important?" Write down each person's answer.</li><li>Begin reading your independent reading book for this module.</li></ol></li></ol>	<ul style="list-style-type: none"><li>Students concluded their reading of <i>The Hope Chest</i> at the end of Unit 2. This opening lesson for Unit 3 bridges the key themes and ideas from the novel into the new unit content shaped by the essential question, "How can one person make a difference?"</li><li>In this unit, students read several articles related to the youth vote and write a public service announcement. For homework and during designated independent reading time, students should read books from the Recommended Texts List for this module. Consider giving students time to browse through these books at the end of this lesson or at an alternative time during the school day.</li><li>In this lesson, students reread the introduction to Susan B. Anthony's speech "On Women's Right to the Suffrage." During this third and final read of the speech, students analyze how Anthony supports her point that women are entitled to the right to vote, by answering a series of text-dependent questions in small partnerships.</li><li>They then read an excerpt of <i>The Hope Chest</i>, by Karen Schwabach and analyze the main character's realization of the importance of giving women the vote. Students then synthesize these two texts to think about why women fought for the right to vote during the suffrage movement.</li><li>This launches them into an analysis of the importance of voting in modern times, and the importance of the youth vote in particular as they prepare for their performance task: a public service announcement on the importance of voting.</li><li>The analysis task sets up students for the synthesis task in Work Time B. The analysis task also serves as a transition from the novel, <i>The Hope Chest</i>, into the Unit 3 content related to the importance of voting.</li><li>This lesson focuses on RI.4.9, which asks students to integrate, or synthesize, ideas from two texts on the same topic. The idea of synthesis may sound difficult to students, but it is important to get across that the term refers to a language and logic skill students have probably been doing for many years: bringing together ideas to form a new one. In all previous modules, students have been asked to write from multiple sources, which requires synthesis. It is important to reassure students that they have practiced this skill in a variety of ways. This will give them confidence to tackle the task.</li></ul>





Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Consider partner placements for students for this unit. Students will work with a partner in many lessons. This will be a change from the partner used in Unit 2. Consider placing students with partners who were not in their triad. Take into account each student's skills and try to place students in pairs that will be complementary and mutually supportive. You may decide to have students work with one or multiple partners throughout the unit.</li><li>• Using the link for audio recording of Susan B. Anthony's speech(used with permission from <a href="http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919">http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919</a>), download or set up to play from the website using a computer with speakers.</li><li>• In advance: Write the exit ticket prompt on the board or chart paper: "Say whether you think the following statement is true or false, and support your opinion in two sentences: True or False: Voting isn't as important as it was 100 years ago, so it's no big deal if people don't vote in elections." This activity is designed to get students thinking about the importance of voting, which is a question they will think about for the homework as well.</li><li>• In advance: write down homework: "Interview two people (one 18 or older, and one under age 18) with the question: 'Why is voting important?' Write down each person's answer."</li><li>• Post: learning targets.</li></ul>

Lesson Vocabulary	Materials
synthesize; (from Susan B. Anthony's speech "On Women's Right to the Suffrage") preamble, posterity, mockery, means, securing	<ul style="list-style-type: none"><li>• Audio file, "On Women's Right to the Suffrage," Susan B. Anthony (see link and directions in supporting materials)</li><li>• Computer with speakers to play audio file</li><li>• Synthesizing Texts: Bringing Ideas Together (one per student)</li><li>• Document camera</li><li>• Synthesizing Texts: Bringing Ideas Together (for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning targets:<ul style="list-style-type: none"><li>* "I can explain how Susan B. Anthony used reasons and evidence in her speech to support her view that women should have the right to vote."</li><li>* "I can infer from passages from <i>The Hope Chest</i> why women fought for the right to vote."</li><li>* "I can synthesize ideas from both of these texts to answer the question, 'Why did women want the right to vote?'"</li></ul></li><li>• Ask students to turn to a partner to explain what these targets mean in their own words. Ask students if they have any questions about what the learning targets mean.</li><li>• Explain that the word <i>synthesize</i> means to bring two ideas together and combine them into a single idea. Reassure students that although this may sound difficult, they have done it many times. Explain that whenever students have written from multiple sources (give examples from previous modules), they have synthesized ideas.</li><li>• Tell students they are going to listen to and reread Susan B. Anthony's speech "On Women's Right to the Suffrage" for a third and final time and synthesize the ideas of this speech with some similar ideas from <i>The Hope Chest</i>.</li><li>• On a <b>computer with speakers</b>, play the <b>audio file</b>, "<b>On Women's Right to the Suffrage</b>," <b>Susan B. Anthony</b>.</li><li>• Ask students Think-Pair-Share to answer one of these questions after listening to the speech:<ul style="list-style-type: none"><li>* "What do you understand better about this speech now that you have read <i>The Hope Chest</i> and know more about women's suffrage?"</li><li>* "What new questions or observations about the speech come up for you?"</li></ul></li><li>• Conclude the Opening task by having students share out. Listen for ideas that bring together their study of <i>The Hope Chest</i> with their study of the history of women's suffrage.</li></ul>	<ul style="list-style-type: none"><li>• The purpose of the opening activity is to reintroduce the speech to students, not to perform a close reading of the text. The text-level work will follow during Work Time.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Analyzing Texts for Ideas about the Importance of Voting (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Place students with a partner for reading and analysis.</li> <li>Display the handout <b>Synthesizing Texts: Bringing Ideas Together</b> (one per student) using a <b>document camera</b> and distribute the handout to each student.</li> <li>Go over the entire handout with students. Explain that there are two texts for this exercise: The first is the speech excerpt they have just heard, and the second includes two short passages from the novel <i>The Hope Chest</i>. The final section is for the synthesis, which students will complete during Work Time B.</li> <li>Direct students' attention to the texts. In the left columns, students will see excerpts from the texts. In the right columns, students will see questions about the texts and other directed tasks, such as underlining. Explain that their job during this Work Time will be to read the texts closely and complete the questions and directions in the right columns.</li> <li>Ask students: <ul style="list-style-type: none"> <li>* "When you read a difficult text, what do you do to increase your understanding of its meaning?"</li> </ul> </li> <li>Listen for students' ideas and strategies for reading complex texts, which may include: rereading, isolating difficult sections and thinking about them, going back and forth between the questions and the text, and defining unknown terms.</li> <li>Read the first paragraph of the speech aloud to students and ask them to work with their partner to answer the first text-dependent question. Give students 5 minutes to work.</li> <li>Cold call a few pairs to share. Listen for students to recall from previous readings of this introductory paragraph (Unit 2, Lesson 1) that in this part of the speech Anthony is trying to prove that her voting was not a crime because she is a U.S. citizen. Prompt them to point out which line of the text they underlined for evidence.</li> <li>Next, ask students to read along silently as you read the second paragraph of the speech, The Preamble. Support students in answering the text-dependent question by prompting them and by inviting them to turn and talk with their partners. Model if necessary with a think-aloud using <b>Synthesizing Texts: Bringing Ideas Together (for teacher reference)</b>.</li> <li>Then, students work with their partners to read and answer the text-dependent questions about the final paragraph of the speech. Give students 5–10 minutes to work. Support pairs as needed.</li> <li>Bring the class together to share their answers to the third paragraph of the speech. Listen for answers similar to those in <b>Synthesizing Texts: Bringing Ideas Together—Teachers' Edition</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The text excerpts are challenging but brief. The limited scope of the task allows students to focus closely on the meaning of particular words and phrases and how they work in the overall meaning of the passage. The questions are designed to direct students to the best places in the texts to look and think, but do not provide opportunities for easy restatement or merely copying from the excerpt.</li> <li>The first portion of Work Time A is more heavily scaffolded by the teacher. This allows for better comprehension of Anthony's complex speech.</li> <li>Students are then released to analyze quotes from <i>The Hope Chest</i> and synthesize ideas from both texts in a more independent fashion. For students who struggle, consider continuing to provide support by conferring with pairs or pulling a small invitational group.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>Release students to work with their partners to complete the analysis of <i>The Hope Chest</i> excerpts. Give students 5–10 minutes. Circulate to support pairs using Synthesizing Texts: Bringing Ideas Together—Teachers' Edition.</li></ul>	
<p><b>B. Synthesizing Ideas about the Importance of Voting (25 minutes)</b></p> <ul style="list-style-type: none"><li>After students have completed the analysis task, transition to the synthesis task using a Think-Pair-Share protocol.</li><li>Think-Pair-Share:<ul style="list-style-type: none"><li>* “What do the two texts have in common?”</li><li>* “How can you bring ideas from a speech (informational text) to a novel (fiction)?”</li></ul></li><li>Listen for students to articulate ideas about women's suffrage in general, the personal struggles of the suffragists in particular, and the ideas about democracy, liberty, and independence. Listen for observations that the speech and the novel share the same subject and some similar themes and ideas.</li><li>Review the lesson vocabulary word <i>synthesis</i>. Ask students to explain what this academic task means for them. Listen for responses such as: “It means I need to bring ideas together to form a new idea.”</li><li>Direct students' attention to the synthesis task on the second page of the handout. Explain to students that their job is to do the following:<ul style="list-style-type: none"><li>* “Read over your answers and explanations in the right columns of the analysis task. These responses represent a summary of the main ideas of the text excerpts. Read this a few times to get a good sense of these ideas.”</li><li>* “To synthesize, you need to add these ideas up and bring them together. Look for and identify what the ideas have in common, or determine if you think they add up to a new idea altogether.”</li></ul></li><li>Optional: Provide this quick model if students have not written a synthesis before:<ul style="list-style-type: none"><li>* “Idea 1: Susan B. Anthony did not believe she was committing a crime when she voted. In her view, she was exercising her rights as a citizen.”</li><li>* “Idea 2: The narrator of <i>The Hope Chest</i> observed that women could be jailed for breaking laws about which they had no say.”</li><li>* “Synthesis of Idea 1 and Idea 2: Before women had the right to vote, they were citizens who could be punished for doing what citizens are supposed to do and without any way of changing these laws through the democratic process.”</li></ul></li><li>Direct students to complete the synthesis task independently.</li><li>Collect Synthesizing Texts: Bringing Ideas Together, and evaluate student work using Synthesizing Texts: Bringing Ideas Together—Teachers' Edition.</li></ul>	<ul style="list-style-type: none"><li>Stepping back from a text—away from the close reading and toward a general understanding—may be challenging for some students. Support students individually who may have difficulty generalizing from texts. One method of supporting students on this synthesis task is to have students paraphrase the analysis responses they wrote. The act of rephrasing and condensing those ideas will be a closer step toward synthesis.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn to a new partner and discuss:<ul style="list-style-type: none"><li>* "Say whether you think the following statement is true or false, and support your opinion in two sentences: True or False: Voting isn't as important as it was 100 years ago, so it's no big deal if people don't vote in elections."</li></ul></li><li>• After sharing ideas through turning and talking, students write down their opinion and their two-sentence support of their opinion.</li><li>• Collect this exit ticket at the close of the lesson.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Interview two people (one 18 or older, and one under age 18) with the question: "Why is voting important?" Write down each person's answer.</li><li>• Begin reading your independent reading book for this module.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students to do this homework during the school day if it is not likely that they will have access to both an adult and a child/teen to interview.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 3: Lesson 1

## Supporting Materials



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Audio File, “On Women’s Right to the Suffrage,” Susan B. Anthony

**Directions: Click on the link below. Download or play audio directly from website using a computer with speakers.**

Used with permission from

<http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919>



Synthesizing Texts: Bringing Ideas Together

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**When you read and analyze the ideas from these text excerpts, you will be able to answer the question “Why did women fight for the right to vote?”**

**Excerpt 1: Susan B. Anthony, “On Women’s Right to the Suffrage,” 1873**

Text: “On Women’s Right to the Suffrage”	Analysis: Evidence and Understanding
1. “Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.	1. What is Ms. Anthony’s purpose in making this speech? Underline the textual evidence, and then explain the idea in your own words.
2. “The preamble of the Federal Constitution says: ‘We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.	2. Ms. Anthony is reciting the Preamble to the U.S. Constitution in this paragraph. Read the Preamble and make sure you understand these two phrases:  A. “We the People” means:  B. “secure the blessings of liberty to ourselves and our posterity” means:





Synthesizing Texts: Bringing Ideas Together

Text: “On Women’s Right to the Suffrage”	Analysis: Evidence and Understanding										
<p><b>3. Directions:</b> Use the glossary below as you read this paragraph, then answer the questions on the right.</p> <table><tr><th colspan="2">Glossary</th></tr><tr><td>denied</td><td>prevented or stopped</td></tr><tr><td>mockery</td><td>to meanly joke</td></tr><tr><td>posterity</td><td>future generations</td></tr><tr><td>secure</td><td>protect</td></tr></table> <p>“It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And <u>it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.</u>”</p>	Glossary		denied	prevented or stopped	mockery	to meanly joke	posterity	future generations	secure	protect	<p>1. What “half” is Ms. Anthony referring to?</p> <p>2. How does Ms. Anthony use the “We the People” phrase from the Preamble to make her point that women should have the right to vote?</p> <p>3. Read the underlined idea. What does this section mean?</p>
Glossary											
denied	prevented or stopped										
mockery	to meanly joke										
posterity	future generations										
secure	protect										



Synthesizing Texts: Bringing Ideas Together

**Excerpt 2: *The Hope Chest*, Karen Schwabach**

Text: <i>The Hope Chest</i> (historical novel by Karen Schwabach)	Analysis: Evidence and Understanding
“Suddenly Violet understood why all these women were riding to Nashville on a train. It was so that women would never again have to sit by in silence while men made decisions they didn’t like—whether it was Father deciding that Chloe couldn’t go to college or the government deciding that people’s sons had to go fight in France whether they wanted to or not” (118).	<ul style="list-style-type: none"><li>• Infer: How will going to Nashville allow these women to make their own decisions and to make their voices heard?</li></ul>
“Right now ... we’re taxed but not represented, and we can go to jail for breaking laws we didn’t pass” (225).	<ul style="list-style-type: none"><li>• Infer: What does this passage mean?</li></ul>

Synthesize ideas, reasons, and evidence from both texts: Why did women fight for the right to vote?
Women fought for the right to vote because ...



Synthesizing Texts: Bringing Ideas Together  
(For Teacher Reference)

**Texts: Excerpts from: Susan B. Anthony, “On Women’s Right to the Suffrage,” 1873  
*The Hope Chest*, Karen Schwabach**

Text: “On Women’s Right to the Suffrage”	Analysis: Evidence and Understanding
1. “Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, <u>I not only committed no crime, but, instead, simply exercised my citizen’s rights</u> , guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.	1. What is Ms. Anthony’s purpose in making this speech? Underline the textual evidence, and then explain the idea in your own words.  <b>Ms. Anthony will prove in her speech that her voting was not a crime, that as a citizen of the United States, she had the right to vote.</b>
2. “The preamble of the Federal Constitution says: ‘We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.	2. Ms. Anthony is reciting the Preamble to the U.S. Constitution in this paragraph. Read the Preamble and make sure you understand these two phrases:  A. “We the People” means: <b>The citizens of the United States</b> B. “secure the blessings of liberty to ourselves and our posterity” means: <b>To protect our freedom for ourselves and generations to come</b>



Synthesizing Texts: Bringing Ideas Together  
(For Teacher Reference)

Text: “On Women’s Right to the Suffrage”	Analysis: Evidence and Understanding
<p>“It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And <u>it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.</u>”</p>	<p>1. What “half” is Ms. Anthony referring to? <b>The male half</b></p> <p>2. How does Ms. Anthony use the “We the People” phrase from the Preamble to make her point that women should have the right to vote? <b>Ms. Anthony says that “We the People” means the whole people, all citizens—everyone.</b></p> <p>3. Read the underlined idea. What does this section mean? <b>It is a joke to talk to women about “securing the blessings of liberty” when they can’t vote.</b></p>



Synthesizing Texts: Bringing Ideas Together  
(For Teacher Reference)

Text: <i>The Hope Chest</i> (historical novel by Karen Schwabach)	Analysis: Evidence and Understanding
<p>“Suddenly Violet understood why all these women were riding to Nashville on a train. It was so that women would never again have to sit by in silence while men made decisions they didn’t like—whether it was Father deciding that Chloe couldn’t go to college or the government deciding that people’s sons had to go fight in France whether they wanted to or not” (118).</p>	<ul style="list-style-type: none"><li>• Infer: How will going to Nashville allow these women to make their own decisions and to make their voices heard?</li></ul> <p><b>By getting the 19th Amendment passed in Tennessee, these women would gain the right to vote, which they equate with independent decision-making.</b></p>
<p>“Right now ... we’re taxed but not represented, and we can go to jail for breaking laws we didn’t pass” (225).</p>	<ul style="list-style-type: none"><li>• Infer: What does this passage mean?</li></ul> <p><b>Women had the responsibilities of citizens, such as paying taxes and following laws, but not the full rights of citizens, such as voting.</b></p>



Synthesizing Texts: Bringing Ideas Together  
(For Teacher Reference)

Synthesize ideas, reasons, and evidence from both texts:  
Why did women fight for the right to vote?

Women fought for the right to vote because ...

**As citizens of the United States, women believed they should have the right to vote under the terms of the Constitution. Women are people, and the Preamble speaks of people, not just men. Voting is the only way people can make sure their liberties and rights are protected. The right to vote is about independent decision-making. Women had the responsibilities of citizens, such as paying taxes and following laws, but not the full rights of citizens such as voting.**



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 3: Lesson 2**

## **Ideas Supported by Reasons and Evidence:**

### **Introducing the Performance Task, A Voting PSA**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)  
I can report on a topic or text using organized facts and details. (SL.4.4)  
I can explain how an author uses reasons and evidence to support particular points in a text. (RI 4.8)

**Supporting Learning Targets**

- I can describe how a public service announcement is supported with reasons and evidence.
- I can determine the words in a text that are important for understanding voting.
- I can find reasons and evidence for why voting is important the text “Youth Power.”

**Ongoing Assessment**

- Readings on Why Voting Is Important note-catcher





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader and Reviewing the Learning Targets (5 minutes)</li><li>B. Introduce Performance Task (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Listening to and Reading a Public Service Announcement (PSA) (10 minutes)</li><li>B. Reading about Voting in “Youth Power”: Getting the Gist and Identifying Important Voting Words (10 minutes)</li><li>C. Rereading “Youth Power” to Identify Reasons Voting is Important (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reflecting on Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Explain to a friend or adult why you think it is important that young people vote. Support your explanation with at least one example from the “Youth Power” article. Be prepared to share your explanation with a classmate tomorrow.</li><li>B. Read from your book selected for independent reading.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students will be introduced to their performance task for this module. They will listen to and read a transcript of a model public service announcement, set up the note-taking systems for organizing the readings they will use as sources for their public service announcements, and begin researching reasons and evidence for their public service announcements.</li><li>• In order to prepare for presenting the performance task to students, determine whether the public service announcements (PSA) will be recorded onto computers and presented in an electronic format or whether they will be presented orally. Also determine whether the PSAs will be presented within class to peers, adults from the school staff, or high school students (this option being the most ideal choice).</li><li>• Determine the best method for playing the audio recording of the student model public service announcement “Wear Your Helmet!” audio file (see supporting materials).</li><li>• In this lesson, students receive an important note-catcher for reading and analyzing two texts: “Youth Power” and “I Can’t Wait to Vote!” This note-catcher will be completed over the course of the next three lessons.</li><li>• In advance, locate and listen to the Public Service Announcement: “Wear Your Helmet!” audio file, which can be found at <a href="http://www.engageny.org/resource/grade-4-ela-module-4">http://www.engageny.org/resource/grade-4-ela-module-4</a>.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
caucuses, caucus, turnout, election, government, candidates, polls, politics, issues, concerns	<ul style="list-style-type: none"><li>• Teacher-selected exit tickets (from Lesson 1)</li><li>• Computer with speakers for listening to audio file</li><li>• “Wear Your Helmet!” audio file (at <a href="http://www.engageny.org/resource/grade-4-ela-module-4">http://www.engageny.org/resource/grade-4-ela-module-4</a>)</li><li>• Public Service Announcement Performance Task Description (one per student, one to display)</li><li>• Document camera</li><li>• Public Service Announcement: “Wear Your Helmet!” transcript (one per student)</li><li>• “Youth Power” article (one per student; one to display)</li><li>• Important Voting Words anchor chart (new; co-created with students during Work Time B)</li><li>• Readings on Why Voting Is Important note-catcher (one per student; one to display)</li><li>• Readings on Why Voting Is Important note-catcher (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engage the Reader and Reviewing the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Read aloud a handful of responses from the <b>teacher-selected exit tickets (from Lesson 1)</b> where students identified as false the statement: "Voting isn't as important as it was 100 years ago, so it's no big deal if people don't vote in elections."</li><li>• Ask students:<ul style="list-style-type: none"><li>* "What is the general opinion expressed in these exit ticket responses?"</li></ul></li><li>• Draw out from students that the general opinion expressed in the exit tickets was that voting is important.</li><li>• Introduce the learning targets. Have students discuss with a partner:<ul style="list-style-type: none"><li>* "What do you think we will do to meet the learning targets of today's lesson?"</li></ul></li><li>• Cold call a few pairs and listen for them to suggest the class will learn about public service announcements (PSA) and read about why voting is important.</li><li>• Remind students that they already know a lot about writing opinions supported with reasons and evidence from Module 3.</li><li>• Tell students that in this unit, they will write another opinion piece. This time in the format of a public service announcement and that they will learn more about this performance task in this lesson</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Introduce Performance Task (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that you would like them to listen to an important public service announcement.</li><li>• Play the <b>“Wear Your Helmet!” audio file</b> using a <b>computer with speakers</b>.</li><li>• Ask students to Think-Pair-Share on the following questions:<ul style="list-style-type: none"><li>* What is the purpose of this recording? Listen for “It is about why people should wear a helmet” or “It is about the reasons people don’t wear helmets and reasons why they should.”</li></ul></li><li>• Explain to students that this is a public service announcement about helmet safety and confirm that it’s purpose is to explain to the audience why it is important to where a helmet. Emphasize that the goal is to share the opinion that wearing a helmet is important and provide reasons why this is the case. Ask:<ul style="list-style-type: none"><li>* Have you ever heard announcement like this on the radio or seen something like this on television?</li></ul></li><li>• Call on a few students to share, then ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* How might Susan B. Anthony or the Suffragists used a public service announcement like this if they could have?</li></ul></li><li>• Call on a few pairs to share their ideas.</li><li>• Explain that the Suffragist did many things to explain the importance of women getting the right to vote and now they will have an opportunity to make a difference with a public service announcement of their own about the importance of voting in modern times.</li><li>• Explain that in this lesson they will read about this performance task and listen to and read the “Wear Your Helmet!” public service announcement again to get a better idea of what the public service announcement for their performance task will look like.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Listening to and Reading a Public Service Announcement (PSA) (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>Public Service Announcement Performance Task Description</b> to each student and display a copy on a <b>document camera</b>.</li> <li>Tell students they will be reading this document for the gist and that it is OK if they do not fully understand the performance task after this first read.</li> <li>While students follow along with their own copies, go over the performance task description and answer students' questions about public service announcements, the difference between a public service announcement and an opinion essay.</li> <li>Remind students that they are familiar with writing an opinion from Module 3. Explain that there are two important ways in which this performance task will be different from their last opinion piece:             <ol style="list-style-type: none"> <li>The goal of a public service announcement is to change behavior, so the opinion statement is your recommendation for this. In this case their goal will be to give reasons and evidence to support the opinion that voting is important.</li> <li>Students will write and then present their public service announcement in a speech. This speech will be practiced and (recorded or performed) for an audience (of peers, school staff, or ideally high school students).</li> </ol> </li> <li>Distribute the <b>Public Service Announcement: "Wear Your Helmet!" transcript</b>.</li> <li>Play the "Wear Your Helmet!" audio file and instruct students to follow along on their transcripts.</li> <li>Ask students:             <ul style="list-style-type: none"> <li>* "What do you notice about the purpose of a public service announcement (PSA)?"</li> <li>* "What do you notice about the content of a public service announcement (PSA)?"</li> </ul> </li> <li>Guide students to observe that the purpose of a PSA is to provide the public with helpful information. Draw out from students that a PSA contains an opinion and clear, well-supported reasons.</li> <li>Explain to students that this is the model they will use to craft their own PSAs about the importance of voting later on in the unit, but before they can craft their PSA's they need to learn more about the reasons why voting is important.</li> </ul>	<ul style="list-style-type: none"> <li>A listening activity with this level of content will be challenging for ELLS. One mitigating feature is that <i>all</i> students are provided with the transcript and graphic organizer prior to hearing the audio recording. For maximum effectiveness, make sure your ELL students:             <ul style="list-style-type: none"> <li>Follow along with a pen or pencil, not just visually.</li> <li>Underline words, phrases, or whole sections they do not understand.</li> <li>Listen for and anticipate the paragraph breaks through the speaker's vocal pauses.</li> <li>Review any confusing sections or define unknown words for these students.</li> </ul> </li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reading about Voting in “Youth Power”: Getting the Gist and Identifying Important Voting Words (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Pair students with a reading partner.</li> <li>• Display the <b>“Youth Power” article</b> with a document camera, and then distribute a copy to each student.</li> <li>• Explain to students that this is the first article they will read and analyze to collect reasons and evidence for their PSAs.</li> <li>• Ask students to think about the following as you read the text aloud and they follow along silently: <ul style="list-style-type: none"> <li>* “What is the text mostly about?”</li> </ul> </li> <li>• After reading the article once, ask students to turn and talk with a partner to share their responses to this question.</li> <li>• Call on a few pairs to share. Listen for: “The article is about how young people are becoming more interested in voting.”</li> <li>• Post the new <b>Important Voting Words anchor chart</b>. Tell students you would like them to reread the text to collect some words related to voting.</li> <li>• Display your copy of the text and directing students’ attention to the first page. Reread the first three paragraphs and model in the following way: <ul style="list-style-type: none"> <li>– Point out the words <i>caucuses</i> in the first paragraph and explain that a <i>caucus</i> is a meeting that political parties hold to choose who their candidates will be. Explain further that this paragraph is describing the caucus that selected Barack Obama to run for president for the Democratic Party.</li> <li>– Tell students that you are now going to reread the second and third paragraphs to look for important words related to voting.</li> <li>– Reread the second and third paragraphs and circle the word <i>turnout</i> in the second paragraph, and <i>election</i> third paragraph.</li> <li>– Ask students: “Why do you think these are important voting words?”</li> <li>– Listen for or explain that <i>turnout</i> means the number of people who come out to vote on an election day.</li> <li>– Listen for students to explain that elections are held to pick the country’s leaders.</li> <li>– Explain that words that help the reader understand voting and why it is important will be good ones to capture on the Important Voting Words anchor chart. Add the words <i>turnout</i> and <i>election</i>, to the anchor chart.</li> </ul> </li> <li>• Ask students to reread the last page of the text and circle more important voting words. Give them 5 minutes to reread and circle words.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have had many opportunities in the course of the school year to read informational text and take guided notes on the content. If you find your students require more support getting started on this work, you may want to complete the “Youth Power” reading as a class, or alternatively, complete the first half of the reading as a class and then have students work in pairs as planned.</li> <li>• To further support students, consider pulling a small invitational group to reread the article together or guide the entire class through identifying the reasons and evidence.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call several students to share words they have circled and determine as a class whether these words help the reader understand voting and its importance.</li><li>• Clarify the meaning of words as needed by asking students to use context clues to determine meaning.</li><li>• Students may circle the following words: <i>government</i>, <i>candidates</i>, <i>polls</i>, and <i>politics</i>; if not, point them out in the text. Also direct students' attention to the words <i>issues</i> and <i>concerns</i> and discuss the meaning of these words and why they are important in the context of voting.</li><li>• Add vocabulary to the Important Voting Words anchor chart.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Rereading “Youth Power” to Identify Reasons Why Voting is Important (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Students should remain with their reading partners. Explain to students now they will analyze the text to find reasons why voting is important. This will help them to prepare for their performance task.</li><li>• Display a <b>Readings on Why Voting Is Important note-catcher</b> and distribute one to each student.</li><li>• Before students begin their work on this task, explain how the note-catcher works as they read and collect information on this topic: “When you read articles for information on why voting is important, you will take notes on the key points and their supporting ideas. This goes on the note-catcher you just received. You will not fill in the note-catcher all at once. Each article you read has its own section on your note-catcher.”</li><li>• Show students the section of the note-catcher that relates to the “Youth Power” article. The three reasons discussed in this article for why voting is important are as follows:<ul style="list-style-type: none"><li>– Politicians pay attention to issues young people care about when they vote.</li><li>– Voting demonstrates a person’s interest in the country, the government, its problems, and its opportunities.</li><li>– Voting is how a citizen expresses opinions.</li></ul></li><li>• Show students that in the two columns to the right of each of these reasons, students can record quotes from the article that show the reason and write down facts and data in the article that are given as evidence for the reason.</li><li>• Instruct students to read the article with their partner and take notes on the note-catcher. Give students 10 minutes to work with their partners.</li><li>• Refocus students whole group. Review the reading notes with students using <b>Readings on Why Voting Is Important note-catcher—Teachers’ Edition (for teacher reference)</b>.</li><li>• Cold call pairs to share which quotes from the text they selected and evidence they listed from the text.</li><li>• Students may choose quotes that correctly support the reasons listed on their note-catchers that are not represented on the Readings on Why Voting Is Important note-catcher—Teachers’ Edition. Be sure to accept any quotes that support the reason being reviewed as correct.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to give you a Fist-to-Five to indicate their progress towards the learning targets. Use students' self-assessment as a check for understanding of the performance task format.</li><li>• Reassure students that they will be spending more time with reading and analyzing this text to help prepare them for writing their public service announcements.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Explain to a friend or adult why you think it is important for young people to vote. Support your explanation with at least one example from the "Youth Power" article. Be prepared to share your explanation with a classmate tomorrow.</li><li>• Read from your book selected for independent reading.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 3: Lesson 2

## Supporting Materials



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## Public Service Announcement Performance Task Description

**Why is it important for American citizens to vote? After researching the history of voting, create a public service announcement for high school seniors about why voting is important. State your opinion and support your opinion with reasons, facts, and details from the texts you have read.**

**What is a public service announcement?** You have probably heard or seen public service announcements on the radio or television. These are short, informative pieces on a topic of importance to the general public, such as nutrition, education, the environment, health and safety, and civic involvement. Maybe you have heard a public service announcement on the importance of having a fire-escape plan in your home, or perhaps you have seen a public service announcement encouraging people to eat healthfully and get exercise every day. These kinds of announcements are different from commercial advertisements because the goal is not to sell a product or service, but to get people to change their behavior.

**How is a public service announcement different from an opinion/reason essay?** You can think of the public service announcement as a kind of opinion/reason writing with one important difference: The goal of a public service announcement is to change behavior, so the opinion statement is your recommendation for this. For example, you may have an opinion that littering is bad, but in a public service announcement the same opinion might be stated, “People should stop littering.”

**What work will I do in this unit that will help me create the public service announcement?**

- You will read and take notes on a variety of articles on youth voting in the United States.
- From your notes, you will select two main reasons to support the opinion that young people should vote.
- From your notes and your own thinking, you will develop support for each of the two reasons. The support will include facts, quotes, statistics, and your own written explanations.
- You will read and listen to a model of a public service announcement.
- You will receive a graphic organizer to help you structure your public service announcement.
- With your opinion and your two solid reasons with support, you will create the public service announcement, including a catchy introduction and a powerful conclusion.



### Public Service Announcement: “Wear Your Helmet!” Transcript

*Note: Audio file can be found at <http://www.engageny.org/resource/grade-4-ela-module-4>*

“Helmets are uncomfortable!”

“Helmets are totally uncool looking!”

“I don’t wear a helmet because I guess I just forget to.”

“Why should I? I don’t wear a helmet, and nothing bad has happened yet!”

These are some of the things I hear kids say when asked why they’re not wearing a helmet while riding a bicycle, scooter, or skateboard. You know what I have to say to them?

I hear head injuries are pretty uncomfortable, too.

How cool is preventable brain damage?

If you think you’re forgetting stuff now, it’ll be even harder after a concussion.

Just because you’ve been lucky so far doesn’t mean your luck will continue.

Kids should wear a helmet when riding a bike, scooter, or skateboard. Not some of the time, not most of the time, but all of the time.

Need some more reasons? Not wearing a helmet is dangerous and risky. Here is what happens when kids don’t wear helmets: According to the Centers for Disease Control, every year “over 150,000 children are treated in emergency rooms for bicycle-related head injuries and over 300 children die from these injuries.” Each year 60 percent of bicycle deaths and 30 percent of emergency room visits from bicycle accidents are from head injuries—injuries that can create lifelong disabilities from irreversible brain damage.

Guess what? Most of this is preventable by doing one simple thing: Wearing a helmet. Helmets work: They reduce the risk of head injury by 80 percent—that means almost all brain injuries from bicycle accidents could have been avoided by helmet use. If all kids wore helmets, it would prevent hundreds of deaths each year and save thousands of kids from disabling head injuries.

Whatever your reasons are for not wearing a helmet, they are going to seem pretty stupid after an accident.



Teen Scene

# YOUTH IPO



## What's driving so many young people to the polls this primary season?

**S**ujatha Jahagirdar knew it would happen. The Los Angeles resident was in Des Moines, Iowa, on January 3 for the first presidential caucuses. Waking at 5 a.m., the youth-vote organizer spent the day in a flurry of activity. One minute she was being interviewed by C-SPAN, the next she was organizing a phone bank, or texting first-time voters. After the polls closed, Sujatha joined friends from Rock the Vote to watch the returns. Her instinct had proved right: The youth vote was going to be huge!

In fact, the turnout of Iowa voters under 30 had tripled from 2004. Those voters were the deciding factor in Barack Obama's victory in the Democratic caucuses. Since then, young peoples' participation has only increased. On Super Tuesday alone, more than 3 million people under age 30 voted.

It is all evidence of a "youth surge" in politics, Sujatha tells *JS*. The development may be surprising to a lot of people—but not to her. "I think we're seeing in this election," Sujatha says, "what can happen when you actually pay attention to young people."

## "Government Matters"

Why has political awareness spiked this year among young people? One reason may be the terrorist attacks of September 11, 2001. Today's first-time voters came of age amid that national shock, and the wars in Afghanistan and Iraq that followed.

"September 11 was the beginning of a new generation," says Brandon Closson, 15, an organizer with the Young Democrats. "I think [the attacks] brought a deeper feeling for our country," says the senior at Kalida High School in Ohio. "People began to be more worried about what would happen to us."

### Think About It

1. What are some of the reasons that a record number of youths are participating in the presidential campaigns?
2. Are you paying close attention to the presidential race? Why or why not? What issues matter most to you?

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PHOTO BY JACQUE BUCCHIANI





# WIER!



Kids in New York City commemorate the Freedom Summer of 1964, which helped lead to the Voting Rights Act.

John Roboski is particularly concerned about national security. For that reason, the 18-year-old signed on with Republican John McCain's campaign in Aiken, South Carolina. "Young people have seen what our country really needs," John tells JS, "and that's a great leader to make sure we're safe from the threat of terrorism."

The interest in this year's race may be explained yet another way. A recent survey showed that a majority of young people believe that America is headed down the wrong path. Concerns over jobs, health care, and global warming are driving them to the polls. "They see that it

matters that they're involved," says Robert Alexander, a political science professor at Ohio Northern University. "They see that government matters."

## "Starting to Care Again"

Many young Americans are inspired by the diversity of the candidates in the presidential race. For the first time, a woman and an African-American are serious contenders for the presidency. Voters under the age of 30 are also excited by the tightness of the contest between Democrats Hillary Clinton and Obama. "Any time an election is close, it drives more people to the polls," says Emily Kirby, a researcher on the political involvement of youth. "You really feel like your one vote can make a difference."

Sujatha cites another factor: Candidates are addressing issues young people care about. She was especially excited when she heard Clinton promise to fight for students who can't afford college. "That's the kind of thing you just didn't hear in previous elections," she tells JS.

But it is Obama who has caused the most excitement among youths. Part of his appeal is his promise to rise above the bickering that has defined Washington politics. Miriam Berger, an 18-year-old Obama volunteer, believes that he would be a "President who reaches across party lines, who sticks by his morals and listens to people."

Whoever is elected, Brandon is not going to sit idly by. He hears echoes today of the 1960s (see below). "If people just push issues aside, then we're going to dig ourselves into a deeper hole," Brandon tells JS. "I like that people are starting to care again."

—Karen Fanning and Bryan Brown

## Flashback

### THE SIXTIES

For years they seemed to dominate the news. Students marching in protests, occupying buildings on college campuses, or struggling with police. They were full of contradictions: peaceful and unruly, funny and angry, wise and foolish. They would change the world—for better or worse.

That was the 1960s. For many Americans, those were the golden days of student activism. The causes were varied, from civil

rights to free speech. But protest over the Vietnam War unified students like no other issue, especially when young men were drafted against their will to fight in it.

Then those days ended. The U.S. left Vietnam in defeat and gave 18-year-olds the right to vote. "Students of the 1970s ... went back to their books," wrote one historian. But many students of the 1960s believed that they could make a real difference in the world—and did.



A 1968 protest against the Vietnam War.



Readings on Why Voting Is Important Note-catcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Use the table below to find the reasons and evidence the authors use to support the idea that voting is important.**

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"Youth Power"	1. Politicians pay attention to issues young people care about when they vote.		
"Youth Power"	2. Voting demonstrates a person's interest in the country, the government, its problems, and its opportunities.		
"Youth Power"	3. Voting is how a citizen expresses opinions.		
"I Can't Wait to Vote!"			



Readings on Why Voting Is Important Note-catcher

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"I Can't Wait to Vote!"	4. Voting is the citizen's job in a democracy. Not voting is like not doing one's job.		
"I Can't Wait to Vote!"	5. Voting is a right that has been fought for, and it should be valued.		
"I Can't Wait to Vote!"	6. Voting has an effect on the laws the country makes, the way the country spends money, and how the country uses natural resources.		





Readings on Why Voting Is Important Note-catcher  
(Answers, For Teacher Reference)

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"Youth Power"	1. Politicians pay attention to issues young people care about when they vote.	<b>"I think we are seeing in this election what can actually happen when you pay attention to young people." (p. 1)</b>  <b>"Candidates are addressing issues young people care about.... Clinton promised to fight for students who can't</b>	<b>On Super Tuesday alone more than 3 million people under age 30 voted. (p. 1)</b>
"Youth Power"	2. Voting demonstrates a person's interest in the country, the government, its problems, and its opportunities.	<b>"I think [the attacks] brought a deeper feeling for our country." (p. 1)</b>  <b>"Concerns over jobs, health care, and global warming are driving [young people] to the polls." (p. 2)</b>	<b>"Today's first-time voters came of age amid that national shock." (p. 1)</b> <b>"According to survey data, the majority of young people believe that America is headed down the wrong path." (p. 2)</b>



Readings on Why Voting Is Important Note-catcher  
(Answers, For Teacher Reference)

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"Youth Power"	3. Voting is how a citizen expresses opinions.	<b>"Concerns over jobs, health care, and global warming are driving [young people] to the polls." (YP, p. 2)</b>	<b>"According to survey data, the majority of young people believe that America is headed down the wrong path." (YP, p. 2)</b>
"I Can't Wait to Vote!"		<b>"Many youth also feel that voting is a way to express your opinions about what is important to the country's future." (ICW)</b>	<b>"96% of youth identified unemployment as a concern, 69% were concerned about global warming, and 93% were concerned about the country's rising national debt." (ICW)</b>



Readings on Why Voting Is Important Note-catcher  
(Answers, For Teacher Reference)

Article	Reason why voting is important	Quotes from the text that show the reason	Statistics, facts, and other hard evidence
"I Can't Wait to Vote!"	4. Voting is the citizen's job in a democracy. Not voting is like not doing one's job.	<b>"This is our system of government. Citizens are supposed to vote to elect people to represent us."</b>	<b>The definition of a democracy says people are given their power through voting for representatives. "Voting is how the leaders of our country are elected, and sometimes laws are passed directly through the ballot."</b>
"I Can't Wait to Vote!"	5. Voting is a right that has been fought for, and it should be valued.	<b>"Voting is a right, and a lot of people have fought very hard over the years to make sure that women, African Americans, and other minorities get to use this right."</b>	<b>—1869 African American men got the right to vote. —1920 women were given the right to vote. —1965 Voting Rights Act passed.</b>
"I Can't Wait to Vote!"	6. Voting has an effect on the laws the country makes, the way the country spends money, and how the country uses natural resources.	<b>"I want to vote for the candidates who think about the future because that's where I'm going to be."</b>	<b>Unemployment, global warming, and the national debt were all topics of debate and legislation in recent years.</b>



EXPEDITIONARY  
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# **Grade 4: Module 4: Unit 3: Lesson 3**

## **How Text Structures Support Ideas: Analyzing Text Structures in “Youth Power”**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain how an author uses reasons and evidence to support particular points in a text. (RI4.8)  
I can describe the organizational structure in informational text. (RI4.5)

**Supporting Learning Targets**

- I can describe the problem/solution text structure.
- I can analyze how authors use a variety of text structures to support their ideas.

**Ongoing Assessment**

- Text Structure Jigsaw handout



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader (10 minutes)</li><li>Reviewing Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reviewing Familiar Text Structures and Introducing a New Structure (10 minutes)</li><li>Text Structure Jigsaw (20 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read the “I Can’t Wait to Vote!” article. Write the gist at the top of the text and circle any words you think should be added to our Important Voting Words anchor chart.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students reread “Youth Power” to analyze how authors use different text structures when organizing their reasons and evidence. They work in a small group to analyze an assigned excerpt for a particular text structure and share their findings with the class using a Jigsaw protocol.</li><li>The examination of text structure is a review for students; the skill was taught and assessed in Module 3 with a focus on chronology, and cause and effect. In this lesson, students focus more on problem solution, comparison, and claim with evidence (known to students as opinion with reasons).</li><li>Review the Concentric Circles protocol (see Appendix) for the opening of this lesson.</li><li>For the Text Structure Jigsaw, review the Jigsaw protocol (see Appendix) and arrange the Jigsaw groups in advance. There are five items in the Jigsaw. The activity is designed for one item per group, but you may modify this as needed to decrease group size by assigning a given excerpt to more than one group. Using smaller groups with multiple groups assigned to Excerpt 1 will provide additional practice with the problem/solution text structure.</li><li>Write the exit poll prompt in advance: “Are you excited to be a voter when you turn 18?” on chart paper or the board, to be revealed at the end of this lesson.</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
structure, chronology, comparison, cause, effect, problem, solution, opinion, reason	<ul style="list-style-type: none"><li>• Text Structure Types and Examples handout (one per student; one to display)</li><li>• Document camera</li><li>• Text Structure Jigsaw handout (one per student)</li><li>• Text Structure Jigsaw handout (answers, for teacher reference)</li><li>• “I Can’t Wait to Vote!” article (one per student)</li></ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of their homework from the previous lesson: “Explain to a friend or adult why you think it’s important for young people to vote. Support your explanation with at least one example from the text ‘Youth Power.’ Prepare to share your explanation with a classmate tomorrow.”</li><li>• Ask students to gather for a round of Concentric Circles. Remind them to wait for your prompt and signal before moving and sharing.</li><li>• Once students have formed inner and outer circles and are facing a partner, ask:<ul style="list-style-type: none"><li>* “Why do you think it’s important for young people to vote? Support your explanation with at least one example from the text ‘Youth Power.’”</li></ul></li><li>• After a few minutes, move the inner or outer circle to place students with a new partner to share again. This time ask students to practice in a voice like the one they heard in the Public Service Announcement: “Wear Your Helmet!” audio recording.</li><li>• Observe students to give them feedback like the following: “One thing I hear that sounded like a PSA was ... However, I also noticed that some voices sounded too silly or exaggerated to be a PSAs. Let’s try again to all sound like a real PSA.”</li><li>• Give students feedback on the sound of their voices and ask them to silently set a personal goal for improving their PSA voice.</li><li>• Move students to yet another new partner and ask them to repeat their response a final time with the same goal of having their voice sound like a PSA.</li></ul>	<ul style="list-style-type: none"><li>• This round of Concentric Circles is a good opportunity for students to articulate their understanding of the readings so they can practice their speaking skills for the performance task.</li></ul>



Opening (continued)	Meeting Students’ Needs
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students to review the learning targets. Read them aloud and ask students to Think-Pair-Share on the following question:<ul style="list-style-type: none"><li>* “What does the word <i>structure</i> mean in these learning targets?”</li></ul></li><li>• Listen for students to explain the word <i>structure</i> means how a text is organized (sentences, paragraphs, and overall).</li><li>• Remind students that they learned about text structure in Module 3, specifically <i>chronology</i>, <i>cause and effect</i>, and <i>opinion with reasons</i>. Briefly remind students of the words’ meanings if necessary.</li><li>• Explain they will learn a new text structure: <i>problem/solution</i>, and will analyze the text “Youth Power” to see how the author uses a variety of these text structures to support ideas.</li></ul>	





Work Time	Meeting Students’ Needs
<p><b>A. Reviewing Familiar Text Structures and Introducing a New Structure (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Text Structures Types and Examples handout</b> using a <b>document camera</b> and distribute one per student.</li><li>• Remind students of the three structures they encountered in previous modules: chronology, cause and effect, and opinion/reasons. Help students to review these familiar text structures by asking them to do the following:<ol style="list-style-type: none"><li>1. “Read these three text structure types and read the examples on the back of their handouts.”</li><li>2. “Turn to a partner and review these three text structure types. Explain each of them in your own words to your partner.”</li></ol></li><li>• Call on a few pairs to share their explanations. Listen for: “Chronology is when the author explains events and how they happen in time. It shows things in order of what happened first, second, third, last,” “Cause and effect structure is when the author explains why and how things happen,” and “Opinion/reasons is what our PSAs will be; they give an author’s opinion on a topic, and then give reasons and evidence for that opinion.”</li><li>• Next, point out the “Problem/Solution” text structure type at the bottom of students’ handouts.</li><li>• Ask students to recall where they may have seen this text structure and call on a few students to share. Give a few examples of this structure from texts that are familiar to your students.</li><li>• Clarify that students have a basic understanding of this structure with a thumbs-up, thumbs-sideways, or thumbs-down.</li></ul>	<ul style="list-style-type: none"><li>• The thumb check for understanding in Work Time A will help you determine whether to allow students to attempt an analysis with a partner first or guide students through the first few excerpts on the Text Structures Jigsaw sheet. You can also use this information to determine which students may need practice and support with the problem/solution text structure during Jigsaw in Work Time B.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Text Structure Jigsaw (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a copy of the <b>Text Structures Jigsaw handout</b> to each student and display on the document camera.</li><li>• Review the sheet and explain that each of the excerpts is from the article “Youth Power,” which the class read in the previous lesson.</li><li>• Explain students will practice identifying the problem/solution structure together and then they’ll be assigned a group and a number. Groups will be responsible for analyzing one of the excerpts, then sharing their analysis with the class.</li><li>• Review the example at the top of the sheet. Ask students to Think-Pair-Share, or guide students through the second excerpt, which is labeled for “all” of the class.</li><li>• Once you feel students have a good grasp of the problem/solution text structure, assign them to a Jigsaw group and a numbered excerpt on the Text Structures Jigsaw sheet.</li><li>• Allow groups 10 minutes to complete their task.</li><li>• Mix groups so each group has a member assigned to a different excerpt. Have each person in each group share his or her assigned analysis (both what they identified as the structure and how it helps support the idea that voting is important). Give groups 5 minutes to share their work.</li><li>• Use the <b>Text Structures Jigsaw sheet (answers, for teacher reference)</b> to review each excerpt with students, by cold calling students assigned to each excerpt to share their analysis.</li><li>• Discuss the following question as each excerpt is shared:<ul style="list-style-type: none"><li>* “How does this structure support the idea that voting is important?”</li></ul></li><li>• Ask all students to take notes on their sheets as each excerpt is shared.</li><li>• During your discussion, draw out the following ideas related to text structure and how it supports ideas:<ul style="list-style-type: none"><li>– Posing a problem and solution makes the topic of voting feel important to the reader.</li><li>– Sharing opinions about voting and offering reasons for those opinions helps readers understand why youth are interested in voting.</li><li>– Showing cause and effect helps the reader better understand why voting became so important to young people after September 11.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• For students/Jigsaw groups struggling with identifying the text features, you may choose to assign them to work on Excerpt 1 for additional practice with the problem/solution text structure.</li><li>• Alternatively, for students who quickly grasp the content and would benefit from acceleration, you may assign more than one item, or even the entire Jigsaw assignment to one student or group.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>– Using chronology helps the reader better understand the context for when this article was written (the primary for the 2008 election).</li><li>– Using a comparison shows readers how politicians are focusing more on youth now that they are interested in voting.</li></ul>	
Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students for a quick round of Concentric Circles.</li><li>• Use two rounds so students share twice with different partners.</li><li>• Give students the following prompt:<ul style="list-style-type: none"><li>* “Just like any text, PSAs use a variety of text structures to support their ideas. You will be using the opinion/reasons text structure in your PSAs. Why do you think this is a good choice for a PSA?”</li></ul></li><li>• After Concentric Circles, review the homework and distribute the <b>“I Can’t Wait to Vote!” article</b>.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Read the “I Can’t Wait to Vote!” article. Write the gist at the top of the text and circle any words you think should be added to our Important Voting Words anchor chart.</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle to read grade-level texts, consider pulling a small group to preview this text before they take it for homework.</li></ul>



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# Grade 4: Module 4: Unit 3: Lesson 3

## Supporting Materials



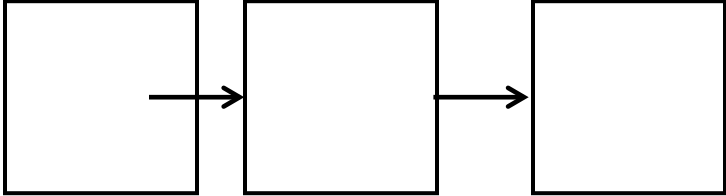
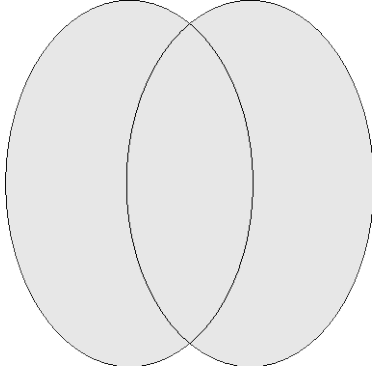
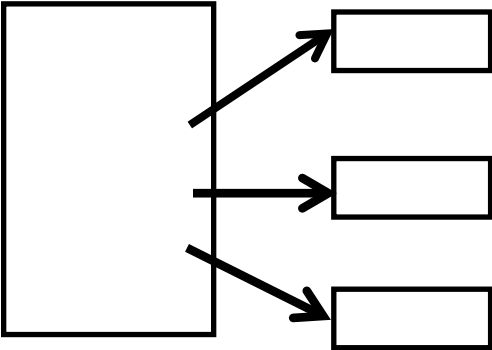
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Text Structure Types and Examples


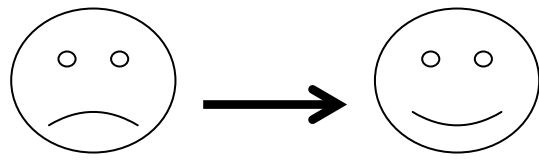
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Text Structure	Signal Words	Visual
Chronology: measuring time or dating events	before, in the beginning, to start, first, next, then, during, after, finally, last, in the end	
Comparison: examining similarities and differences	similar, same, alike, both, unlike, on the other hand, different	
Cause/Effect: the relationship between two events	since, because, if, then, as a result of, causes, therefore	



Text Structure Types and Examples

Text Structure	Signal Words	Visual
Opinion/Reason: taking a position on a topic and providing reasons	for, against, position, reason, opinion, fact	<div>Reason 1 Reason 2 Reason 3</div> 
Problem/Solution: solving something that needs to be fixed or changed	problem, issue, since, as a result, solution, so, leads to	



### Text Structure Types and Examples

**Chronology:** a structure of writing that tells how something unfolds over time. Ex. I was born in 1998, and we moved to New Mexico in 2001 when I was 3. I started kindergarten in 2003 and changed schools in fourth grade. I went to that school from 2007 until we moved to Arizona in 2010—and then my whole life changed!

**Comparison:** a structure of writing that compares two different items or ideas, identifying similarities and contrasting the differences. Ex. What is more important to me—sports or music? With sports, I enjoy being a part of a team, the physical activity, and the thrill of winning. With music, I enjoy playing my instrument and making music, but it's something I do on my own, not with others. They are both a lot of fun and make me happy, but one is outdoors and social, and the other is more personal and solitary.

**Cause and Effect:** a structure of text that identifies the causal relationships between events. Ex. I didn't use to eat breakfast before school, but I have changed my ways. When I started eating breakfast every morning, I noticed that I felt more awake and had more energy throughout my day. I even started getting better grades. Now I start each morning with a healthy breakfast, so I will continue to be prepared for the school day.

**Opinion/Reason:** a text structure in which a writer makes a claim that can be supported, but not proved, since opinions are by definition a person's perspective on a topic. Ex. It is best to learn piano as an introduction to musical instruments. Piano can be played in a simple way, allowing even a beginner to play music. Piano music includes both treble and bass clefs, allowing students to read music in both, as well as teaching students both melody and rhythm. All of these features provide a solid foundation for any student of music.

**Problem/Solution:** a structure of text that identifies a problem then shows a logical solution for it. Ex. The principal of our school had several rows of new bike racks installed to encourage students to ride their bikes to school, but only a few students rode bikes. He found out that security was the main problem: Students who left their bikes in the rack had tires deflated, seats removed, and helmets taken. The principal made two changes: First, he assigned a yard duty supervisor to the bike rack area during all times students were not in class, and second, he had fencing installed around the racks, so that they are closed off during schools hours. With the increased bike security, more students started riding bikes to school.



Text Structure Jigsaw

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:**

- 1) With your group, read the passage for your assigned number and identify the examples of your text structure within the passage.
- 2) Discuss as a group how this text structure helps to support the idea that voting is important.

**(Ex.) Problem/Solution:**

**From “Youth Power”**

“John Roboski is particularly concerned about national security. For that reason, the 18-year-old signed on with Republican John McCain’s campaign in Aiken, South Carolina. ‘Young people have seen what our country really needs,’ John tells [*Junior Scholastic Magazine*], ‘and that’s a great leader to make sure we’re safe from the threat of terrorism.’”

**Problem:** concerns about national security

**Solution:** supporting the campaign of a candidate whose leadership will keep the country safe from terrorism

**(ALL) Problem/Solution:**

**From “Youth Power”**

“A recent survey showed that a majority of young people believe that America is headed down the wrong path. Concerns over jobs, health care, and global warming are driving them to the polls. ‘They see that it matters that they’re involved,’ says Robert Alexander, a political science professor at Ohio Northern University. ‘They see that government matters.’”

**Problem:** \_\_\_\_\_

**Solution:** \_\_\_\_\_





Text Structure Jigsaw

**(Group 1) Problem/Solution:**

**From “Youth Power”**

“Part of [Obama’s] appeal is his promise to rise above the bickering that has defined Washington politics. Miriam Berger, an 18-year-old Obama volunteer, believes that he would be a ‘President who reaches across party lines, who sticks by his morals and listens to people.’”

**Problem:** \_\_\_\_\_

**Solution:** \_\_\_\_\_

**(Group 2) Opinion/Reason:**

**From “Youth Power”**

“The youth vote was going to be huge! In fact, the turnout of Iowa voters under 30 had tripled from 2004. Since then, young people’s participation has only increased. On Super Tuesday alone, more than 3 million people under age 30 voted.... It is all evidence of a youth surge in politics.”

**Opinion:** \_\_\_\_\_

**Reason:** \_\_\_\_\_

**(Group 3) Cause and Effect:**

**From “Youth Power”**

“September 11 was the beginning of a new generation.... I think the attacks brought a deeper feeling for our country.... People began to be more worried about what would happen to us.”

**Cause:** \_\_\_\_\_

**Effect:** \_\_\_\_\_



Text Structure Jigsaw

**(Group 4) Chronology:**

**From “Youth Power”**

“The Los Angeles resident was in Des Moines, Iowa on January 3 for the first presidential caucuses. Waking at 5:00 a.m., the youth-vote organizer spent the day in a flurry of activity. One minute she was being interviewed by C-SPAN, the next she was organizing a phone bank, or texting first-time voters. After the polls closed, Sujatha joined friends from Rock the Vote to watch the returns.”

**Chronological events:**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**(Group 5) Comparison:**

**From “Youth Power”**

“[In this election,] Candidates are addressing issues young people care about. She was especially excited when she heard Clinton promise to fight for students who can’t afford college. ‘That’s the kind of thing you just didn’t hear about in previous elections,’ she tells JS.”

**Compare:**

In this election ...	In previous elections ...

Text Structure Jigsaw  
(Answers, for Teacher Reference)

**(Ex.) Problem/Solution:  
From “Youth Power”**

“John Roboski is particularly concerned about national security. For that reason, the 18-year-old signed on with Republican John McCain’s campaign in Aiken, South Carolina. ‘Young people have seen what our country really needs,’ John tells [*Junior Scholastic Magazine*], ‘and that’s a great leader to make sure we’re safe from the threat of terrorism.’”

Problem: **concerns about national security**

Solution: **supporting the campaign of a candidate whose leadership will keep the country safe from terrorism**

**(1) Problem/Solution:  
From “Youth Power”**

“A recent survey showed that a majority of young people believe that America is headed down the wrong path. Concerns over jobs, health care, and global warming are driving them to the polls. ‘They see that it matters that they’re involved,’ says Robert Alexander, a political science professor at Ohio Northern University. ‘They see that government matters.’”

Problem: **A majority of young people thinks that America is headed down the wrong path.**

Solution: **Being involved in politics and government will make a difference.**

**(2) Problem/Solution:  
From “Youth Power”**

“Part of [Obama’s] appeal is his promise to rise above the bickering that has defined Washington politics. Miriam Berger, an 18-year-old Obama volunteer, believes that he would be a ‘President who reaches across party lines, who sticks by his morals and listens to people.’”

Problem: **the bickering in Washington politics**

Solution: **a president who reaches across party lines, follows beliefs, and listens to the American people**



Text Structure Jigsaw  
(Answers, for Teacher Reference)

**(3) Opinion/Reason:**

**From “Youth Power”**

“The youth vote was going to be huge! In fact, the turnout of Iowa voters under 30 had tripled from 2004. Since then, young people’s participation has only increased. On Super Tuesday alone, more than 3 million people under age 30 voted.... It is all evidence of a youth surge in politics.”

Opinion: **The youth vote would be huge.**

Reason: **The youth vote made a big difference in Iowa in 2004; since then, the number of youth voters has increased.**

**(4) Cause and Effect:**

**From “Youth Power”**

“September 11 was the beginning of a new generation.... I think the attacks brought a deeper feeling for our country.... People began to be more worried about what would happen to us.”

Cause: **September 11 attacks**

Effect: **deeper feelings for one’s country; people began to worry about what would happen**

**(5) Chronology:**

**From “Youth Power”**

“The Los Angeles resident was in Des Moines, Iowa on January 3 for the first presidential caucuses. Waking at 5:00 a.m., the youth-vote organizer spent the day in a flurry of activity. One minute she was being interviewed by C-SPAN, the next she was organizing a phone bank, or texting first-time voters. After the polls closed, Sujatha joined friends from Rock the Vote to watch the returns.”

**Chronological events:**

**1. in Des Moines, Iowa, on January 3**

**2. awake at 5:00 a.m., spent day in a flurry of activity: interviews, phone banks, texting voters**

**3. after polls closed, joined friends of Rock the Vote to watch returns**



**Text Structure Jigsaw**  
(Answers, for Teacher Reference)

**(6) Comparison:**

**From “Youth Power”**

“[In this election] Candidates are addressing issues young people care about. She was especially excited when she heard Clinton promise to fight for students who can’t afford college. ‘That’s the kind of thing you just didn’t hear about in previous elections,’ she tells JS.”

**Compare:**

In this election ...	In previous elections ...
<b>Clinton promises to fight for students</b>	<b>That’s the kind of think you just didn’t hear about</b>

### I Can't Wait to Vote!

Young Americans have the lowest voter turnout of all groups. But the excitement for voting is growing with this group. In 2008 the turnout for young voters 18–29 was the highest it has been since 1972. Young people today have many different reasons for wanting to vote. Here are few reasons given by a group of high school students.

“When I turn 18, I am definitely going to vote. It’s how our system of government works. Citizens are supposed to vote to elect people to represent them,” remarked a student named Niklas. He added, “I can’t wait to vote!”

Niklas’ response that voting is a responsibility of every citizen is a common reason given for wanting to vote. The dictionary defines a democracy as a government in which power rests with the people directly or through elected representatives. Voting is how the leaders of our country are elected. And sometimes laws are passed directly through the ballot. Our system of government depends on citizens exercising their right to vote.

Many groups have fought for and were given the right to vote throughout American history. This is another reason some young people believe that voting is important. This is the reason a high-schooler named Karina gave for wanting to vote.

“Voting is a right. And a lot of people have fought very hard over the years to make sure that women, African Americans, and other minorities get to use this right,” she said.

In 1869 African American men were given the right to vote. In 1920 women were given the right to vote. In 1965 the Voting Rights Act ensured that minorities could exercise their right to vote. And in 1971 the voting age was lowered from 21 to 18, giving young adults the right to vote. The historical struggle for the right to vote is one reason young people feel it is so important.

Many youth also feel that voting is a way to express your opinions about what is important to the country’s future. This is the reason a student named Matt gave for wanting to vote.

“I will vote for the candidates who think about the future, because that’s where I’m going to be. I’m young! We’re going to be around for a long time, and I don’t want to live in some dirty, polluted country that used up all its resources from bad, greedy decisions,” he said.



## I Can't Wait to Vote!

Many young people agree with Matt, and their concerns are reflected in a Rock the Vote 2010 Young Voter Poll. This poll found that 96% of youth identified unemployment as a concern, 69% were concerned that the country is failing to take action about global warming, and 93% were concerned about the country's rising national debt. Unemployment, global warming, and the national debt were all topics of debate and legislation in recent years. Many youth believe voting impacts the country's future laws and allows their opinions on important issues to be heard. And this is why they choose to vote.

Young people give many reasons for why voting is important to them, and many are excited to turn 18 and vote for the first time. Perhaps, in this next election, young adults will turn out in even greater numbers.

Written by Expeditionary Learning for Instructional Purposes © 2013

Sources:

<http://www.annenbergclassroom.org/Files/Documents/Timelines/VotingRights.pdf>

<http://www.wordcentral.com/cgi-bin/student?book=Student&va=democracy>

<http://www.civicyouth.org/quick-facts/youth-voting/>

<http://www.rockthevote.com/about/press-room/press-releases/2010rockthevotepoll.html>



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# **Grade 4: Module 4: Unit 3: Lesson 4**

## **Synthesizing from Multiple Texts: Synthesizing Ideas about Why Voting Is Important**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author uses reasons and evidence to support particular points in a text. (RI4.8) I can accurately synthesize information from two texts on the same topic. (RI4.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify reasons and evidence on the importance of voting in the text “I Can’t Wait to Vote!”</li><li>• I can synthesize ideas from both “Youth Power” and “I Can’t Wait to Vote!” to answer the question, “Why is voting important?”</li></ul>	<ul style="list-style-type: none"><li>• Readings on Why Voting Is Important note-catcher</li><li>• Why Voting Is Important graphic organizer</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li><li>B. Engaging the Reader: Sharing Homework (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Rereading “I Can’t Wait to Vote!” to Identify Reasons and Evidence (20 minutes)</li><li>B. Synthesizing Ideas in “Youth Power” and “I Can’t Wait to Vote!” (20 minutes)</li></ol></li><li>3. Closing<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Identify at least two text structure types in the article “I Can’t Wait to Vote!” Use your Text Structure Types and Examples sheet to help.</li><li>B. Read from your book selected for independent reading.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students read the new text “I Can’t Wait to Vote!” and synthesize it with “Youth Power.” This new text may prove challenging for some readers. If time permits, consider providing additional support for students by spending more time discussing the gist and vocabulary in Opening Part B of this lesson. Another option is to break this lesson up into two days, with students reading and analyzing the text’s reasons and evidence on one day and then focusing on synthesizing both texts on the following day.</li><li>• Use the exit tickets in the end of Work Time B for a formative assessment on students’ ability to synthesize and determine if students will need additional review related to synthesizing prior to the Mid-Unit Assessment in Lesson 5.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
synthesize, turnout, democracy, elected, representatives, exercising express, legislation, opinions, laws	<ul style="list-style-type: none"><li>• “I Can’t Wait to Vote!” article (from Lesson 3 homework) (one per student; one to display)</li><li>• Document camera</li><li>• Important Voting Words anchor chart (begun in Lesson 2)</li><li>• Readings on Why Voting Is Important note-catcher (from Lesson 2)</li><li>• Readings on Why Voting Is Important note-catcher (answers, for teacher reference; from Lesson 2)</li><li>• Why Voting Is Important anchor chart (new; teacher-created; a large version of students’ Why Voting Is Important graphic organizer)</li><li>• Why Voting Is Important graphic organizer (one per student)</li><li>• Why Voting is Important graphic organizer (answers, for teacher reference)</li><li>• Exit ticket</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning targets. Have students turn and talk to a partner about another time they were asked to synthesize two texts.</li><li>• Have some of the partners share out, and listen for students to recall how they synthesized ideas about why women wanted to vote with quotes from Susan B. Anthony's speech and <i>The Hope Chest</i>.</li><li>• Ask:<ul style="list-style-type: none"><li>* "How will mastering this skill help us create PSAs?"</li></ul></li><li>• Listen for students to explain that they will synthesize ideas from texts on voting in order write the reasons voting is important in their PSAs.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader: Sharing Homework (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of their homework from Lesson 3: “Read the text ‘I Can’t Wait to Vote!’ Write the gist at the top of the text and circle any words you think should be added to our Important Voting Words anchor chart.”</li><li>• Ask them to get out their copy of the “<b>I Can’t Wait to Vote!</b>” <b>article</b> and display your copy of the text using a <b>document camera</b>.</li><li>• Ask students to compare the gist statements and words they identified as important voting words with a partner and revise or add to their copies of the text.</li><li>• After 5 minutes of partner work, cold call a few pairs to share their gist statements. Ask:<ul style="list-style-type: none"><li>* “What is this text mostly about?”</li></ul></li><li>• Listen for students to say something similar to the following: “It is about the different reasons young people vote.”</li><li>• Post the <b>Important Voting Words anchor chart</b> (from Lesson 2).</li><li>• Cold call several pairs to share an important voting word and discuss each word with the class to determine its meaning and whether it should be added to the anchor chart.</li><li>• Listen for students to identify the following words and add them to the anchor chart: <i>democracy, elected, representatives, exercising, express, legislation, opinions, and laws</i> and clarify their meanings as needed by encouraging students to use context clues to determine their meanings.</li></ul>	<ul style="list-style-type: none"><li>• If students struggled with identifying the gist of the text “I Can’t Wait to Vote!” for homework, consider adding time to this portion of the lesson to read the text aloud and allow students to write gist statements for each paragraph of the text.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Rereading “I Can’t Wait to Vote” to Identify Reasons and Evidence (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their copy of <b>Readings on Why Voting Is Important note-catcher (from Lesson 2)</b>.</li><li>• Place students with a reading partner.</li><li>• Point out to students the section of the note-catcher that relates to the “I Can’t Wait to Vote!” article. The four reasons discussed in this article for why voting is important are that:<ul style="list-style-type: none"><li>– Voting is how a citizen expresses opinions.</li><li>– Voting is the citizen’s job in a democracy. Not voting is like not doing one’s job.</li><li>– Voting is a right that has been fought for, and it should be valued.</li><li>– Voting has an effect on the laws the country makes, the way the country spends money, and how the country uses natural resources.</li></ul></li><li>• Remind students that in the two columns to the right of each of these reasons, there is space for students to record quotes from the article that show the reason and to write down facts and data in the article that are given as evidence for the reason.</li><li>• Instruct students to reread the article with their partner and take notes on the note-catcher. Give students 10 minutes to work with their partners.</li><li>• Using the handout <b>Readings on Why Voting Is Important note-catcher—Teachers’ Edition (from Lesson 2)</b>, review the reading notes with students.</li><li>• Cold call pairs to share which quotes from the text they selected and evidence they listed from the text.</li><li>• Students may choose quotes that correctly support the reasons listed on their note-catchers that are not represented on the Readings on Why Voting Is Important note-catcher—Teachers’ Edition. Be sure to accept any quotes that support the reason being reviewed as correct.</li><li>• Ask students to hold on to their note-catcher for Work Time B.</li></ul>	<ul style="list-style-type: none"><li>• This text may be challenging for many students. To further support the entire class, guide students through the first two reasons for this reading on their note-catchers.</li><li>• To further support students, consider pulling a small invitational group to read the article together with your facilitation.</li><li>• Another option for supporting struggling students is to provide hints (written on the board or on index cards) for finding reasons and evidence in the text. For example: “Look for reasons number 3 and 6 in the paragraph beginning, ‘Many youth also feel ...’”</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Synthesizing Ideas in “Youth Power” and “I Can’t Wait to Vote!” (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the <b>Why Voting Is Important anchor chart</b>. Distribute the <b>Why Voting Is Important graphic organizer</b>.</li> <li>• Explain to students that the handout is their version of an anchor chart the class is about to create, and that they should contribute to the anchor chart as well as keep track of these additions on their own graphic organizers.</li> <li>• Tell students they will select two reasons from this graphic organizer as they determine the content and structure of their own public service announcements.</li> <li>• Explain when they took notes on “Youth Power” and “I Can’t Wait to Vote!” their notes were not identical to those of their classmates. Ask students to provide examples of different quotes, facts, and statistics they wrote down to support the same reason. Ask: <ul style="list-style-type: none"> <li>* “Who is right and who is wrong?”</li> </ul> </li> <li>• Guide students to observe that neither is “right” or “wrong” in this case—noticing different quotes, facts, and statistics to support a reason shows that there are a number of ways to provide evidence and explain an opinion. One of the purposes of the class anchor chart and students’ graphic organizers is to collect all of the possible pieces of evidence from the readings, which support the reasons.</li> <li>• Instruct students to listen carefully to classmates so the same quote, fact, or statistic is not mentioned more than once.</li> <li>• Ask students to contribute a quote, fact, or statistic from their note-catchers to record on the class anchor chart for the first reason (“Politicians pay attention to issues young people care about when they vote.”) Make sure that students have noted all relevant support for an idea before moving on to the second reason (“Voting demonstrates a person’s interest in the country, the government, its problems, and its opportunities.”) See the <b>Why Voting Is Important graphic organizer (answers, for teacher reference)</b>.</li> <li>• Direct students to record all of the supporting evidence from the class anchor chart onto their Why Voting Is Important graphic organizer.</li> <li>• Call on students to share quotes, facts, statistics, and explanations until the anchor chart contains evidence for each reason.</li> <li>• Once the anchor chart is complete and students have completed their graphic organizers, ask them to use the reasons and evidence on these documents to answer the following prompt:</li> </ul>	<ul style="list-style-type: none"> <li>• This “dual-entry” tool will help as a content-reinforcement strategy and practice in paraphrasing ideas. Use this opportunity to provide extra support to students who need help in these areas. Asking students straightforward tasks such as: “Explain what this means,” and, “Tell me how this quote supports the reason,” requires students to understand, paraphrase, and back up these ideas. This may be done as an informal one-on-one with a student, or as a class activity.</li> <li>• Collect exit tickets for formative assessment and to determine if students will need additional review related to synthesizing two texts prior to the mid-unit assessment in Lesson 5.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* “Synthesize the ideas in both texts using your evidence from your graphic organizer to discuss the following question with your partner: Why is it important to vote?”</li><li>• Tell students it’s helpful to think about what the two texts have in common as they synthesize. Model if needed: “I noticed that both texts talked about issues that were important to young voters. This makes me think one reason it’s important to vote is leaders will make laws addressing the issues you care about.”</li><li>• Give students 5 minutes to discuss the question. Circulate and prompt students to reference the anchor chart and their graphic organizers in their discussion.</li><li>• Distribute the <b>exit ticket</b>. Give students 5 minutes to complete the exit ticket individually.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students for the Back-to-Back, Face-to-Face protocol and ask students to partner with someone new.</li><li>• Once students are back-to-back, pose the following question:<ul style="list-style-type: none"><li>* “What helped you to synthesize ‘Youth Power’ and ‘I Can’t Wait to Vote!’?”</li></ul></li><li>• Call on a few pairs to share their strategies with the class.</li><li>• Remind students that identifying what two texts have in common is one helpful strategy when synthesizing.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Identify at least two text structure types in the article “I Can’t Wait to Vote!” Use your Text Structure Types and Examples sheet to help.</li><li>• Read from your book selected for independent reading.</li></ul>	





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# Grade 4: Module 4: Unit 3: Lesson 4

## Supporting Materials



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### Why Voting Is Important Graphic Organizer

**When you quote sources for supporting evidence, use these abbreviations:**

“Youth Power” (YP)

“I Can’t Wait to Vote!” (ICW)

Reason why voting is important	Supporting Evidence: Quotes, facts, statistics, explanation
1.	
2.	
3.	
4.	
5.	
6.	

Why Voting Is Important Graphic Organizer  
(Answers, For Teacher Reference)

**Note: Use this as a reference for reasons and evidence recorded on the Why Voting Is Important anchor chart.**

Sources for supporting evidence and their abbreviations:

“Youth Power” (YP)

“I Can’t Wait to Vote!” (ICW)

Reason why voting is important	Supporting Evidence: Quotes, facts, statistics, explanation
<b>1. Politicians pay attention to issues young people care about when they vote.</b>	<p><b>Candidates are addressing issues young people care about. (YP)</b></p> <p><b>On Super Tuesday alone more than 3 million people under age 30 voted. (YP)</b></p>
<b>2. Voting demonstrates a person’s interest in the country, the government, its problems, and its opportunities.</b>	<p><b>Concerns over jobs, health care, and global warming are driving [young people] to the polls. (YP)</b></p> <p><b>A majority of young people believes that America is headed down the wrong path. (YP)</b></p>
<b>3. Voting is how a citizen expresses opinions.</b>	<p><b>Candidates are addressing issues young people care about. (YP)</b></p> <p><b>Rock the Vote 2010 Young Voter Poll found that 96% of youth identified unemployment as a concern, 69% were concerned about global warming, and 93% were concerned about the country’s rising national debt. (ICW)</b></p>



Why Voting Is Important Graphic Organizer  
(Answers, For Teacher Reference)

Reason why voting is important	Supporting Evidence: Quotes, facts, statistics, explanation
<b>4. Voting is the citizen's job in a democracy. Not voting is like not doing one's job.</b>	<b>Democracy by definition is a system of government that depends on citizens exercising their right to vote. (ICW)</b>
<b>5. Voting is a right that has been fought for, and it should be valued.</b>	<b>1869—African American men get the right to vote, 1920—women get the right to vote, 1965—the Voting Rights Act is passed, 1971—voting age lowered to 18. (ICW)</b>
<b>6. Voting has an effect on the laws the country makes, how it spends money, and how it uses natural resources.</b>	<b>Unemployment, global warming, and the national debt were all debated in Congress in recent years. (ICW)</b>



Exit Ticket

**Synthesize ideas, reasons, and evidence from both texts:  
Why is it important to vote?**

It is important to vote because ...



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# **Grade 4: Module 4: Unit 3: Lesson 5**

## **Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8) I can describe the organizational structure in an informational text. (RI.4.5) I can accurately synthesize information from two texts on the same topic. (RI.4.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify the text structure of an informational reading.</li><li>• I can synthesize evidence from two different texts to support an idea.</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting</li><li>• Tracking My Progress, Mid-Unit 3 recording form</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Homework and Learning Targets (15 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 3 Assessment (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Tracking Progress (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. None</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson marks the midpoint in Unit 3. For the mid-unit assessment, students demonstrate that they can identify a variety of text structures, identify an author's reasons and evidence, and synthesize evidence from two texts to support a an idea.</li><li>• Opening Part A involves reviewing the homework from the previous lesson to prepare students for the mid-unit 3 assessment.</li><li>• Post: Learning targets.</li></ul>





Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Text Structure Types and Examples (from Lesson 3; students' copies)</li><li>• "I Can't Wait to Vote!" (from Lesson 3; students' copies)</li><li>• Equity sticks</li><li>• Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting (one per student)</li><li>• Tracking My Progress, Mid-Unit 3 recording form (one per student)</li><li>• Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework and Learning Targets (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their homework from Lesson 4: Identify at least two text structure types in the article “I Can’t Wait to Vote!” Students should also bring out their <b>Text Structure Types and Examples</b> sheet as well as the text “<b>I Can’t Wait to Vote!</b>”</li><li>• Using the <b>equity sticks</b>, call on students to share one of the text structures they identified and to explain how the text structure worked to organize an idea. Call on several students to hear a range of text structures.</li><li>• As you review the homework, make sure students can identify text structures and explain how the author’s idea works within a certain structure.</li><li>• Introduce the learning targets for this lesson. Ask students to turn and talk with a partner, and take turns addressing the following question:<ul style="list-style-type: none"><li>* “What strategies will you use to help you synthesize the texts and identify text structures in the assessment?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Opening Part A helps students see that they can perform these tasks independently.</li><li>• One strategy for further supporting students who may have struggled with the homework is to have them look through the text with a specific text structure in mind (i.e., read until they find an example of chronology, comparison, cause and effect, etc.). Sometimes, it is simpler for students to look for examples of what they know, instead of trying to figure out what kind of text structure it is that they are reading. Model this strategy for students by selecting a text structure and reading aloud until you locate an example of it.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 3 Assessment (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Mid-Unit 3 Assessment: Reading and Comparing New Informational Texts about Voting</b>, and go over directions and your test-taking expectations with the class.</li><li>• Point out that some questions are multiple-choice, some are short answer, and some involve filling in a table. All test questions require focus and concentration.</li><li>• Suggest to students that they read the readings several times before they begin to write answers.</li><li>• Suggest furthermore that it is a good idea to read over one's answers and work before turning in the assessment.</li><li>• Circulate to observe students' test-taking strategies.</li></ul>	<ul style="list-style-type: none"><li>• Students will take different amounts of time to complete the assessment. The work time allocates 35 minutes of total time, 5 minutes of which is reserved for test set-up. Most students can complete the assessment in 20–30 minutes. Make sure students who finish early turn their work face-side down and have a quiet activity to perform at their seat. Students who typically take longer to complete assessments should be seated where they will not be disturbed by the early completion of other students.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Tracking Progress (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on all of their learning as readers and comment that you are proud of the knowledge and skills they are building to help them write their PSAs.</li><li>• Tell students that you would like them to take a short moment to reflect in writing.</li><li>• Distribute the <b>Tracking My Progress, Mid-Unit 3 recording form</b> to each student. Give them 5 minutes to reflect in writing, and collect the sheets as additional assessment information for the students' progress toward the learning targets.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• None.</li></ul>	<ul style="list-style-type: none"><li>• Use this as an opportunity to help students who may have fallen behind in note-taking to get caught up. The next half of the unit focuses on the writing and production of the PSA performance task.</li></ul>



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# Grade 4: Module 4: Unit 3: Lesson 5

## Supporting Materials



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**Mid-Unit 3 Assessment:**  
Reading and Comparing New Informational Texts about Voting

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read the following texts several times. Complete the table that follows, then answer the questions afterward. Be sure to use evidence from the text in your answers.

**Reading A**

Voter turnout among young adults ages 18–21 has gone up and down over the years. Before 1971, American citizens could register to vote at the age of 21. Then, with the passage of the 26th amendment to the U.S. Constitution, the voting age was lowered to 18. In the 1972 elections, more than half the eligible voters ages 18–21 registered to vote. But in the 1976 elections, the number of young voters dropped. And it kept dropping with each election. The lowest turnout for young voters was in the 1996 election; since then, the number of young adults voting in presidential elections has been on the rise.

**Reading B**

For as long as 18- to 21-year-olds have had the right to vote, voter turnout among this group has been a problem. One effort to address this problem is called Rock the Vote, an organization made up of young celebrities and popular musicians who encourage young people to vote and take an interest in elections. These familiar faces and voices are generally admired and respected by young people, so the message is listened to. Rock the Vote provides one solution to the low voter turnout problem by showing that voting can be cool.



**Mid-Unit 3 Assessment:**  
Reading and Comparing New Informational Texts about Voting

<b>Points ⇒</b> <b>Text</b> ↓	<b>Quote a line from the text that describes each author's point about voter turnout among young people.</b>	<b>Cite facts, statistics, or evidence each author uses to support their point.</b>
<b>From Reading A</b>		
<b>From Reading B</b>		

1. Synthesize these two texts by responding to the following question: How has the voting among young adults changed over the years? Use evidence from both texts to support your answer.

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**Mid-Unit 3 Assessment:**  
Reading and Comparing New Informational Texts about Voting

2. What is the text structure for Reading A?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution

3. What feature(s) of Reading A helped you determine its text structure?

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**Mid-Unit 3 Assessment:**  
Reading and Comparing New Informational Texts about Voting

4. Cite one piece of evidence the author uses to argue that voter turnout among young people is increasing.

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**Mid-Unit 3 Assessment:**  
Reading and Comparing New Informational Texts about Voting

5. What is the text structure for Reading B?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution

6. What feature(s) of Reading B helped you determine its text structure?

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**Mid-Unit 3 Assessment:**  
Reading and Comparing New Informational Texts about Voting

7. Cite one reason the author gives for how Rock the Vote works to increase voter turnout among young Americans.

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Tracking My Progress, Mid-Unit 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning target:** I can identify the text structure of an informational reading.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 3

.....  
**Name:**

.....  
**Date:**

**Learning target:** I can synthesize evidence from two different texts to support an idea.

1. . The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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**Mid-Unit 3 Assessment:**

Reading and Comparing New Informational Texts about Voting  
(Answers, For Teacher Reference)

**The table and Questions 4 and 7 assess RI.4.8, Question 1 assesses RI.4.9, and Questions 2, 3, 5, and 6 assess RI.4.5.**

**Use NYS 2-Point Rubric to score all short constructed response questions.**

**Reading A**

Voter turnout among young adults ages 18–21 has gone up and down over the years. Before 1971, American citizens could register to vote at the age of 21. Then with the passage of the 26th amendment to the U.S. Constitution, the voting age was lowered to 18. In the 1972 elections, more than half the eligible voters ages 18–21 registered to vote. But the 1976 elections, the number of young voters dropped. And it kept dropping with each election. The lowest turnout for young voters was in the 1996 election; since then the number of young adults voting in presidential elections has been on the rise.

**Reading B**

For as long as 18- to 21-year-olds have had the right to vote, voter turnout among this group has been a problem. One effort to address this problem is called Rock the Vote, an organization made up of young celebrities and popular musicians who encourage young people to vote and take an interest in elections. These familiar faces and voices are generally admired and respected by young people, so the message is listened to. Rock the Vote provides one solution to the low voter turnout problem by showing that voting can be cool.



**Mid-Unit 3 Assessment:**  
Reading and Comparing New Informational Texts about Voting  
(Answers, For Teacher Reference)

<p><b>Points ⇒</b></p> <p><b>Text</b> ↓</p>	<p>Quote a line from the text that describes each author's point about voter turnout among young people.</p>	<p>Cite facts, statistics, or evidence each author uses to support their point.</p>
<p>From Reading A</p>	<p><b>“Voter turnout among young adults ages 18–21 has gone up and down over the years.”</b></p>	<p><b>Youth voter turnout was lowest in 1996 and has been increasing in recent years.</b></p>
<p>From Reading B</p>	<p><b>“For as long as 18- to 21-year-olds have had the right to vote, voter turnout among this group has been a problem.”</b></p>	<p><b>Rock the Vote has made efforts to increase young voter turnout by using celebrities and popular musicians to encourage voting.</b></p>

1. Synthesize these two texts by responding to the following question: How has the voting among young adults changed over the years? Use evidence from both texts to support your answer.

**Voting by young people has been up and down, but it has always been a problem. Groups like Rock the Vote have tried to increase the turnout by getting famous young people to talk the importance of voting. It might be working, because voter turnout for young people has gotten better over the years.**

2. What is the text structure for Reading A?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution

Mid-Unit 3 Assessment:  
Reading and Comparing New Informational Texts about Voting  
(Answers, For Teacher Reference)

3. What feature(s) of Reading A helped you determine its text structure?

**the dates of events listed in order in which they happened**

4. Cite one piece of evidence the author uses to argue that voter turnout among young people is increasing.

**One piece of evidence that voter turnout is increasing is the fact that the “number of young voters started to rise with the election of 2000 and has increased with each presidential election since then.”**

5. What is the text structure for Reading B?

- a. chronology
- b. comparison
- c. cause/effect
- d. problem/solution**

6. What feature(s) of Reading B helped you determine its text structure?

**the use of the terms “problem” and “solution”**  
**the statement of the problem in the first sentence**  
**the explanation of how Rock the Vote worked as a solution in subsequent sentences**

7. Cite one reason the author gives for how Rock the Vote works to increase voter turnout among young Americans.

**One reason that Rock the Vote may work to increase voter turnout among young Americans is that the celebrities and popular musicians are “generally admired and respected by young people, so the message is listened to.”**



**2-Point Rubric: Writing from Sources/Short Response**  
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

<b>2-point Response</b>	<p>The features of a 2-point response are:</p> <ul style="list-style-type: none"> <li>* Valid inferences and/or claims from the text where required by the prompt</li> <li>* Evidence of analysis of the text where required by the prompt</li> <li>* Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>* Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li> <li>* Complete sentences where errors do not impact readability</li> </ul>
<b>1-point Response</b>	<p>The features of a 1-point response are:</p> <ul style="list-style-type: none"> <li>* A mostly literal recounting of events or details from the text as required by the prompt</li> <li>* Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>* Incomplete sentences or bullets</li> </ul>
<b>0-point Response</b>	<p>The features of a 0-point response are:</p> <ul style="list-style-type: none"> <li>* A response that does not address any of the requirements of the prompt or is totally inaccurate</li> <li>* No response (blank answer)</li> <li>* A response that is not written in English</li> <li>* A response that is unintelligible or indecipherable</li> </ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.



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# **Grade 4: Module 4: Unit 3: Lesson 6**

## **Writing a Public Service Announcement: Planning the Opinion and Reasons**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)  
I can report on a topic or text using organized facts and details. (SL.4.4)  
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1)  
I can use “can,” “may,” and “must” correctly. (L.4.1c)

**Supporting Learning Targets**

- I can write an opinion statement for my public service announcement.
- I can identify reasons that support my opinion statement.

**Ongoing Assessment**

- Public Service Announcement graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer: Examining Public Service Announcement about the Importance of Voting Rubric (10 minutes)</li><li>B. Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Reviewing Evidence: Determining Your Reasons (15 minutes)</li><li>B. Crafting Opinion Statements (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Public Service Announcement about the Importance of Voting Rubric: Adding Criteria for Success (15 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Using the Why Voting Is Important graphic organizer, identify two pieces of evidence that support each reason you include in your PSA. Record the evidence in the Reason 1 and Reason 2 boxes on your Public Service Announcement graphic organizer: <i>Voting</i>.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Lesson 6 is the first of five lessons focused on the creation of the performance task—the Public Service Announcement about the Importance of Voting. This lesson focuses on choosing reasons to include in the PSA and writing an opinion statement.</li><li>• This lesson opens with students examining the Public Service Announcement about the Importance of Voting Rubric. The format of the rubric is similar to rubrics used in previous modules. Students discuss what elements they might expect to see on the rubric; since this is the second opinion piece they will have written this year, students should make many connections to the pieces written in Module 3.</li><li>• Students then determine the reasons they include in their PSAs by reviewing the Why Voting Is Important graphic organizer from Lesson 4. Students use the reasons they choose to craft an opinion statement. The order of this process is intentional: Since the opinion statements must emphasize to the listener that voting is important, students must identify the reasons they include to make their opinion statements more specific.</li><li>• Students revisit the PSA rubric to add criteria to the “meets,” “partially meets,” and “does not meet” columns for the content and analysis learning targets. Students use their learning about writing an opinion statement and choosing reasons to flesh out these criteria.</li><li>• For homework, students should use the Why Voting Is Important graphic organizer to identify two pieces of evidence for each reason they include in their PSA and note this evidence on their Public Service Announcement graphic organizer. Students will be using this evidence to begin drafting their PSAs in the next lesson. A partially completed Public Service Announcement graphic organizer is included in this lesson as a model for students.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
opinion, strong, reasons, opinion statement, topic, compelling, may, can, should, must	<ul style="list-style-type: none"><li>• Mix and Mingle Directions (for teacher reference)</li><li>• Public Service Announcement about the Importance of Voting rubric (partially completed; one per student and one to display; see Work Time A)</li><li>• Public Service Announcement about the Importance of Voting rubric model (for teacher reference)</li><li>• Document camera</li><li>• Equity sticks</li><li>• Why Voting Is Important graphic organizer (from Lesson 4 one per student and one to display)</li><li>• Why Voting Is Important graphic organizer (from Lesson 4; answers, for teacher reference)</li><li>• Public Service Announcement graphic organizer: <i>Voting</i> (one per student and one to display)</li><li>• Public Service Announcement graphic organizer: <i>Voting</i> (answers, for teacher reference)</li><li>• Public Service Announcement graphic organizer: “Wear Your Helmet!” (one per student and one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Examining Public Service Announcement about the Importance of Voting Rubric (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the performance task prompts with students:<ul style="list-style-type: none"><li>* “Your performance task for this unit is to write and record a public service announcement directed at high school seniors on the topic of why voting is important. In your written version, you will state your <i>opinion</i>, along with two <i>strong reasons</i> that support this opinion. You will develop these reasons with facts, quotes, and other details from the texts you will have read.”</li><li>* “Learning target: I can write and deliver a public service announcement stating my opinion on why voting is important.” (W.4.1)</li></ul></li><li>• Remind students that they have become experts on the importance of voting and over the last several days have learned a lot about how PSA authors share and support their opinions with reasons and evidence.</li><li>• Prompt students to Mix and Mingle on the following:<ul style="list-style-type: none"><li>* “Given what we know about opinions and PSAs, what would you expect to see for learning targets on this rubric?”</li></ul></li><li>• Circulate and listen as students discuss the prompt. Listen for them to say things like: “I think one of the learning targets will be about writing an introduction that has an opinion about the importance of voting,” or “There will be a learning target about using evidence to support our reasons.”</li><li>• Ask students to return to their seats. Distribute and display <b>Public Service Announcement about the Importance of Voting rubric</b> using a <b>document camera</b>. Explain to students that this rubric will be used for their performance task.</li><li>• Explain that some of the rubric is blank because the class will fill these portions out together as they learn how to write and present their public service announcements.</li><li>• Invite students to read the criteria box for the each row. Ask students to give a thumbs-up if they anticipated a target as you read each target aloud. Notice which targets students anticipated and which may need more clarification in future lessons.</li></ul>	<ul style="list-style-type: none"><li>• Whole-class discussions encourage respectful and active listening, as well as social construction of knowledge.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Use <b>equity sticks</b> to call on a student to read the following learning target:<ul style="list-style-type: none"><li>* “I can write an <i>opinion statement</i> for my public service announcement.”</li></ul></li><li>• Ask students to Think-Pair-Share reviewing what an opinion statement is. Listen for responses like: “It is a sentence that shows the author’s opinion on a <i>topic</i>.”</li><li>• Use equity sticks to call on a student to read the following learning target:<ul style="list-style-type: none"><li>* “I can identify reasons that support my opinion statement.”</li></ul></li><li>• Explain to students that once they have a clear opinion statement written, they can develop reasons to support their opinion.</li><li>• Connect these targets to the rubric by asking:<ul style="list-style-type: none"><li>* “Which rubric criteria are these learning targets part of?”</li></ul></li><li>• Listen for responses like: “It’s part of the first Content and Analysis target because the opinion statement is part of the introduction” and “It’s part of the second Content and Analysis target because the main points I make to support my opinion statement are based on reasons and evidence.”</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Reviewing Evidence: Determining Your Reasons (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to take out their completed <b>Why Voting Is Important graphic organizer</b>. Display the following steps and read them aloud to students.<ol style="list-style-type: none"><li>1. Reread your notes on the graphic organizer, focusing on the “Reason why voting is important” column.</li><li>2. Of the reasons, ask yourself: “Which of these reasons is most <i>compelling</i> to me to write about for my PSA?”</li><li>3. Of the reasons, ask yourself: “Which of these reasons is most compelling to a high school senior for my PSA?”</li><li>4. With a neighbor, discuss which two reasons you are considering using in your PSA.</li></ol></li><li>• Circulate and listen as students work and discuss. Listen for students explaining their thinking about what reasons they choose for their PSAs, like: “One reason I want to include is that voting is how a citizen expresses opinions. That’s compelling to me because it’s important that citizens make their voices heard!” and “One reason I think would be compelling to a high school senior is that voting is how a citizen expresses opinions. I know that 18-year-olds are opinionated and like to make their opinions known.”</li><li>• Refocus whole group and ask:<ul style="list-style-type: none"><li>* “What reasons are you considering using in your PSA? Why?”</li></ul></li><li>• Use equity sticks to call on students to share their responses.</li><li>• Distribute and display the <b>Public Service Announcement graphic organizer: Voting</b>. Tell students they will use this to plan and organize their PSAs. Invite students to write their reasons for why voting is important on their graphic organizer at the top of the “Reason 1” and “Reason 2” boxes.</li></ul>	<ul style="list-style-type: none"><li>• Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. The learning targets also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer.</li></ul>





Work Time (continued)	Meeting Students' Needs
<p><b>B. Crafting Opinion Statements (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain to students they will use their reasons to craft an opinion statement for their PSAs.</li> <li>• Remind students that an opinion statement is a sentence that shows the author's opinion on a topic. Tell them that since the topic of the PSA is why voting is important, all of their opinion statements will include this idea. Explain they can make their statements a little more specific based on the reasons they will include to support this idea.</li> <li>• Distribute the <b>Public Service Announcement graphic organizer: "Wear Your Helmet!"</b> Ask students to skim the graphic organizer to find the opinion statement from the PSA "Wear Your Helmet!" ("There is no good reason for not wearing a helmet: Wear your helmet when riding a bike, scooter, or skateboard.")</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* "What do you notice about this opinion statement?"</li> </ul> </li> <li>• Listen for students noticing that it clearly states the author's opinion on wearing a helmet.</li> <li>• Explain that word choice is important in crafting a strong opinion statement. Share the following opinion statements:             <ul style="list-style-type: none"> <li>* "There is no good reason for not wearing a helmet: You <i>may</i> wear your helmet when riding a bike, scooter, or skateboard."</li> <li>* "There is no good reason for not wearing a helmet: You <i>can</i> wear your helmet when riding a bike, scooter, or skateboard."</li> <li>* "There is no good reason for not wearing a helmet: You <i>should</i> wear your helmet when riding a bike, scooter, or skateboard."</li> <li>* "There is no good reason for not wearing a helmet: You <i>must</i> wear your helmet when riding a bike, scooter, or skateboard."</li> </ul> </li> <li>• Discuss the difference between each statements by asking:             <ul style="list-style-type: none"> <li>* "What is different about these statements?"</li> <li>* "How does each statement make you, as a listener to the PSA, feel?"</li> <li>* "Which opinion statement is most convincing to you?"</li> </ul> </li> <li>• Lead students to the understanding that using "may" is too weak, using "can" only shows an ability, using "must" is too strong, and that "should" is relatable, telling the listener what is best without coming across too strong.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ELLs with a sentence starter or frame to aid in language production. For example: "You should vote because _____."</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to Think-Pair-Share of an opinion statement that clearly states their opinion about the importance of voting. Circulate and observe students as they construct their opinion statements. If students struggle, prompt them by asking:<ul style="list-style-type: none"><li>* "What is your opinion of this topic?"</li><li>* "What words can you use that state your opinion clearly?"</li></ul></li><li>• If necessary, model briefly: "One reason I'm going to use in my PSA is that voting is the citizen's job in a democracy. Not voting is like not doing one's job. The other reason I'm going to use is that voting is how a citizen expresses opinions. Both of these reasons have to do with being a good citizen. I'm going to write: 'Voting is the best way to be a good citizen.' I know that I should try to revise my statement to have a stronger tone. I'm going to try to add in the word 'should'—how can I revise it to have that word so it has a stronger tone? I can change it to: 'You should vote because it is the best way you can be a good citizen.' That sounds a little bit stronger."</li><li>• Invite students to write their opinion statements on their Public Service Announcement graphic organizer: <i>Voting</i>.</li><li>• With a different partner than in the Think-Pair-Share, ask students to read their partner's opinion statement and revise it for the following:<ul style="list-style-type: none"><li>* Revise it for a clear purpose: Does the statement say what you want people to do and remember after hearing the PSA?</li><li>* Revise it for a clear opinion: Does the statement share your opinion on the importance of voting?</li></ul></li><li>• Revise it for word choice: Does the statement have words that are strong and relatable?</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Public Service Announcement about the Importance of Voting Rubric: Adding Criteria for Success (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students whole group and focus them on the Public Service Announcement about the Importance of Voting Rubric again.</li><li>• Ask students to reread the Content and Analysis learning targets on the rubric: “I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly,” and “I can use accurate reasons and evidence to support my opinion about the importance of voting.”</li><li>• Ask students to turn to Think-Pair-Share on the following question:<ul style="list-style-type: none"><li>* “What will it look like if we meet the target: ‘I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly?’” Listen for comments like: “Our opinion of the importance of voting will be obvious to the listener.”</li></ul></li><li>• Add something similar to the following in the “Meets” column of the rubric next to this learning target. Use the <b>Public Service Announcement about the Importance of Voting Rubric Model (for teacher reference)</b> as a guided.<ul style="list-style-type: none"><li>* Clearly introduces a topic and states your opinion.</li></ul>For the “Partially Meets” column, you can change it to: “Generally introduces a topic and states your opinion.” For the “Does Not Meet,” change it to: “Introduces a topic but does not state your opinion.”</li><li>• Repeat a similar process with the second learning target: “I can use accurate reasons and evidence to support my opinion about the importance of voting.”</li><li>• Add something like the following to the “Meets” column of the rubric next to this target:<ul style="list-style-type: none"><li>* Uses accurate and relevant reasons and evidence to support your opinion about the importance of voting.</li></ul></li><li>• For the “Partially Meets” column, you can add “Uses some reasons and evidence to support your opinion.” For the “Does Not Meet,” add “Uses inaccurate or irrelevant reasons and evidence to support your opinion about the importance of voting.”</li><li>• Tell students at the start of the next lesson they will continue planning and begin drafting their PSAs.</li></ul>	<ul style="list-style-type: none"><li>• Checking in with learning targets helps students assess their own learning. This research-based strategy supports struggling learners most.</li></ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Using the Why Voting Is Important graphic organizer, identify two pieces of evidence that support each reason you are including in your PSA. Record the evidence in the Reason 1 and Reason 2 boxes on your Public Service Announcement graphic organizer: <i>Voting</i>.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 3: Lesson 6

## Supporting Materials



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**Mix and Mingle Directions**  
(For Teacher Reference)

**Description: Mix and Mingle is similar to Think-Pair-Share, but instead of sharing with a single partner students get to move around and share their thinking with several peers.**

**Directions for students:**

1. Read the question and think about your opinion.
2. Stand up and find a partner.
3. Share your opinions with each other. Be sure to explain why you have this opinion. Be respectful speakers and listeners.
4. Thank your partner, then find another and repeat.



### Public Service Announcement about the Importance of Voting Rubric

Your performance task for this unit is to write and record a public service announcement directed at high school seniors on the topic of why voting is important. In your written version, you will state your opinion, along with two strong reasons that support this opinion. You will develop these reasons with facts, quotes, and other details from the texts you will have read.

#### Learning Target

I can write and deliver a public service announcement stating my opinion on why voting is important. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
<b>Content and Analysis</b>			
I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly. (W.4.1a)			
I can use accurate reasons and evidence to support my opinion about the importance of voting. (W.4.1b)			



Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
<b>Command of Evidence</b>			
I can develop my opinion of the importance of voting with relevant facts, definitions, details, quotations, or other information from the text. (W.4.1b and SL.4.4) I can group together reasons with related evidence in my public service announcement. (W.4.1a)	I develop the topic with relevant facts, definitions, details, quotation, or other information and examples from the text(s).	I somewhat develop the topic with some textual evidence.  I use relevant evidence inconsistently.	I do not use evidence to support my point or the evidence I use is irrelevant.





Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
<b>Coherence, Organization, and Style</b>			
I can group together reasons with related evidence in my public service announcement. (W.4.1a)			
I can use linking words to connect my opinion to my reasons. (W.4.1c)	I always link ideas using grade-appropriate words and phrases.	I sometimes link ideas using words and phrases.	I do not use linking words and phrases.
I can develop a conclusion that summarizes my opinion about the importance of voting in my public service announcement. (W.4.1d)			



Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
<b>Control of Conventions</b>			
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1 and L.4.3c)	<p>I can use “can,” “should,” and “must” correctly.</p> <p>I can write complete sentences.</p> <p>I can use punctuation for effect in my writing.</p>	<p>I sometimes use “can,” “should,” or “must” correctly.</p> <p>I write some complete sentences, and some incomplete or run-on sentences.</p> <p>I sometimes use punctuation for effect in my writing.</p>	<p>I have frequent errors using “can,” “should,” or “must.”</p> <p>I have many incomplete or run-on sentences.</p> <p>I do not use punctuation for effect in my writing.</p>
I can use conventions to send a clear message to my reader. (L.4.2)	<p>I use grade-appropriate conventions, with few errors that do not hinder comprehension.</p> <p>I can use quotation marks to mark a quote from an outside source.</p> <p>I can capitalize the first letter of a quote from an outside source.</p> <p>I can use commas and end punctuation correctly when quoting from an outside source.</p>	<p>I have some convention errors that hinder comprehension.</p>	<p>I have frequent convention errors that hinder comprehension.</p> <p>I do not use quotation marks to mark a quote from an outside source.</p> <p>I do not capitalize the first letter of a quote from an outside source.</p> <p>I do not use commas correctly when quoting from an outside source.</p> <p>I do not use end punctuation correctly when quoting from an outside source.</p>



Public Service Announcement about the Importance of Voting Rubric

Criteria	Meets	Partially Meets	Does Not Meet
<b>Speaking and Oral Presentation</b>			
I can speak clearly and at an understandable pace in the oral presentation of my public service announcement. (SL.4.4)			
I can use formal English in the oral presentation of my public service announcement. (SL.4.6)			



**Rubric for Public Service Announcement about the Importance of Voting Model**  
For Teacher Reference

Your performance task for this unit is to write and record a public service announcement directed at high school seniors on the topic of why voting is important. In your written version, you will state your opinion, along with two strong reasons that support this opinion. You will develop these reasons with facts, quotes, and other details from the texts you will have read.

**Learning Target**

I can write and deliver a public service announcement stating my opinion on why voting is important. (W.4.1)

Criteria	Meets	Partially Meets	Does Not Meet
<b>Content and Analysis</b>			
I can write an introduction in my public service announcement that explains the importance of voting and states my opinion clearly. (W.4.1a)	I have an introduction with a clear explanation of the topic and a clear statement of my opinion.	I have a clear opinion statement, but have little or no explanation of the topic.	I have an introduction that does not explain the topic and does not clearly state my opinion.
I can use accurate reasons and evidence to support my opinion about the importance of voting. (W.4.1b)	I used accurate, relevant reasons and evidence to support my opinion about the importance of voting.	I used some reasons and evidence to support my opinion.	I used inaccurate or irrelevant reasons and evidence to support my opinion about the importance of voting.



Rubric for Public Service Announcement about the Importance of Voting Model  
For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
<b>Command of Evidence</b>			
I can develop my opinion of the importance of voting with relevant facts, definitions, details, quotations, or other information from the text. (W.4.1b and SL.4.4) I can group together reasons with related evidence in my public service announcement. (W.4.1a)	I develop the topic with relevant facts, definitions, details, quotation, or other information and examples from the text(s).	I somewhat develop the topic with some textual evidence.  I use relevant evidence inconsistently.	I do not use evidence to support my point or the evidence I use is irrelevant.



Rubric for Public Service Announcement about the Importance of Voting Model  
For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
<b>Coherence, Organization, and Style</b>			
I can group together reasons with related evidence in my public service announcement. (W.4.1a)	I have reasons and related evidence grouped together for clear organization.	I have some reasons and related evidence grouped together, showing an attempt at organization.	I have reasons and related evidence that are not grouped together, showing no attempt at organization.
I can use linking words to connect my opinion to my reasons. (W.4.1c)	I always link ideas using grade-appropriate words and phrases.	I sometimes link ideas using words and phrases.	I do not use linking words and phrases.
I can express ideas using carefully chosen words. (L.4.3a)	I use precise words and words specific to my topic.	I sometimes use precise words or words specific to my topic.	I use words that are not precise or not related to my topic.
I can develop a conclusion that summarizes my opinion about the importance of voting in my public service announcement. (W.4.1d)	I have a conclusion statement that sums up my opinion about the importance of voting.	I have a conclusion statement that generally relates to the importance of voting.	I do not have a conclusion statement.

Rubric for Public Service Announcement about the Importance of Voting Model  
(For Teacher Reference)

Criteria	Meets	Partially Meets	Does Not Meet
<b>Control of Conventions</b>			
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1 and L.4.3c)	<p>I can use “can,” “should,” and “must” correctly.</p> <p>I can write complete sentences.</p> <p>I can use punctuation for effect in my writing.</p>	<p>I sometimes use “can,” “should,” or “must” correctly.</p> <p>I write some complete sentences, and some incomplete or run-on sentences.</p> <p>I sometimes use punctuation for effect in my writing.</p>	<p>I have frequent errors using “can,” “should,” or “must.”</p> <p>I have many incomplete or run-on sentences.</p> <p>I do not use punctuation for effect in my writing.</p>
I can use conventions to send a clear message to my reader. (L.4.2)	<p>I use grade-appropriate conventions, with few errors that do not hinder comprehension.</p> <p>I can use quotation marks to mark a quote from an outside source.</p> <p>I can capitalize the first letter of a quote from an outside source.</p> <p>I can use commas and end punctuation correctly when quoting from an outside source.</p>	<p>I have some conventions errors that hinder comprehension.</p> <p>I sometimes use quotation marks to mark a quote from an outside source.</p> <p>I sometimes capitalize the first letter of a quote from an outside source.</p> <p>I sometimes use commas and end punctuation correctly when quoting from an outside source.</p>	<p>I have frequent convention errors that hinder comprehension.</p> <p>I do not use quotation marks to mark a quote from an outside source.</p> <p>I do not capitalize the first letter of a quote from an outside source.</p> <p>I do not use commas correctly when quoting from an outside source.</p> <p>I do not use end punctuation correctly when quoting from an outside source.</p>



**Rubric for Public Service Announcement about the Importance of Voting Model**  
(For Teacher Reference)

Criteria	Meets	Partially Meets	Does Not Meet
<b>Speaking and Oral Presentation</b>			
I can speak clearly and at an understandable pace in the oral presentation of my public service announcement. (SL.4.4)	I speak clearly and at an understandable pace.	I speak quickly and am difficult to understand at times.	I speak so quickly that my speech is not understandable.
I can use formal English in the oral presentation of my public service announcement. (SL.4.6)	I use formal English.	I use a mix of formal and informal English.	I use informal English.





Public Service Announcement Graphic Organizer: “Voting”

Section	
<b>Introduction</b> Purpose: Grab listeners’ attention and make them want to hear more. What to do and include: Catchy quotes, a great slogan, powerful statistics, or facts.	
<b>Statement of opinion</b> Purpose: What you want people to do and remember after hearing your PSA. What to do and include: Clear statement of your intended goal.	
<b>Reason 1</b> Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Reason:  Evidence: •  •



Public Service Announcement Graphic Organizer: “Voting”

Section	
<p><b>Reason 2</b></p> <p>Purpose: Provide a good reason why your opinion is right.</p> <p>What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.</p>	<p>Reason:</p> <p>Evidence:</p> <ul style="list-style-type: none"><li>•</li><li>•</li></ul>
<p><b>Concluding statement</b></p> <p>Purpose: Leave your listeners with final thoughts.</p> <p>What to do and include: Come up with a catchy phrase or add on to your opinion statement.</p>	



Public Service Announcement Graphic Organizer: “Voting”  
(Answers, For Teacher Reference)

Section	
<b>Introduction</b> Purpose: Grab listeners’ attention and make them want to hear more. What to do and include: Catchy quotes, a great slogan, powerful statistics, or facts.	
<b>Statement of opinion</b> Purpose: What you want people to do and remember after hearing your PSA. What to do and include: Clear statement of your intended goal.	<b>You should vote because it is the best way you can be a good citizen.</b>
<b>Reason 1</b> Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	<b>Voting is the citizen’s job in a democracy. Not voting is like not doing one’s job.</b> <ul style="list-style-type: none"><li>• <b>“This is our system of government. Citizens are supposed to vote to elect people to represent us.” (ICW)</b></li><li>• <b>“A young person can register to vote at 18.” (ICW)</b></li><li>• <b>“Citizens should participate in the system that gives them freedom.” (ICW)</b></li><li>• <b>“If people have a right to do something like vote, then it is a responsibility to make the most of that right.” (ICW)</b></li></ul>



Public Service Announcement Graphic Organizer: “Voting”  
(Answers, For Teacher Reference)

Section	
<b>Reason 2</b> Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	<b>Voting is how a citizen expresses opinions.</b> <ul style="list-style-type: none"><li>• “The only way to make your voice heard is to vote.” (AV)</li><li>• “The voters ages 18–24 years have the lowest turnout rate for elections, but this number is increasing recently.” (AV)</li><li>• “Voting is a way of saying what you want to happen in your area or your country.” (ICW)</li><li>• “Voting is the way people express a political opinion. Don’t you have a political opinion? Don’t you want it heard? That’s what your vote means.” (ICW)</li></ul>
<b>Concluding statement</b> Purpose: Leave your listeners with final thoughts. What to do and include: Come up with a catchy phrase or add on to your opinion statement.	



Public Service Announcement Graphic Organizer: “Wear Your Helmet!”

Section	Wear Your Helmet!
<p><b>Introduction</b></p> <p><b>Purpose:</b> Grab listeners’ attention and make them want to hear more.</p> <p><b>What to do and include:</b> Catchy quotes, a great slogan, powerful statistics or facts.</p>	<p>Quotes from different kids about helmet use:</p> <ul style="list-style-type: none"><li>• “Helmets are uncomfortable!”</li><li>• “Helmets are totally uncool looking!”</li><li>• “I don’t wear a helmet because I guess I just forget to.”</li><li>• “Why should I? I don’t wear a helmet, and nothing bad has happened, yet!”</li></ul> <p>Respond to these quotes: What happens when you don’t wear a helmet.</p>
<p><b>Statement of opinion</b></p> <p><b>Purpose:</b> What you want people to do and remember after hearing your PSA.</p> <p><b>What to do and include:</b> Clear statement of your intended goal.</p>	<p>There is no good reason for not wearing a helmet: Wear your helmet when riding a bike, scooter, or skateboard.</p>



Public Service Announcement Graphic Organizer: “Wear Your Helmet!”

Section	Wear Your Helmet!
<b>Reason 1</b> Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Not using a helmet is dangerous and risky. <ul style="list-style-type: none"><li>• 60 percent of bicycle deaths each year are from head injuries.</li><li>• 30 percent of ER visits from bicycle accidents are from head injuries—of these nonfatal head injuries many create lifelong disabilities from irreversible brain damage.</li><li>• Every year over 300 children die from a bicycle-related head injury, and over 150,000 children are treated in emergency rooms for bicycle-related head injuries.</li></ul>
<b>Reason 2</b> Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	Wearing a helmet can prevent a serious head injury such as concussion or brain damage. Helmets work. <ul style="list-style-type: none"><li>• They reduce the risk of head injury by 80%.</li><li>• That means almost all brain injuries from bicycle accidents could have been avoided by helmet use. If all kids wore helmets, it would prevent hundreds of deaths each year and save thousands of kids from disabling head injuries.</li></ul>
<b>Concluding statement</b> Purpose: Leave your listeners with final thoughts. What to do and include: Come up with a catchy phrase or add on to your opinion statement.	Whatever your reasons are for not wearing a helmet, they are going to seem pretty stupid after an accident.



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 3: Lesson 7**

## **Writing a Public Service Announcement:**

### Planning and Drafting a PSA about the Importance of Voting



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)  
I can introduce the topic of my opinion piece. (W.4.1a)  
I can construct a concluding statement or section for my opinion piece. (W.4.1d)  
I can identify evidence a speaker provides to support particular points. (SL.4.3)  
I can report on a topic or text using organized facts and details. (SL.4.4)  
I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b)

**Supporting Learning Targets**

- I can group together reasons with related evidence in my public service announcement.
- I can write a public service announcement in which I explain the importance of voting.
- I can identify evidence my writing partner used to support his or her points in his or her PSA.
- I can give kind, helpful, and specific feedback to my critique partner.

**Ongoing Assessment**

- Public Service Announcement graphic organizer
- Draft of public service announcement





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer: Reviewing the Public Service Announcement about the Importance of Voting Rubric (10 minutes)</li><li>B. Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Planning the PSA: Guided Practice with an Exemplar (15 minutes)</li><li>B. Planning the PSA: Independent Practice (10 minutes)</li><li>C. Drafting the PSA (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Peer Critique of Drafts (15 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Revise your draft of your PSA using the feedback given to you by your peers in the closing of this lesson. If necessary, complete the draft of your PSA first using the Why Voting Is Important graphic organizer.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Lesson 7 is the second of five lessons focused on the creation of the Performance Task: Public Service Announcement about the Importance of Voting. This lesson focuses on planning the introduction and conclusion and drafting the PSA.</li><li>• This lesson opens with students self-assessing their Why Voting Is Important graphic organizer, focusing on their opinion statements and choosing evidence to support the reasons identified in Lesson 6. This serves as a way of reviewing the homework from Lesson 6, which was to choose the evidence and record it on the graphic organizer.</li><li>• Students use the Public Service Announcement: “Wear Your Helmet!” transcript as an exemplar to understand how introductions and conclusions are structured in a PSA. Since writing an introduction and conclusion for an opinion piece is a review from Module 3, these aspects of the writing are not emphasized as much as in the previous module. In general, the writing in this module is completed at a faster pace than in Module 3 because it is expected that students already have some understanding of what to do.</li><li>• In the Closing and Assessment, students review how to use quotation marks in writing to quote from outside sources. Students work with peers to identify one quotation from their research to add to their PSAs. It is likely that they have already used a quote, since they have already chosen evidence and recorded it on their graphic organizers. For homework, students will revise their PSAs, adding in this quotation using correct punctuation.</li><li>• In advance: Prepare Interesting Introductions, Catchy Conclusions, and Critique Protocol anchor charts if not already prepared from previous modules.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
introduction, related, conclusion, quotation marks, according to, credible	<ul style="list-style-type: none"><li>• Document camera</li><li>• Public Service Announcement about the Importance of Voting Rubric (from Lesson 6 one per student and one to display)</li><li>• Public Service Announcement about the Importance of Voting Rubric Model (from Lesson 6, for teacher reference)</li><li>• Public Service Announcement graphic organizer: <i>Voting</i> (begun in Lesson 6; one per student and one to display)</li><li>• Public Service Announcement graphic organizer: <i>Voting</i> (begun Lesson 6; added to; answers for teacher reference)</li><li>• Equity sticks</li><li>• Interesting Introductions anchor chart (new; teacher-created; see supporting materials)</li><li>• Public Service Announcement: “Wear Your Helmet!” transcript (from Lesson 2; one per student and one to display)</li><li>• Public Service Announcement graphic organizer: “Wear Your Helmet!” (from Lesson 6; one per student and one to display)</li><li>• Interesting Introductions anchor chart (from Module 3; see supporting materials)</li><li>• Catchy Conclusions anchor chart (from Module 3; see supporting materials)</li><li>• Notebook paper (several sheets per student) or computers (one per student)</li><li>• Critique Protocol anchor chart (from previous modules; see supporting materials)</li><li>• Why Voting Is Important graphic organizer (from Lesson 4)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Reviewing the Public Service Announcement about the Importance of Voting Rubric (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the <b>document camera</b>. Distribute and post the <b>Public Service Announcement about the Importance of Voting Rubric</b>.</li> <li>• Ask students to reread the content and analysis learning targets and criteria on the rubric. Invite students to self-assess their <b>Public Service Announcement graphic organizer: Voting</b> (from Lesson 6) for the first criteria on the rubric: <ul style="list-style-type: none"> <li>* "I can write an <i>introduction</i> to my public service announcement that explains the importance of voting and states my opinion clearly."</li> </ul> </li> <li>• Have students share their self-assessment with a partner, giving a specific example to support why they rated their plan the way they did. Listen for things like: "I am partially meeting the criteria, 'I can write an introduction to my public service announcement that explains the importance of voting and states my opinion clearly' because my opinion is not totally clear in my opinion statement. I wrote, 'You can vote so your voice will be heard.' My opinion would be more clear if I wrote, 'You should vote so your voice will be heard.'"</li> <li>• Remind students that for homework they needed to find and choose evidence to support each reason they identified in Lesson 6. Invite students to self-assess their choice of evidence for the second criteria on the rubric: <ul style="list-style-type: none"> <li>* "I can use accurate reasons and evidence to support my opinion about the importance of voting."</li> </ul> </li> <li>• Have students share their self-assessment with a partner, giving a specific example to support why they rated their plan the way they did. Listen for things like: "I am meeting the target, 'I can use accurate reasons and evidence to support my opinion about the importance of voting' because each of my reasons supports my opinion, and the evidence I chose supports each reason. For example, one reason I think voting is important is because it's how a citizen expresses opinions. A piece of evidence I picked that supports that reason is from the text 'I Can't Wait to Vote!' It says, 'Voting is a way of saying what you want to happen in your area or your country.'"</li> <li>• Invite students to jot notes in the margin of their graphic organizers if further revisions need to be made. Explain that they can revise their PSAs later in the lesson during Work Time B. Ask students to use Fist to Five protocol to show whether or not they will need to make revisions to their graphic organizers before drafting—showing a fist if they need to make several changes, or a five if no revisions are necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole-class discussions encourage respectful and active listening, as well as social construction of knowledge.</li> <li>• Co-constructing the rubric based on the learning targets outlined in the standards allows students to clearly envision what meeting these targets will look like as they write their PSAs. Research shows that including students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all students, but especially supports struggling learners.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to read the criteria for the Coherence, Organization, and Style section of the rubric. Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What will it look like if we meet the target ‘I can group together reasons with <i>related</i> evidence in my public service announcement’?”</li></ul></li><li>• Listen for comments like: “My PSA will be organized so that evidence will be together with the reason it supports.”</li><li>• Add something like the following to the Meets column of the displayed rubric next to this criterion, using the Public Service Announcement about the Importance of Voting Rubric Model (from Lesson 6, for teacher reference) as a guide: “I have reasons and related evidence grouped together for clear organization.”</li><li>• In the Partially Meets column, add: “I have some reasons and related evidence grouped together, showing an attempt at organization.”</li><li>• In the Does Not Meet column, add: “I have reasons and related evidence that are not grouped together, showing no attempt at organization.”</li><li>• Repeat the process with the third criteria:<ul style="list-style-type: none"><li>* “I can develop a <i>conclusion</i> that summarizes my opinion about the importance of voting in my public service announcement.”</li></ul></li><li>• Add something like the following to the Meets column of the rubric next to this criterion: “I have a conclusion statement that sums up opinion about the importance of voting.”</li><li>• In the Partially Meets column, add: “I have a conclusion statement that generally relates to the importance of voting.”</li><li>• In the Does Not Meet column, add: “I do not have a conclusion statement.”</li><li>• Tell students that in this lesson, they will continue planning and begin drafting their PSAs, so they will need to keep these rubric criteria in mind while they write.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Use <b>equity sticks</b> to call on a student to read the following learning target:             <ul style="list-style-type: none"> <li>* "I can group together reasons with related evidence in my public service announcement."</li> </ul> </li> <li>Remind students that they just discussed what that means when looking closely at the Public Service Announcement about the Importance of Voting Rubric.</li> <li>Use equity sticks to call on a student to read the following learning target:             <ul style="list-style-type: none"> <li>* "I can write a public service announcement in which I explain the importance of voting."</li> <li>* Explain to students that once they have finished planning their PSAs, they will begin to draft.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>
Work Time	Meeting Students' Needs
<p><b>A. Planning the PSA: Guided Practice with an Exemplar (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain to students that before they begin drafting, they'll need to think about the introduction and conclusion of their PSAs.</li> <li>Review the purpose of introductions by asking:             <ul style="list-style-type: none"> <li>* "Why do authors include introductions in their writing?"</li> </ul> </li> <li>Listen for things like: "Introductions grab readers' attention and makes them want to read more," or "The way a piece of writing begins is important because it's the first thing a reader reads."</li> <li>Validate this thinking and explain that the purpose of an introduction is the same in a PSA: It should grab the listeners' attention and make them want to hear more. Remind students that in Module 2 they learned how to write different bold beginnings for their historical fiction narrative. Review the posted <b>Interesting Introductions anchor chart</b>.             <ul style="list-style-type: none"> <li>– Catches the reader's attention: something that hooks a reader into wanting to read more</li> <li>– Makes the reader want to read more: something that makes your reader curious about what's coming next</li> <li>– Is appropriate to purpose and audience: something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth their time</li> </ul> </li> <li>Tell students they are going to listen to an exemplar PSA. Explain that while they listen, they should notice how the author introduces the topic. Invite students to take out their copies of the <b>Public Service Announcement: "Wear Your Helmet!" transcript</b> (from Lesson 2). Read the transcript aloud while students follow along silently.</li> </ul>	<p>Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer.</p>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask:<ul style="list-style-type: none"><li>* “How did the author grab your attention?”</li><li>* “What did the author do to make you want to hear more?”</li></ul></li><li>• Listen for things like: “He used catchy quotes like, ‘Helmets are totally uncool looking!’” or “He used quotes of typical things kids say about wearing a helmet.”</li><li>• Explain to students that another way PSA introductions often start is with powerful statistics or facts. Ask students to examine the transcript of public service announcement “Wear Your Helmet!” and underline any powerful statistics or facts. Use equity sticks to call on students to share what they underlined. Listen for responses like: “I underlined, ‘Every year over 150,000 children are treated in emergency rooms for bicycle-related head injuries.’”</li><li>• Display the <b>Public Service Announcement graphic organizer: “Wear Your Helmet!”</b> Point out how the author thought about the quotes he would use and how he would use them in his introduction, and make notes about it on the displayed organizer. Explain that students will have a chance to do the same for their PSAs later in the lesson.</li><li>• Review the purpose of conclusions by asking:<ul style="list-style-type: none"><li>* “Why do authors include conclusions in their writing?”</li></ul></li><li>• Listen for things like: “Conclusions leave the reader with the author’s final thoughts,” and “Conclusions sum up the author’s main points.”</li><li>• Validate this thinking and explain that the purpose of a conclusion is the same in a PSA: It should leave the listener with the author’s final thoughts and sum up the main points. Remind students that in Module 3 they learned how to write different catchy conclusions for their simple machine opinion pieces. Review the posted <b>Catchy Conclusions anchor chart (from Module 3)</b>.<ul style="list-style-type: none"><li>– Remind the reader of your opinion</li><li>– Summarize the reasons for your opinion</li></ul></li><li>• Tell students they you are now going to read aloud the public service announcement: “Wear Your Helmet!” again, and this time they should notice how the author concludes the PSA. Ask:<ul style="list-style-type: none"><li>* “How did the author remind the listener of his opinion?” Listen for: “He restated his opinion by saying, ‘Most of this is preventable by doing one simple thing: Wearing a helmet.’”</li><li>* “What did the author do to summarize his reasons?” Listen for: “He summed up his reasons by saying, ‘If all kids wore helmets, it would prevent hundreds of deaths each year and save thousands of kids from disabling head injuries.’”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Explain to students that another way PSAs can conclude is with a catchy phrase. Ask students to examine the Public Service Announcement: “Wear Your Helmet!” transcript and underline a catchy phrase or statement that concludes or sums up the piece. Use equity sticks to call on students to share what they underlined. Listen for responses like: “I underlined, ‘Whatever your reasons are for not wearing a helmet, they are going to seem pretty stupid after an accident.’”</li><li>• Point out how the author thought about a catchy phrase that would sum up his PSA and how he would use it in his conclusion, and make notes about it on the displayed organizer.</li></ul>	
<p><b>B. Planning the PSA: Independent Practice (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that they will now have a chance to plan their introduction and conclusion for their PSAs. Remind them to refer back to the <b>Interesting Introductions anchor chart (from Module 3)</b> and the Catchy Conclusions Anchor Chart if they need help remembering what to plan.</li><li>• Students should spend the next 7 minutes planning their introduction and conclusion for their PSAs by making notes on their Public Service Announcement graphic organizer. Circulate and support as needed. Be sure to confer with students who rated themselves as needing to make several revisions in Opening A.</li><li>• After 7 minutes, have students meet with a partner and share their plan for their introduction and conclusion. Explain to students that while one partner is sharing his or her plan, the other partner should be listening to see whether the introduction grabs the listener’s attention and makes him or her want to hear more, and to see whether the conclusion leaves the listener with final thoughts while restating the author’s opinion.</li><li>• Invite students to share their partner’s introduction or conclusion. Use equity sticks to call on students to share.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Drafting the PSA (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that they will now move from the planning stage to the drafting stage. Remind students that since this is a first draft of their PSAs, it does not have to be perfect. Students should reference the rubric when drafting, but shouldn't worry about meeting every criteria at this point. Tell students to pay special attention to Criteria 1, 4, and 6 from the rubric, and to use their partner's feedback to guide the drafting process.</li> <li>Remind students that when they wrote opinion pieces in Module 3 they used linking words like "another," "in addition," etc., and they should plan to do the same for their PSAs.</li> <li>Distribute <b>notebook paper</b> or assign students to <b>computers</b> for drafting. Students should use their Public Service Announcement graphic organizers and spend the next 12 minutes writing their first drafts. Circulate and support as needed. Be sure to confer with students who rated themselves as needing to make several revisions in Opening A. Help students focus on getting their ideas down on paper as opposed to worrying about spelling or grammar. Remind them that they will edit for these things toward the end of the writing process.</li> <li>After 12 minutes, bring students back together. Cold call two students to share one sentence they wrote for their PSA.</li> </ul>	<ul style="list-style-type: none"> <li>Provide ELLs with a sentence starter or frame to aid in language production. For example: "Whatever your reasons are for not voting ..."</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Peer Critique of Drafts (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain to students that whenever they are quoting directly from a text in their writing, they need to use <i>quotation marks</i> around the words or phrases that are taken word-for-word from the text.</li> <li>Underline the sentence, "According to the Centers for Disease Control, every year "over 150,000 children are treated in emergency rooms for bicycle-related head injuries and over 300 children die from these injuries." on the displayed transcript of public service announcement "Wear Your Helmet!" Point out that the words "<i>According to</i>" are used to signal to the listener that the fact that follows comes from an outside source. Explain to students that when a writer uses quotes directly from outside sources as in this example, it improves support for the opinion of the writer, making it more <i>credible</i>, or believable.</li> <li>Remind students that they learned how to use quotes in Module 2 when writing their narratives. Explain that quotation marks are used the same in informational writing, but instead of marking what a character is saying, they mark what an author says in a text. Tell students that when quoting from a text, they must write word-for-word what was written in the text. Refer to the underlined sentence in the transcript. Ask: <ul style="list-style-type: none"> <li>* "What do you notice about the punctuation in this sentence?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Critiques simulate the experiences that students will have in the workplace and help build a culture of achievement in your classroom.</li> <li>Asking students to provide feedback to their peers based on explicit criteria benefits students in clarifying the meaning of the learning target.</li> </ul>





Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Listen for students to point out the comma after “According to,” the quotation marks around the quote, and the period inside the end quotation mark.</li> <li>• Tell students that they will be working with a peer to add a quotation to their PSA. Tell them they will focus their feedback using the Public Service Announcement about the Importance of Voting Rubric.</li> <li>• Review the main components of a successful critique on the <b>Critique Protocol anchor chart</b>.             <ul style="list-style-type: none"> <li>– Be Kind: Treat others with dignity and respect.</li> <li>– Be Specific: Focus on why something is good or what, particularly, needs improvement.</li> <li>– Be Helpful: The goal is to help your partner improve his or her work.</li> <li>– Participate: Support one another. Your feedback is valued!</li> </ul> </li> <li>• Explain that for today, their feedback will focus on the Command of Evidence and Control of Conventions sections of the rubric:             <ul style="list-style-type: none"> <li>* “I can develop my opinion of the importance of voting with relevant facts, definitions, details, quotations, or other information from the text.”</li> <li>* “I can use conventions to send a clear message to my reader.”</li> </ul> </li> <li>• Students should specifically look to add in a quotation from one of the informational texts about voting.</li> <li>• Review the criteria for the Meets column on the rubric. Remind students that in order for this feedback to be helpful, they should focus only on these specific areas.</li> <li>• Explain to students that they will have 5 minutes apiece to critique and take notes. Tell students that those being critiqued should take notes about changes or revisions directly on their drafts. Circulate and support partnerships in keeping their critiques kind and focused. If necessary to help students keep the critique focused, ask questions like: “What criteria does your feedback go with?” or “What evidence does your partner’s PSA show of meeting this criteria?”</li> <li>• After both partners have received critique on their writing, tell students that they should revise their PSAs for homework using the feedback from their partner.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Revise your draft of your PSA using the feedback given to you by your peers in the closing of this lesson. If necessary, complete the draft of your PSA first using the <b>Why Voting Is Important graphic organizer</b>.</li> </ul>	



EXPEDITIONARY  
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# Grade 4: Module 4: Unit 3: Lesson 7

## Supporting Materials



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Public Service Announcement Graphic Organizer: “Voting”  
(Answers, For Teacher Reference)

Section	
<b>Introduction</b> Purpose: Grab listeners’ attention and make them want to hear more. What to do and include: Catchy quotes, a great slogan, powerful statistics, or facts.	<b>“I’m too busy!”</b> <b>“I don’t care who wins.”</b> <b>“I don’t know anything about any of the candidates!”</b>  <b>Respond to these quotes: What happens if you don’t vote?</b>
<b>Statement of opinion</b> Purpose: What you want people to do and remember after hearing your PSA. What to do and include: Clear statement of your intended goal.	<b>You should vote because it is the best way you can be a good citizen.</b>
<b>Reason 1</b> Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	<b>Voting is the citizen’s job in a democracy. Not voting is like not doing one’s job.</b> <ul style="list-style-type: none"><li>• <b>“This is our system of government. Citizens are supposed to vote to elect people to represent us.” (ICW)</b></li><li>• <b>“A young person can register to vote at 18.” (ICW)</b></li><li>• <b>“Citizens should participate in the system that gives them freedom.” (ICW)</b></li><li>• <b>“If people have a right to do something like vote, then it is a responsibility to make the most of that right.” (ICW)</b></li></ul>



Public Service Announcement Graphic Organizer: “Voting”  
(Answers, For Teacher Reference)

Section	
<b>Reason 2</b> Purpose: Provide a good reason why your opinion is right. What to do and include: State the reason, explain the reason, and support it with quotes, facts, and statistics.	<b>Voting is how a citizen expresses opinions.</b> <ul style="list-style-type: none"><li>• “The only way to make your voice heard is to vote.” (AV)</li><li>• “The voters ages 18–24 years have the lowest turnout rate for elections, but this number is increasing recently.” (AV)</li><li>• “Voting is a way of saying what you want to happen in your area or your country.” (ICW)</li><li>• “Voting is the way people express a political opinion. Don’t you have a political opinion? Don’t you want it heard? That’s what your vote means.” (ICW)</li></ul>
<b>Concluding statement</b> Purpose: Leave your listeners with final thoughts. What to do and include: Come up with a catchy phrase or add on to your opinion statement.	<b>Whatever your reason for not voting, think about the people who have fought throughout history to give you the right to make your voice heard!</b>



Interesting Introductions Anchor Chart (from Module 3)

1. **Catches the reader's attention:** something that hooks a reader into wanting to read more
2. **Makes the reader want to read more:** something that makes your reader curious about what's coming next
3. **Is appropriate to purpose and audience:** something that makes the reader feel your piece is going to be an interesting and enjoyable experience and worth their time



Catchy Conclusions Anchor Chart (from Module 3)

Your conclusion should explain exactly why your opinion is worth considering.

- **Remind the reader of your opinion**, but don't just state it again word-for-word from your introduction.
- **Summarize the reasons** for your opinion. Make connections between the reasons.



## Critique Protocol Anchor Chart

**Be Kind:** Treat others with dignity and respect.

**Be Specific:** Focus on why something is good or what, particularly, needs improvement.

**Be Helpful:** The goal is to help your partner improve his or her work.

**Participate:** Support one another. Your feedback is valued!

### Directions

1. Author and listener: Review the area of critique focus from the rubric.
2. Author: Reads his or her piece.
3. Listener: Gives feedback based on rubric criteria: "I like how you \_\_\_\_\_. "You might consider\_\_\_\_\_."
4. Author: Records feedback.
5. Author: "Thank you for \_\_\_\_\_. My next step will be \_\_\_\_\_."
6. Switch roles and repeat.



EXPEDITIONARY  
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# **Grade 4: Module 4: Unit 3: Lesson 8**

## **Writing a Public Service Announcement:**

### **Revising a PSA about the Importance of Voting**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write an opinion piece that supports a point of view with reasons and information. (W.4.1) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can speak clearly and at an understandable pace. (SL.4.4) I can identify evidence a speaker provides to support particular points. (SL4.3)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can write sentences that give evidence to support my point in my public service announcement.</li><li>• I can speak clearly and at an understandable pace when rehearsing my public service announcement.</li><li>• I can give kind, helpful, and specific feedback to my critique partner.</li></ul>	<ul style="list-style-type: none"><li>• Draft of public service announcement</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Writer: Reviewing the Public Service Announcement about the Importance of Voting Rubric (10 minutes)</li> <li>B. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Peer Critique: Reviewing the Critique Protocol Anchor Chart (10 minutes)</li> <li>B. Peer Critique: Giving Feedback on Evidence to Support a Point (10 minutes)</li> <li>C. Peer Critique: Giving Feedback on Speaking and Oral Presentation (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Setting Revision and Rehearsal Goals (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Revise your speech using the critique from your partner in today's lesson. Then, practice your speech in preparation for recording or performing it aloud. Use your partner's critique when practicing.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Lesson 8 is the third of five lessons focused on the creation of the Performance Task: Public Service Announcement about the Importance of Voting. This lesson focuses on revising and rehearsing for the oral presentation of the PSA using peer critique.</li> <li>• This lesson, like the two before it, opens with students reviewing the Public Service Announcement about the Importance of Voting Rubric. This serves as a way of reviewing the areas of revision in this lesson.</li> <li>• Students critique each other on using evidence to support a point. This critique serves two purposes. First, it gives students practice with the learning target, "I can identify evidence a speaker provides to support particular points" by having them listen to their partner read their PSA and identifying the points and supporting evidence their partner used. It also serves as a platform for revisions for the speaker's PSA, as the listener then gives feedback on whether or not the speaker included relevant evidence in the PSA.</li> <li>• Students then critique each other on speaking and oral presentation, using the criteria on the rubric as a guide. Students read their PSAs aloud several times, receiving feedback each time. This gives students the opportunity to rehearse their oral presentations, which will help put them at ease when it is time to record or perform their PSA, as well as helps them find any additional revisions or edits that need to be made.</li> <li>• As a closing, students exchange note-catchers so they can keep the notes taken by their partners on their own PSA, and set a revision and rehearsal goal to be completed for homework in preparation for recording or performing their PSAs in Lesson 10.</li> <li>• Review Peer Critique protocol (see Appendix).</li> <li>• Post: Critique Protocol anchor chart, learning targets.</li> </ul>



Lesson Vocabulary	Materials
pace, formal, rehearsing, point, evidence	<ul style="list-style-type: none"><li>• Document camera</li><li>• Public Service Announcement about the Importance of Voting Rubric (from Lesson 6; one per student and one to display)</li><li>• Public Service Announcement about the Importance of Voting Rubric Model (from Lesson 6, for teacher reference)</li><li>• Audio of Public Service Announcement: “Wear Your Helmet!” (from Lesson 2; one to play/teacher read-aloud)</li><li>• Public Service Announcement: “Wear Your Helmet!” transcript (from Lesson 2; one per student)</li><li>• Equity sticks</li><li>• Critique Protocol anchor chart (from Lesson 7; one to display)</li><li>• Peer Critique note-catcher (one per student and one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Reviewing the Public Service Announcement about the Importance of Voting Rubric (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the <b>document camera</b>. Post the <b>Public Service Announcement about the Importance of Voting Rubric</b> and invite students to take out their copies.</li> <li>• Ask students to reread the criteria in the Speaking and Oral Presentation section:             <ul style="list-style-type: none"> <li>* "I can speak clearly and at an understandable <i>pace</i> in the oral presentation of my public service announcement."</li> <li>* "I can use <i>formal</i> English in the oral presentation of my public service announcement."</li> </ul> </li> <li>• Explain to students that they will be listening to the <b>audio of Public Service Announcement: "Wear Your Helmet!"</b> Tell students to listen carefully for how the speaker met those targets. Invite students to take out their <b>Public Service Announcement: "Wear Your Helmet!" transcript</b> and follow along silently while you play the audio.</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* "What did the speaker do to show evidence of meeting the target, 'I can speak clearly and at an understandable pace in the oral presentation of my public service announcement'?"</li> <li>* "What did the speaker do to show evidence of meeting the target, 'I can use formal English in the oral presentation of my public service announcement'?"</li> </ul> </li> <li>• Listen for comments like: "He spoke formally, like we talk to teachers, instead of how we talk to our friends," or "He didn't speak too quickly or too slowly, and he pronounced all of his words so I could understand them."</li> <li>• Using the <b>Public Service Announcement about the Importance of Voting Rubric Model (from Lesson 6, for teacher reference)</b>, add something like the following to the Meets column of the rubric next to this learning target: "I use formal English."             <ul style="list-style-type: none"> <li>– In the Partially Meets column, add: "I use a mix of formal and informal English."</li> <li>– In the Does Not Meet column, add: "I use informal English."</li> </ul> </li> <li>• Repeat the process with the second criteria:             <ul style="list-style-type: none"> <li>* "I can speak clearly and at an understandable pace in the oral presentation of my public service announcement."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Whole-class discussions encourage respectful and active listening, as well as social construction of knowledge.</li> <li>• Co-constructing the rubric based on the learning targets allows students to clearly envision what meeting these targets will look like as they write their PSAs. Research shows that involving students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all students, but especially supports struggling learners.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Add something like the following to the Meets column of the rubric next to this criteria: "I speak clearly and at an understandable pace."<ul style="list-style-type: none"><li>– In the Partially Meets column, add: "I speak quickly and is difficult to understand at times."</li><li>– In the Does Not Meet column, add: "I speak so quickly that speech is not understandable."</li></ul></li></ul>	
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Use <b>equity sticks</b> to call on a student to read the learning targets:<ul style="list-style-type: none"><li>* "I can write sentences that give <i>evidence</i> to support my <i>point</i> in my public service announcement."</li><li>* "I can speak clearly and at an understandable pace when <i>rehearsing</i> my public service announcement."</li><li>* "I can give kind, helpful, and specific feedback to my critique partner."</li></ul></li><li>• Ask students what they know already about these targets. Give them a chance to talk with a partner about their thinking, then cold call students using equity sticks. Students may recall the critique process from Modules 1 and 2, and from previous lessons in this unit. Have them share what they recall.</li><li>• Ask students to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the words "specific," "critique," and "evidence" as you clarify the meaning of the targets with students.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Peer Critique: Reviewing the Critique Protocol Anchor Chart (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they will work with a peer to revise their PSAs and to practice and improve the oral presentation of their PSAs. Tell them they will focus their feedback using the Public Service Announcement about the Importance of Voting Rubric.</li> <li>• Review the main components of a successful critique by asking:             <ul style="list-style-type: none"> <li>* “What are the norms we have when giving peer critique?”</li> </ul> </li> <li>• Listen for details from the posted <b>Critique Protocol anchor chart</b> like: “Be Kind: Treat others with dignity and respect.” Remind students that they used this anchor chart in the previous lesson, as well as in past modules.</li> <li>• Explain that for today, students will participate in two rounds of feedback. The first round will focus on the criteria in the Command of Evidence section of the rubric:             <ul style="list-style-type: none"> <li>* “I can develop my opinion of the importance of voting with relevant facts, definitions, details, quotations, or other information from the text.”</li> </ul> </li> <li>• The second round will focus on the first and third criteria from the Speaking and Oral Presentation section of the rubric:             <ul style="list-style-type: none"> <li>* “I can speak clearly and at an understandable pace in the oral presentation of my public service announcement.”</li> <li>* “I can use formal English in the oral presentation of my public service announcement.”</li> </ul> </li> <li>• Review the Meets column for the Command of Evidence section and the first and third criteria in the Speaking and Oral Presentation section on the rubric. Remind students that in order for this feedback to be helpful, they should focus only on these specific areas during the first round of feedback.</li> <li>• Tell students that the PSA should be read aloud each time to practice the oral presentation portion of the performance task, and that the author should make notes about changes or revisions directly on their drafts.</li> <li>• Tell students that, as a listener and someone giving critique, they must be able to identify the point the speaker is making in his or her PSA, as well as identify the evidence that the speaker provides. Display and distribute the <b>Peer Critique note-catcher</b>. Explain to students that they will be using this note-catcher to record those details of their partner’s PSA while listening to it being read aloud. They will then use this note-catcher to record feedback for their partner on improvements they can make to their speaking and oral presentation of the PSA.</li> </ul>	<ul style="list-style-type: none"> <li>• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.</li> <li>• Asking students to provide feedback to their peers based on explicit criteria benefits students in clarifying the meaning of the learning target.</li> <li>• Graphic organizers and recording forms provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Invite students to read the Command of Evidence section of the Peer Critique note-catcher. Review the meanings of “point” and “evidence” by asking:               <ul style="list-style-type: none"> <li>* “What is a point in a piece of writing?”</li> <li>* “What is evidence?”</li> <li>* “How do writers use points and evidence in their writing?”</li> </ul> </li> <li>• Listen for responses like: “A point is something the author thinks or says about the topic,” “Evidence is proof, and usually comes from an outside source,” and “Writers use evidence to support points they make in their writing.”</li> <li>• Explain to students that while their partner reads his or her PSA aloud, they will be listening for the main point of the PSA and evidence to support the point, and should write notes about these two elements on the note-catcher. Tell students they will go over the speaking and oral presentation section of the note-catcher later.</li> <li>• Review next steps:               <ol style="list-style-type: none"> <li>1. Give critique on using evidence to support points: One partner reads his or her PSA aloud while the other partner uses the Peer Critique note-catcher to take notes.</li> <li>2. Switch roles and repeat Step 1.</li> <li>3. Give critique on speaking and oral presentation: One partner reads his or her PSA aloud while the other partner uses the Peer Critique note-catcher to take notes.</li> <li>4. Switch roles and repeat Step 3.</li> </ol> </li> </ul>	
<p><b>B. Peer Critique: Giving Feedback on Evidence to Support a Point (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain to students that they will have 5 minutes apiece to critique and take notes. Circulate and support partnerships in keeping their critiques kind and focused. If necessary, ask questions like: “What evidence does your partner’s PSA show of meeting this learning target?”</li> <li>• Remind students to use the Peer Critique note-catcher to record their partner’s main point and evidence that supports the point. If necessary, help students realize that revisions must be made to the PSA if their partner has nothing to write down. Ask: “What does it mean about your PSA if your partner doesn’t have any notes about the main point of your PSA?” or “What does it mean about your PSA if your partner doesn’t have any notes about evidence that supports your main point?”</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ELLs with sentence starters or frames to aid in language production. For example: “One thing you can improve is ...” or “One thing you did well was ...”</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Peer Critique: Giving Feedback on Speaking and Oral Presentation (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the Speaking and Oral Presentation section of the Peer Critique note-catcher. Explain to students that each partner will read his or her PSA and receive critique twice. The first time, the partner listening should take notes by each criteria on ways to improve. After sharing these suggestions, the speaker will read his or her PSA a second time, making changes in his or her speaking and oral presentation based on the critique. His or her partner listens and notes further ways to improve.</li><li>• Explain to students that they will have 10 minutes apiece to critique and take notes. Circulate and support partnerships in keeping their critiques kind and focused. If necessary, ask questions like: "What learning target does your feedback go with?" "What evidence does your partner's PSA show of meeting this learning target?" and "What is a specific suggestion you can give to your partner on a way to improve?"</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Setting Revision and Rehearsal Goals (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students to exchange Peer Critique note-catchers with their partners, so that each person now has the note-catcher about his or her own PSA. Explain to students that they will now set a goal for revision and rehearsal based on their partner's critique. Tell students they will use these goals when revising their PSAs and rehearsing the oral presentations for homework.</li><li>• Allow students 5 minutes to write one goal for revisions and one goal for rehearsal. Tell students to write their goals in the appropriate spots on the Peer Critique note-catcher their partner completed during the lesson.</li><li>• If necessary, model briefly: "My partner noticed that I made my point that people should vote because it's the best way they can be good citizens, but he pointed out to me that my evidence didn't support this point. So, my goal is to revise by choosing new evidence that supports my point," or "My partner noticed that I spoke really quickly and that made my words sound jumbled up. My rehearsal goal is to practice speaking more slowly and to pronounce my words more carefully."</li></ul>	<ul style="list-style-type: none"><li>• Developing goals and reflection supports all learners.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Revise your speech using the critique from your partner in today's lesson. Then, practice your speech in preparation for recording or performing it aloud. Use your partner's critique when practicing.</li></ul>	





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# Grade 4: Module 4: Unit 3: Lesson 8

## Supporting Materials



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Peer Critique Note-catcher

**Command of Evidence**

I can identify evidence a speaker provides to support particular points (SL.4.3)

What is the main point of your partner's PSA?

What evidence did your partner give to support his or her point?

**Revision goal:**

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Peer Critique Note-catcher

**Speaking and Oral Presentation**

Learning Target	Feedback for my partner	
I can speak clearly and at an understandable pace in the oral presentation of my public service announcement. (SL.4.4)	<b>First read</b>	<b>Second read</b>
I can use formal English in the oral presentation of my public service announcement. (SL.4.6)		

**Rehearsal goal:**

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EXPEDITIONARY  
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## **Grade 4: Module 4: Unit 3: Lesson 9**

### **Writing a Public Service Announcement:**

#### Creating a Supporting Visual for a PSA about the Importance of Voting



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can identify reasons that support my opinion. (W.4.1b)</p> <p>I can provide a list of sources I used to gather information. (W.4.8)</p> <p>I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can create a visual to support my point in my public service announcement.</li><li>• I can give kind, helpful, and specific feedback to my critique partner.</li></ul>	<ul style="list-style-type: none"><li>• Draft of supporting visual</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer: Chalk Talk: How Do Visuals Support Texts? (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Developing Criteria for a Visual (10 minutes)</li><li>B. Crafting a Visual (25 minutes)</li><li>C. Peer Critique: Giving Feedback on a Visual (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Setting Revision Goals (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Revise your visual using the critique from your partner in today's lesson. Then, practice your speech in preparation for recording or performing it aloud. Use your partner's critique from Lesson 9 when practicing.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Lesson 9 is the fourth of five lessons focused on the creation of the Performance Task: Public Service Announcement about the Importance of Voting. This lesson focuses on creating a visual supporting the main point of students' PSAs.</li><li>• This lesson is written for students creating their visuals by hand, but if technology is available, students are encouraged to use software like Microsoft PowerPoint, Kidspiration, or Prezi to create their visual and insert a hyperlink to the audio performance of their PSAs. Throughout the day, build in time for students to record to ensure recordings are completed by Lesson 10.</li><li>• The lesson opens with students examining actual public service announcements. This allows students to see real-life examples of PSAs while examining how visuals can support texts. Students then use the exemplars to pull out criteria to include on their own PSAs.</li><li>• Students plan and draft their visuals, talking through their ideas with partners prior to writing. They then engage in a silent critique of their visuals. The Critique Protocol anchor chart is referred to again in this lesson; it may be necessary to point out to students that the directions are not applicable in this lesson since the critique is silent and they will be critiquing more than one person's visual.</li><li>• In the Closing and Assessment, students set a revision goal to be completed for homework in preparation for their presentations of the PSAs in Lesson 10.</li><li>• In advance: Prepare Criteria for a Visual anchor chart and prepare PSA exemplars.</li><li>• Review: Chalk Talk protocol (see Appendix; also see supporting materials for contextualized directions specific to this lesson).</li><li>• Post: Critique Protocol anchor chart, learning targets.</li></ul>



Lesson Vocabulary	Materials
visual, point, criteria, adapt, sources	<ul style="list-style-type: none"><li>• Document camera</li><li>• PSA exemplars (two copies of each to display, each copy attached to chart paper; see links in supporting materials)</li><li>• Chalk Talk protocol directions (one to display; see Teaching Note above)</li><li>• Criteria for a Visual anchor chart (new; co-created with students during Work Time A; see supporting materials)</li><li>• Creating a Visual graphic organizer (one per student)</li><li>• Blank paper (one per student)</li><li>• Critique Protocol anchor chart (from Lesson 7; one to display)</li><li>• Sticky notes (one per student per visual critiqued)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Chalk Talk: How Do Visuals Support Texts? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the <b>document camera</b>. Display the <b>PSA exemplars</b> and tell students they will be using the Chalk Talk protocol as a way to closely examine them.</li><li>• Display and review the <b>Chalk Talk protocol directions</b> to review Chalk Talk protocol briefly with students: This technique works only if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people's comments, and responding. There should be no talking, and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.</li><li>• Direct students' attention to the first learning target:<ul style="list-style-type: none"><li>* "I can create a <i>visual</i> to support my <i>point</i> in my public service announcement."</li></ul></li><li>• Tell students that they will be creating a visual to display during the oral presentation of their PSAs, and will be examining the exemplars to notice how they support the main point of the PSAs they represent.</li><li>• Tell students to look closely and write their ideas about how the designer of each PSA created a visual that supported the main points of the PSA.</li><li>• As students are writing, circulate to ensure students are writing their observations.</li><li>• After 7 minutes, ask students to read a few of their ideas aloud to the class. Listen for things like: "There's a slogan like, 'Only YOU can prevent forest fires,'" or "I noticed a statistic like, '9 out of 10 wildfires are caused by humans.'"</li><li>• Validate student responses and explain that the visuals help support the main point of the PSAs by including the most important information about the topic and by helping the audience to visualize the point the author is making.</li></ul>	<ul style="list-style-type: none"><li>• Whole-class discussions encourage respectful and active listening, as well as social construction of knowledge.</li><li>• Providing models of expected work supports all students, but especially supports challenged learners.</li></ul>





Work Time	Meeting Students' Needs
<p><b>A. Developing Criteria for a Visual (10 minutes)</b></p> <ul style="list-style-type: none"><li>Refer to the students' observations during the Chalk Talk. Explain that students will be using these exemplars to develop <i>criteria</i> for their own visuals. Ask:<ul style="list-style-type: none"><li>* "What do the exemplars have in common?"</li></ul></li><li>Jot students' ideas down on the <b>Criteria for a Visual anchor chart</b> as they are shared.</li><li>Listen for students to point out the title or slogan about the main point of the PSA, a picture representing the PSA, a fact or quote or statistic supporting the main point, sponsors at the bottom, and a way to learn more about the topic of the PSA.</li><li>Validate student responses and explain that they won't be able to use all of those elements in their PSAs because some of them don't apply, such as the sponsors at the bottom. Ask:<ul style="list-style-type: none"><li>* "How can we <i>adapt</i> that list for our PSAs?"</li></ul></li><li>Listen for things like: "We can use a fact or quote from our research on our visuals," or "We could list the <i>sources</i> we used in our research."</li><li>Guide students to develop the following criteria list for their PSAs: title of PSA, sources used, one picture, and one quote from an informational text used to research. The picture and quote must support the main point of the PSA. List these criteria on the Criteria for a Visual anchor chart.</li></ul>	<ul style="list-style-type: none"><li>Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.</li></ul>
<p><b>B. Crafting a Visual (25 minutes)</b></p> <ul style="list-style-type: none"><li>Explain to students that they will now plan and draft their visual, and then they will have time for peer critique.</li><li>Distribute the <b>Creating a Visual graphic organizer</b>. Tell students they will be using this graphic organizer to brainstorm and record ideas for their visuals.</li><li>Review the graphic organizer with students and answer any clarifying questions.</li><li>Tell students that when they are finished planning their visuals, they should use blank paper for drafting.</li><li>Invite students to Think-Pair-Share to begin planning their visuals. Allow students a few minutes to think about the criteria they will include on their visuals. Then, prompt students to share their ideas with their partners, and allow them several minutes to do so. Ask students to give a thumbs-up if they have ideas for what to include on their visuals, or a thumbs-down if they do not.</li></ul>	<ul style="list-style-type: none"><li>Graphic organizers and recording forms provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer.</li><li>Discussing ideas with peers before writing allows students to process the task orally, helping to support their writing.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Invite students to begin independently planning their visuals. Students should use their Creating a Visual graphic organizer to plan for the next 10 minutes. Circulate and offer support as needed. Be sure to confer with students who gave themselves a thumbs-down in the previous step. Help students focus on getting their ideas down on paper as opposed to worrying about spelling or grammar.</li> <li>• After 10 minutes, refocus whole class. Cold call two students to share one idea for their visuals.</li> <li>• Ask students to give a thumbs-up if they have a clear plan for what they will include on their visuals, and a thumbs-down if they are still unsure.</li> <li>• Distribute a piece of <b>blank paper</b> to each student and invite students to begin drafting their visuals. Students should spend the next 10 minutes drafting, referring to their Creating a Visual graphic organizer during this time. Circulate and offer support as needed. Be sure to confer with students who gave themselves a thumbs-down in the previous step. Help students focus on getting their ideas down on paper as opposed to worrying about spelling or grammar.</li> </ul>	
<p><b>C. Peer Critique: Giving Feedback on a Visual (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they will now be working with their peers to critique their visuals.</li> <li>• Review the main components of a successful critique by asking: <ul style="list-style-type: none"> <li>* “What are the norms we have when giving peer critique?”</li> </ul> </li> <li>• Listen for details from the <b>Critique Protocol anchor chart</b> such as: “Be Kind: Treat others with dignity and respect.” Remind students that they used this anchor chart in the previous lesson, as well as in past modules.</li> <li>• Explain that today students will critique each other’s visuals silently, recording their comments on sticky notes. Tell them they will focus their feedback using the criteria developed on the Criteria for a Visual anchor chart.</li> <li>• Review criteria: Visuals must include the title of the PSA, the sources, one picture, and one quote/statistic from the texts used to research. The picture and quote must support the main point of the PSA.</li> <li>• Remind students that in order for this feedback to be helpful, they should focus only on these specific areas during the first round of feedback.</li> <li>• Invite students to clear their desks of everything except their visuals. Distribute <b>sticky notes</b> and facilitate a rotation so each student’s visual is critiqued by more than one student. Depending on your class size, this may mean each student critiques everyone’s visual, or you may split your students into smaller groups of 5–10 students each.</li> <li>• Invite students to read through the critique for their visuals. Cold call two students to share one critique they received.</li> </ul>	<ul style="list-style-type: none"> <li>• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.</li> <li>• Asking students to provide feedback to their peers based on explicit criteria benefits students in clarifying the meaning of the learning target.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Setting Revision Goals (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that they will now set a goal for revision of their visuals based on their classmates' critiques. Tell students they will use this goal when revising their visual for homework.</li><li>• Allow students 5 minutes to write one goal for revision of their visuals. Tell students to write their goals in the appropriate spots on the Creating a Visual graphic organizer.</li><li>• If necessary, model briefly: "Several people noticed that the statistic I chose did not support my main point that people should vote because it's the best way they can be good citizens. So, my goal is to revise by rereading my research notes and choosing a new statistic that supports that point."</li><li>• Explain to students that they will make revisions and create a final draft of their visual for homework.</li></ul>	<ul style="list-style-type: none"><li>• Developing goals and reflection supports all learners.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Revise your visual using the critique from your partner in today's lesson. Then, practice your speech in preparation for recording or performing it aloud. Use your partner's critique from Lesson 8 when practicing.</li></ul>	



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# Grade 4: Module 4: Unit 3: Lesson 9

## Supporting Materials



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PSA Exemplars

*Book People Unite* (Reading campaign):

<https://www.psacentral.org/assetInfo.do?assetTitle=Book%20People%20Unite&assetId=11489>

*Only You* (Wildfire prevention campaign):

<https://www.psacentral.org/assetInfo.do?assetTitle=Only%20You&assetId=3398>

*Sneaker* (Child passenger safety campaign):

<https://www.psacentral.org/assetInfo.do?assetTitle=Sneaker&assetId=8443>

*Harper* (Pet adoption campaign):

<https://www.psacentral.org/assetInfo.do?assetTitle=Harper&assetId=7115>

"Book People Unite." Online image. Ad Council. New York. 2013. Web.

<https://www.psacentral.org/assetInfo.do?assetTitle=Book%20People%20Unite&assetId=11489>

"Only You Can Prevent Wildfires." Online image. Ad Council. New York. 2011. Web.

<https://www.psacentral.org/assetInfo.do?assetTitle=Only%20You&assetId=3398>

"Sneakers." Online image. Ad Council. New York. 2013. Web. <https://www.psacentral.org/assetInfo.do?assetTitle=Sneaker&assetId=8443>

The Shelter Pet Project, a public service advertising campaign by the Humane Society of the United States, Maddie's Fund(r) and the Ad Council

## Chalk Talk Protocol Directions

### A Method for Having a Silent Discussion about an Important Issue

#### Overview

A Chalk Talk is a simple procedure to promote discussion and awareness of issues and perspectives—silently. A Chalk Talk is also an excellent way to promote awareness of patterns and problems, and to ensure that all voices are heard.

#### Procedure

1. **Formulate an important, open-ended question** that will provoke comments and responses.
2. **Provide plenty of chart paper and colored pencils, and arrange space for participants to write and respond.** Write the question or topic in the middle of the paper in bold marker.
3. **Explain the Chalk Talk** protocol and answer any questions.
4. **Set-up norms for the Chalk Talk:** This technique works only if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people’s comments, and responding. There should be no talking, and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.
5. **Allow 10–20 minutes for the Chalk Talk.** As facilitator, it’s helpful to walk around and read, and gently point participants to interesting comments. All writing and responding is done in silence.
6. **Search for patterns.** In pairs, participants should read through all the postings and search for patterns and themes (or “notice and wonder”). This part takes about 5 minutes.
7. **Whole-group share:** Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.
8. **Process debrief:** How do you feel about “talking” silently?



Criteria for a Visual Anchor Chart

What do the exemplars have in common?

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My visual will include:

- title of PSA
- sources used
- one picture
- one quote from an informational text used to research

The picture and quote must support the main point of my PSA.



Creating a Visual Graphic Organizer

**Topic: The Importance of Voting**

Main point of PSA:

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Title of PSA:

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Sources used:

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What is the main point of your partner's PSA?

What evidence did your partner give to support his or her point?

Revision goal:

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# **Grade 4: Module 4: Unit 3: Lesson 10**

## **End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can identify evidence a speaker provides to support particular points. (SL4.3)</p> <p>I can speak clearly and at an understandable pace. (SL.4.4)</p> <p>I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can speak clearly and at an understandable pace when presenting my public service announcement.</li><li>• I can identify reasons and evidence that supports the points my peers make in their PSAs.</li><li>• I can listen as my peers share their writing and give specific praise for their work.</li></ul>	<ul style="list-style-type: none"><li>• Recording or performance of PSA</li><li>• End of Unit 3 Assessment: Public Service Announcement about the Importance of Voting</li><li>• Tracking My Progress, End of Unit 3 recording form</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Preparing for the Presentation (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Presenting PSAs (40 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reflecting on the Performance Task (5 minutes)</li><li>B. Tracking My Progress (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. None.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Lesson 10 is the last of five lessons focused on the creation of the Performance Task: Public Service Announcement about the Importance of Voting. This lesson focuses on presenting the PSAs and reflecting on the process of creating the PSAs.</li><li>• Students begin by reviewing the rubric criteria for speaking and oral presentation and practicing their PSAs. If students will be recording their PSAs, be sure to do this part of the lesson prior to beginning the recordings. Build in time throughout the day to record.</li><li>• Students then present their PSAs in small groups, either by speaking or by playing their recordings. They should display their visuals while presenting their PSAs. While this is happening, the rest of the group observes and notices strengths of the presentation and completes Part I of the end of unit assessment, which is focused on identifying reasons and evidence that support the points their peers made in their PSAs. Because they will be assessed on SL.4.3, be sure to group students so they are not in a group with their partners for critiques in earlier lessons, since they provided critique based on this in Lesson 8</li><li>• The Public Service Announcement about the Importance of Voting Rubric (from Lesson 6) is aligned to the NYS Expository and Analytical Writing Rubric for grades 4/5. Use the rubric completed with your class or the model in Lesson 6 to evaluate students' public service announcements.</li><li>• In advance: Prepare and review Author's Chair Celebration anchor chart; create presentation groups of five to seven students.</li><li>• Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
publishing, strength	<ul style="list-style-type: none"><li>• Document camera</li><li>• Public Service Announcement about the Importance of Voting Rubric (from Lesson 6; completed in lessons 7 and 8; one per student and one to display)</li><li>• Author's Chair Celebration anchor chart (new; teacher-created; see supporting materials)</li><li>• Sticky notes (five to seven per student, depending on the number of students in each group)</li><li>• End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting (one per student and one to display)</li><li>• Equity sticks</li><li>• Tracking My Progress, End of Unit 3 recording form (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Preparing for the Presentation (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the <b>document camera</b>. Post the now completed <b>Public Service Announcement about the Importance of Voting Rubric</b> and invite students to take out their copies.</li><li>• Ask students to reread the criteria in the Speaking and Oral Presentation section of the rubric:<ul style="list-style-type: none"><li>* "I can speak clearly and at an understandable <i>pace</i> in the oral presentation of my public service announcement."</li><li>* "I can use formal English in the oral presentation of my public service announcement."</li></ul></li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* "What can a speaker do to show evidence of meeting these targets?"</li></ul></li><li>• Listen for comments like: "A speaker can speak formally, like when we talk to teachers, instead of how we talk to our friends," or "A speaker would not speak too quickly or too slowly, and would pronounce all of their words so the audience can understand them."</li><li>• Tell students they will be presenting (or recording, depending on technology available) their final PSAs, and will have time to rehearse before sharing.</li><li>• Invite students to take out their final drafts of the PSAs and begin practicing. Remind students to keep in mind the rubric criteria and the critique they received on speaking and oral presentation in Lesson 8. Circulate while students practice, giving brief points of feedback to students based on the rubric, such as: "You're speaking very clearly but are going too quickly. I can't understand everything you are saying."</li></ul>	<ul style="list-style-type: none"><li>• Providing a rubric for expected work supports all students, but especially supports challenged learners.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Presenting PSAs (40 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to give you a thumbs-up or thumbs-down showing whether or not they are ready to share their PSAs. Praise the thumbs-up and tell students they will now break into smaller groups to present their PSAs.</li> <li>Tell students that they have come a long way as writers. Remind them that at the beginning of the year they were working on writing strong paragraphs about the Iroquois (Module 1), then writing historical fiction or scientific narratives (Module 2), then writing editorials or opinion letters (Module 3). Now, they have built expertise as writers of opinion pieces and are ready to celebrate by sharing the PSAs by holding an Author's Chair Celebration.</li> <li>Post the <b>Author's Chair Celebration anchor chart</b>. Explain that an Author's Chair Celebration is an event similar to a book signing that authors sometimes have at bookstores to celebrate <i>publishing</i> their work. Tell students that at these events, the author reads his or her work to an audience and signs copies. Explain that while they will not have to sign copies of their work, they will get to read their work to a small group.</li> <li>Review the steps on the Author's Chair Celebration anchor chart and revisit the following learning target: <ul style="list-style-type: none"> <li>* "I can listen as my peers share their writing and give specific praise for their work."</li> </ul> </li> <li>Remind students that they have been practicing giving kind feedback during peer critiques and that today they will really just be focusing on the <i>strengths</i> in their group members' work. They will write this praise on a <b>sticky note</b> for each group member after each share. Clarify or model kind praise as needed.</li> <li>Explain to students that while they share their PSAs, they will also complete Part I of the <b>End of Unit 3 Assessment: Presenting a Public Service Announcement about the Importance of Voting</b>.</li> <li>Distribute assessments and invite students to review Part I. Explain that students will complete Part II during the closing of this lesson. Tell students that they must complete this part independently during the presentations. Clarify that they will not need to complete the chart for every student in their group, and that they will get to choose which two students to complete the chart for. Tell students that they should not complete the chart for a student who was their critique partner in an earlier lesson in this unit. Answer any clarifying questions about Part I.</li> <li>Split students into groups (five to seven per group, being sure students who have worked together to give critique in lessons 6–9 are not grouped together). Tell students that they will have about 5 minutes for each person in their group to read, reflect, and receive praise.</li> <li>Tell students that they should display their PSA visuals while presenting.</li> </ul>	<ul style="list-style-type: none"> <li>Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.</li> <li>As an alternative to an Author's Chair Celebration anchor chart, you can copy the steps for each group and display them using a document camera. This may be better for ELL students or those with visual impairments.</li> <li>Graphic organizers and recording forms provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also engage students more actively. For students needing additional support, you may want to provide a partially filled-in graphic organizer.</li> <li>Asking students to provide feedback to their peers based on explicit criteria benefits students in clarifying the meaning of the learning target.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Circulate as students share their work, reflect, and give each other praise. Monitor to be sure that students are taking turns about every 5 minutes. Write the following prompt on the board:<ul style="list-style-type: none"><li>* "How have we grown as writers since the beginning of the year?"</li></ul></li><li>• If a group finishes early have them discuss the prompt.</li><li>• When all groups have finished presenting, refocus whole class. Use <b>equity sticks</b> to call on students to share a strength they observed during the presentations.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<b>A. Reflecting on the Performance Task (5 minutes)</b> <ul style="list-style-type: none"><li>• Explain to students that they will now reflect on the visual portion of the performance task.</li><li>• Invite students to review Part II of the End of Unit 3 Assessment: Presentation of Public Service Announcement about the Importance of Voting. Explain to students that they will be using the checklist to self-assess the visual they created for their PSA. Answer any clarifying questions.</li><li>• After 5 minutes, cold call on two students to share their self-assessment and justification for one criterion on the checklist.</li></ul>	
<b>B. Tracking My Progress (5 minutes)</b> <ul style="list-style-type: none"><li>• Congratulate students on all their learning as readers and writers as they researched the importance of voting and created PSAs. Comment that you are proud of the knowledge and skill they have built and would like them to take a short moment to reflect in writing.</li><li>• Distribute the <b>Tracking My Progress, End of Unit 3 recording form</b>. Give students 5 minutes to reflect in writing, and collect the sheets as additional assessment information for the students' progress toward the learning targets.</li></ul>	
Homework	Meeting Students' Needs
None	



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# Grade 4: Module 4: Unit 3: Lesson 10

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**Author's Chair Celebration Anchor Chart**  
For Teacher Reference

**As an alternative to an anchor chart, you can copy the steps below for each group.**

**Author's Chair Celebration**

In groups of three or four, do the following:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on the following questions:
  - What are you most proud of in this piece?
  - What was your biggest challenge and how did you handle it?
4. Group members should listen as the author reads and reflects, then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold on to your sticky notes until everyone has read their pieces.)
5. Take turns so that each author has a chance to read and reflect, and listeners can write praise for each author.
6. Exchange sticky notes with praise so that authors can read.
7. Congratulate one another on the completion of your work.



End of Unit 3 Assessment:

Presenting a Public Service Announcement about the Importance of Voting

**Part I**

**Directions:** For two classmates, complete the chart as you listen to the presentation.

I can identify the reason a speaker provides to support a particular point. (SL.4.3)

I can identify evidence a speaker provides to support particular points. (SL.4.3)

Presenter's name	Title of PSA	Reasons that support the presenter's main point	Evidence that support the presenter's reasons



**End of Unit 3 Assessment:**

Presenting a Public Service Announcement about the Importance of Voting

**Part II**

**Directions:** Use the checklist below to self-assess your visual.

I can add audio or visual support to a presentation in order to enhance main ideas or themes. (SL.4.5)

	My Assessment	My Teacher's Assessment
I included the title of my PSA on my visual.		
I included the sources I used in the research of my PSA on my visual.		
I included at least one picture on my visual.		
I included at least one quote or statistic on my visual.		
My picture and quote support the main idea of my PSA.		



**End of Unit 3 Assessment:**

Presenting a Public Service Announcement about the Importance of Voting

On the lines below, justify your self-assessment.

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Tracking My Progress, End of Unit 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can speak clearly and at an understandable pace when presenting my public service announcement.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can identify reasons and evidence that supports the points my peers make in their PSAs.

1. The target in my own words is:

---

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---

---

2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

---

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