



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 3: Lesson 7

Crafting Your VoiceThread PSA Script:

Strengthening Reasons to Better Support Your Opinion



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

I can identify reasons that support my opinion. (W.3.1)

With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)

Supporting Learning Targets

- I can revise my paragraph to strengthen my reasons to better support my opinion.

Ongoing Assessment

- VoiceThread PSA Script: Opinion recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Listener: Listening to the VoiceThread PSA Model (5 minutes) B. Introducing the VoiceThread PSA Performance Task Rubric (5 minutes) C. Unpacking the Learning Target (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mini Lesson: Revising Your Paragraph to Strengthen Reasons to Better Support Your Opinion (15 minutes) B. Crafting VoiceThread PSA Script: Strengthening Reasons to Better Support Your Opinion (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete your VoiceThread PSA Script: Opinion recording form. B. Read your VoiceThread PSA Script: Opinion recording form aloud to someone at home.. 	<ul style="list-style-type: none"> • In Lessons 7–11, students revise their writing from the module to craft a script for their VoiceThread PSA. • Although W.3.1 is listed as a part of the performance task, the VoiceThread PSA itself is not a formal writing assessment. Students have already been assessed on the writing used to create their VoiceThread PSA. Here, the focus is on organizing and presenting their ideas logically and clearly through a public speaking task. • As outlined in Lesson 1, the VoiceThread PSA is composed of three parts. The first part is about water on earth, and students will use the paragraph they wrote in Unit 2, Lesson 2. The second part is about the challenges people face to have clean water. Students will use the paragraph they wrote about these challenges in Unit 2, Lesson 11, for the End of Unit 2 Assessment. • The third and final part of the VoiceThread PSA is students' opinion on the one thing that should be done to conserve, protect, or provide access to clean water for everyone. Students will use the paragraph they wrote in Lesson 6 of this unit for their mid-unit assessment. • The teacher model script of the VoiceThread PSA provided in the supporting materials of this lesson mirrors the work that students will do to complete the performance task. Students work with this model across Lessons 7–11. In order to best support students, the model contains the same content as what they are working on, using previous student models of writing from Unit 2, Lesson 2; Unit 2, Lesson 11; and Lesson 6 of this unit. As students craft their VoiceThread PSA, they will examine parts of the teacher model to understand how to use their own writing for this task. In this lesson, the teacher model is used during Work Time A. • The actual audio, the VoiceThread Model Recording, was created by Expeditionary Learning for instructional purposes. The audio file can be found at http://www.engageny.org/resource/grade-3-ela-module-4 • Also in Work Time A, the teacher provides a think-aloud and revises Part 2 of Mid-Unit 3 Assessment: Student Sample. This revision is meant to strengthen reasons that support the opinion. • The most important aspect of this teacher modeling and think-aloud is to show students the thinking process that writers use to revise their work. Students need to see the decisions made along the way by the writer and be able to name these steps at the end of the think-aloud so they can apply those steps to their own work.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Following this, students are released to revise their own opinion paragraphs from the Mid-Unit 3 Assessment, using the VoiceThread PSA Script: Opinion recording form as a guide.• In this lesson, students are introduced to the Performance Task Rubric. In the following lessons (8–11), students take a closer look at different aspects of this rubric in order to unpack the criteria on which they will be assessed.• The End of Unit 3 Assessment takes place during Lessons 12–13. By this time, students should be prepared to record their PSA; however, time is not provided for students to record using VoiceThread. Based on the school’s technology capacity, make appropriate plans to record. For more detailed information about VoiceThread and the performance task, see Unit 3 Overview and supporting materials provided in Lesson 1.• In advance:• Review Work Time A to envision your think-alouds. Do not feel obligated to do this verbatim; the important thing is to model the decision-making a writer makes while revising.• Consider creating invitational groups for Work Time B based on students’ Mid-Unit 3 Assessments.• In Work Time A of Lesson 8, several students will be asked to read aloud one sentence from the teacher model of the “Water on Earth” paragraph (from Unit 2, Lesson 2). Choose these students ahead of time and cut these sentences into strips. See Lesson 8 supporting materials.• In Lesson 8, students will need their Water on Earth paragraphs (from Unit 2, Lesson 2) and their Water Challenges paragraphs (from Unit 2, Lesson 11). Be prepared to distribute this work or ensure students have access to it.• Arrange to have technology available to play the VoiceThread PSA model. Students will listen to this model at various points in Lessons 7–11.• Create a Work Time B Steps to display in the classroom (see supporting materials).• Review: Fist to Five in Checking for Understanding Techniques and• Back-to-Back, Face-to-Face protocol (see Appendix).• Post: Learning target.



Lesson Vocabulary	Materials
revise, strengthen, support, PSA	<ul style="list-style-type: none">• Performance Task Invitation (from Lesson 1; one to display)• Document camera• VoiceThread model recording, found at: http://www.engageny.org/resource/grade-3-ela-module-4• VoiceThread PSA: Teacher Model (script included in supporting materials, for teacher reference)• Computer, LCD projector, and speakers• VoiceThread PSA Performance Task Rubric (one for display)• VoiceThread Main Idea recording form (from Lesson 1; one for display)• Equity sticks• Part 2 of the Mid-Unit 3 Assessment: Student Sample (from Lesson 6; one to display)• VoiceThread PSA Script: Opinion recording form (one per student and one to display)• VoiceThread PSA Script: Opinion recording form (answers, for teacher reference)• <i>One Well: The Story of Water on Earth</i> (book; for teacher reference)• Asking and Answering Questions recording forms (from Unit 2, Lessons 3–7; one per student)• Water journals (one per student)• Work Time B Steps (one to display)• Mid-Unit 3 Assessments (from Lesson 6, returned in this lesson with teacher feedback)• Mid-Unit 3 Assessment Rubrics (from Lesson 6, returned in this lesson with teacher feedback)



Opening	Meeting Students' Needs
<p>A. Engaging the Listener: Listening to the VoiceThread PSA Model (5 minutes)</p> <ul style="list-style-type: none">• Gather students in the whole-group area. Give students specific positive feedback for their efforts on the Mid-Unit 3 Assessment yesterday.• Share with students that now they will use their writing from the entire module to create a strong and powerful PSA.• Review the meaning of PSA, saying something like: “A public service announcement is something that people create to teach others about a topic.”• Display the Performance Task Invitation using a document camera and read it aloud. Invite students to read along silently.• Explain that over the next week, they will craft a script and practice presenting their PSA in order to prepare to record their performance task.• Remind students of the VoiceThread PSA model they listened to in Lesson 1. Tell them they will listen to it again today and several more times throughout the unit. Explain that listening to a VoiceThread model will help prepare them to create their own.• Play the entire VoiceThread model recording for students, using a computer, LCD projector, and speakers.• Ask students to turn and talk to their elbow partner about what the speaker was trying to teach the listener.• Cold call students to share their thinking. Listen for students to share things like: “The speaker was trying to teach us about building wells,” or “The speaker was teaching us about water and the challenges to having clean water for everyone.”	<ul style="list-style-type: none">• Provide ELLs with a sentence starter to aid in language production. For example, “The speaker was trying to ____.”



Opening (continued)	Meeting Students' Needs
<p>B. Introducing the VoiceThread PSA Performance Task Rubric (5 minutes)</p> <ul style="list-style-type: none">• Display the VoiceThread PSA Performance Task Rubric.• Explain that this rubric will be used to assess students on their performance task.• Point out the criteria categories in the left-hand column: Speaking, Ideas, and Presentation. Share with students that they will unpack the criteria one by one over the following week.• Then direct students' attention to the column labeled "3." Read the criteria in this column aloud and tell students their goal is to earn a score of 3.	<ul style="list-style-type: none">• Unpacking the criteria from the rubric allows students to envision a clear picture of what earning a score of "3" looks and sounds like as they craft their script and practice their presentation. Research shows that involving students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all students, but it supports struggling learners the most.• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Opening (continued)	Meeting Students' Needs
<p>C. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Display the VoiceThread Main Idea recording form. • Then ask students to briefly discuss with a partner the three parts of the VoiceThread PSA. • Use equity sticks to call on students to share their thinking. • Confirm the three parts of the VoiceThread PSA: <ul style="list-style-type: none"> • The first part teaches the listener about water in the world. • The second part teaches the listener about the challenges to protecting water. • The third part tells the reader what the speaker thinks should be done to conserve, protect, or provide access to clean water for everyone. • Point out to students that they already have written paragraphs for all of these parts! Share with them that they will use the writing they did in past lessons to create their VoiceThread PSA script. Tell them that today they will focus on the third part of the VoiceThread PSA script: the opinion. • Direct students' attention to the posted learning target and read it aloud: <ul style="list-style-type: none"> * "I can revise my paragraph to strengthen my reasons to better support my opinion." • Circle the words revise and strengthen. Ask students: <ul style="list-style-type: none"> * "What do the words 'revise' and 'strengthen' mean?" • Cold call a few students to share out about the word revise. Note that students have revised and discussed the meaning of this word in past modules, so the word should not be new. • Listen for answers such as: "It means I have to make changes in my paragraph so it makes sense." • Then cold call a few students to share what the word strengthen means. Look for the answer: "It makes something stronger." • Tell students they will revise their writing today to strengthen the reasons that support their opinion. Say something like: "When you strengthen something, you make it stronger. Today you are going to strengthen your reasons to help support your opinion." • Use the Fist to Five protocol to gauge students' understanding of today's learning target. Clarify any questions they have. 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols (e.g., two people talking for discuss, a pen for record, a magnifying glass for details, a light bulb for main idea) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, these can be used in directions and learning targets.



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Revising Your Paragraph to Strengthen Reasons to Better Support Your Opinion (15 minutes)</p> <ul style="list-style-type: none">• Display Part 2 of the Mid-Unit 3 Assessment: Student Sample. Say to students: “This is my opinion paragraph, just like the one you wrote yesterday. Today I’m going to revise my writing to strengthen my reasons to better support my opinion.”• Read aloud the paragraph. Ask students to discuss with a partner:<ul style="list-style-type: none">* “What was the structure you followed to compose your paragraph?”• Use equity sticks to call on students to share.• Confirm the structure as needed:<ul style="list-style-type: none">– Introduction– Reason 1– Reason 2– Reason 3– Conclusion• Next, display the VoiceThread PSA Script: Opinion recording form. Explain to students that they will use this recording form to craft their script.• Ask students to discuss the following with an elbow partner:<ul style="list-style-type: none">* “What similarities do you notice between the structure of the Mid-Unit 3 Assessment paragraph and the new recording form?”• Cold call a few students to share the similarities they notice.• Say to students: “Yes! I already have most of the writing to create my VoiceThread PSA script. I have an introduction, three reasons, and a conclusion. I wrote this paragraph on demand. This is my opportunity to return to my writing and strengthen my reasons to better support my opinion.”• Tell students you are going to show them how to revise to strengthen your reasons to better support your opinion. Ask them to watch and listen carefully and track what you do. Explain that they will do the same thing in just a few minutes.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • First, read aloud the introduction (opinion) from the Mid-Unit 3 Assessment: Student Sample: “One thing I think we should do to become well aware and protect our water is to help people around the world have close access to clean water.” • Write the sentence on the VoiceThread PSA Script: Opinion recording form in the “Introduction (Topic Sentence/Opinion)” box. • Think aloud: “I think this is a strong introductory statement. It’s my opinion and clear to me what I am trying to tell my listener. I don’t think I need to make any changes. I really need to focus on making my reasons stronger so they support my opinion—reasons that will explain how and why it’s important to help people have close access to clean water.” • On the Mid-Unit 3 Assessment: Student Sample, underline the first reason provided that supports the opinion. • Read the reason aloud: “The first step is to build wells for people who don’t have clean water in their town or village.” • Ask students to turn to an elbow partner and discuss: <ul style="list-style-type: none"> * “Does this reason need to be revised to better support your opinion?” • Cold call a few students to share their ideas. • Think aloud: “I don’t think I need to make any changes here either. I think this reason explains what we need to do to help people have close access to clean water: build wells. My sentence makes sense.” • Write the sentence on the VoiceThread PSA Script: Opinion recording form in the “Detail/Reason 1” box. • Underline the next reason on the Mid-Unit 3 Assessment: Student Sample: “When water becomes dirty, people can get sick and even die.” • Think aloud: “Hmm ... does this reason explain why it’s important to help people have close access to water? Sort of, except it mostly explains what happens if people don’t have clean water. I don’t think it’s a strong connection to my opinion. I want to make my reason positive to show what would happen if we helped to build wells.” • Ask students to turn to an elbow partner and discuss what revisions you might make to strengthen your reason and better support your opinion. • Cold call students to share out their suggestions. • Ponder what words might work to revise this reason. Write the revised reason in the “Detail/Reason 2” box of the VoiceThread PSA Script: Opinion recording form and read it aloud: “If we build wells where they are needed, people would be healthier.” 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Think aloud: "The word 'healthier' helps my listener understand why it's important to build wells. This strengthens my reason and better supports my opinion."• Underline the final reason on the Mid-Unit 3 Assessment: Student Sample: "Finally, building wells helps people have water to use every day."• Think aloud: "This reason could be stronger. It's too broad or vague. I need to be specific about how having access to water every day will help people. I remember reading about how people use water for agriculture in One Well."• Model using the index of <i>One Well: The Story of Water on Earth</i> to find the word "agriculture."• Turn to page 16, "People at the Well," and model skimming the page.• Ask a student to volunteer to read aloud the following sentence: "The remaining 69 percent of the freshwater we use goes into agriculture. Farms use huge amounts of water for crops and livestock."• Think aloud: "People use water every day to grow food that we eat! That's a specific reason that would best support my opinion and explain why we need to build wells."• Have students once again turn to an elbow partner to discuss what possible revisions you might make to strengthen your reason.• Cold call students to share their ideas.• Ponder what words might work to revise this reason. Write the revised reason in the "Detail/Reason 3" box of the VoiceThread PSA Script: Opinion recording form and read it aloud: "Finally, building wells helps provide clean water for agriculture."• Take a moment to write in the conclusion and read aloud the revised paragraph on the VoiceThread PSA Script: Opinion recording form.• Give students a moment to discuss with their elbow partner how you strengthened your reasons to better support your opinion.• Cold call students to have them briefly share the changes you made to your reasons to strengthen them.• Tell students you feel confident that the revisions you made meet today's learning target, that you have strengthened your reasons and they better support your opinion.	



Work Time (continued)	Meeting Students' Needs
<p>B. Crafting VoiceThread PSA Script: Strengthening Reasons to Better Support Your Opinion (25 minutes)</p> <ul style="list-style-type: none">• Distribute a VoiceThread PSA Script: Opinion recording form to each student.• While you are doing this, ask students to take out their Asking and Answering Questions recording forms and water journals.• Explain to students that it's now their turn to revise their paragraphs to strengthen their reasons to better support their opinion.• Post Work Time B Steps. Remind students that as they revise, they should do the following:<ul style="list-style-type: none">• Read over each sentence in your paragraph.• Decide if your reasons need to be strengthened to better support your opinion. If so, revise.• Write the introduction (opinion), reasons, and conclusion on your VoiceThread PSA Script: Opinion recording form.• Use your Asking and Answering Questions recording forms and water journals to help you find stronger reasons.• Return students' Mid-Unit 3 Assessments along with their scored Mid-Unit 3 Assessment Rubrics. Give students a few minutes to review your feedback.• Students may work with a partner but should revise their own work.• Give students 20 minutes to complete the VoiceThread PSA Script: Opinion recording form.• As they work, circulate and confer with students. Questions you might ask are:<ul style="list-style-type: none">* "How does that reason support your opinion?"* "Tell me about the reason you chose."* "How can you strengthen your reason?"• Pull invitational groups as needed. For example, students may need support locating reasons from their research and reading. They also may need help identifying what reasons must be strengthened.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing Your Revisions: Back-to-Back, Face-to-Face Protocol (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in the whole-group area. Review the Back-to-Back, Face-to-Face protocol with them. • Invite students to find a partner and stand back-to-back with him or her. • Ask: <ul style="list-style-type: none"> * “What is one reason you revised in order to strengthen it? How does your revised reason support your opinion better now?” • Give students a minute to think about what they want to share. • Then say, “Face-to-face” and ask students to share. Remind students to listen carefully when their partner is speaking and be sure to make eye contact. • Give the signal for students to find a new partner. Repeat as many times as time allows. 	<ul style="list-style-type: none"> • Use of protocols (like Back-to-Back, Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills. • Provide a sentence frame for students who struggle to produce language orally. For example, “I changed the reason _____ to _____. I think it supports my opinion better because _____.”
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete your VoiceThread PSA Script: Opinion recording form. • Read your VoiceThread PSA Script: Opinion recording form aloud to someone at home. 	



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Grade 3: Module 4: Unit 3: Lesson 7

Supporting Materials



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VoiceThread PSA: Teacher Model
For Teacher Reference

Teacher Directions: The teacher model of the VoiceThread PSA mirrors the work that students will do to complete the performance task. To best support students, the model contains the same content as what they are working on, using previous student models of writing from Unit 2, Lesson 2; Unit 2, Lesson 11; and Lesson 6 of this unit. As students craft their VoiceThread PSA, they will examine the teacher model to understand how to use their own writing for this task.

Hook:	When you look down at the earth from space, you see a whole lot of blue. That's water!
Introduction (Topic Sentence/Opinion):	Water is everywhere on earth.
Detail/Reason 1:	The surface of the earth is made up of almost 70 percent water.
Explain/Evidence from the Text:	Most of this water comes from our oceans, but it's also found in lakes, rivers, and even under the ground.
Detail/Reason 2:	The water that is on earth today is the same water from billions of years ago.
Explain/Evidence from the Text:	So even though we can find water in all these places, the water we have on earth never grows or changes.
Detail/Reason 3:	That's because our water falls from the sky and goes back up again in something called the water cycle.
<u>Explain/Evidence from the Text:</u>	Water cycles through a process of precipitation, evaporation, and condensation.
Conclusion:	Water is important because we use it everywhere! We use it every day for things like cleaning, cooking, growing crops, and even to make computers.



VoiceThread PSA: Teacher Model
For Teacher Reference

Hook:	If water is in all these places, we must have plenty of water to use, right? Wrong!
Introduction (Topic Sentence/Opinion):	Unfortunately, there are three significant challenges to keeping our water safe and clean.
Detail/Reason 1:	First of all, not everyone can easily access clean water to drink and use.
Explain/Evidence from the Text:	For example, in Uganda, people sometimes had to walk as far as 12 miles to get clean water. For some kids this meant they couldn't go to school because getting water took too much time.
Detail/Reason 2:	Another challenge to our global water source is pollution.
Explain/Evidence from the Text:	When fertilizer runs off the soil, it can pollute our water. Pollution from factories can also make the water unsafe to drink.
Detail/Reason 3:	Finally, the third challenge we face is wasting our limited water resource.
Explain/Evidence from the Text:	In America, we use too much water! For example, we let the faucets run all the time, we water our lawns too much, and we just don't think about how much water we use.
Conclusion:	These challenges make it hard to keep our water clean and safe for everyone around the world.

VoiceThread PSA: Teacher Model
For Teacher Reference

Hook:	Everyone should become “well aware” because without water, you couldn’t survive!
Introduction (Topic Sentence/Opinion):	The one thing I think we should do to become well aware and protect our water is to help people around the world have close access to clean water.
Detail/Reason 1:	The first step is to build wells for people who don’t have clean water in their town or village.
Explain/Evidence from Text:	If we were to provide access to clean water close to their homes, people would not have to walk 15 minutes or more to get water and spend time waiting in long lines. This would give them more time to do important things, like go to school!
Detail/Reason 2:	Also, if we built wells where they are needed, people would be healthier.
Explain/Evidence from Text:	People can get sick and even die not only from drinking dirty water, but from not being able to wash their hands and not having clean bathrooms.
Detail/Reason 3:	Finally, building wells helps provide clean water for agriculture.
Explain/Evidence from Text:	With close access to clean water, farmers could grow crops—and schools could even build gardens to feed their students!
Conclusion:	Building wells would save people’s lives and help protect the water on earth. It’s the one thing I think we should do to keep our water clean and safe.



VoiceThread PSA Performance Task Rubric

Criteria	CCCS	4	3	2	1	0
Speaking	SL.4 SL.5 SL.6 L.3.3b	<p><input type="checkbox"/> The speaker pronounces all words precisely so the listener is engaged and easily understands the speaker's message.</p> <p><input type="checkbox"/> The speaker varies his or her volume and expression to add emphasis and interest to his or her message.</p> <p><input type="checkbox"/> The speaker varies his or her rate and adds pauses to emphasize his or her message.</p>	<p><input type="checkbox"/> The speaker pronounces all words clearly so the listener easily understands the speaker's message.</p> <p><input type="checkbox"/> The speaker varies his or her volume and expression to present his or her message.</p> <p><input type="checkbox"/> The speaker talks at an understandable pace: not too slow, not too fast.</p>	<p><input type="checkbox"/> The speaker pronounces most words correctly.</p> <p><input type="checkbox"/> The speaker attempts to vary his or her volume to present his or her message; however, at times, the speaker is too loud or too quiet.</p> <p><input type="checkbox"/> The speaker uses expression to present his or her message; however, at times the speaker uses expression inappropriately in places that would make sense or not at all.</p>	<p><input type="checkbox"/> The speaker pronounces many of the words incorrectly, making it difficult for the listener to understand the speaker's message.</p> <p><input type="checkbox"/> The speaker talks too soft or low (quiet) that the listener cannot follow the speaker's message.</p> <p><input type="checkbox"/> The speaker uses little or no expression.</p>	<p><input type="checkbox"/> No evidence.</p>



VoiceThread PSA Performance Task Rubric

Criteria	CCCS	4	3	2	1	0
Speaking (Cont'd)				<input type="checkbox"/> The speaker mostly talks at an understandable pace; however, at times, the speaker talks too fast or too slow.	<input type="checkbox"/> The speaker talks too fast or too slow, making it difficult to understand his or her message.	



VoiceThread PSA Performance Task Rubric

Criteria	CCCS	4	3	2	1	0
Ideas	SL.4	<input type="checkbox"/> The speaker uses appropriate facts and descriptive details from the research to strengthen his or her message.	<input type="checkbox"/> The speaker uses appropriate facts and descriptive details from the research to support his or her message.	<input type="checkbox"/> The speaker uses some appropriate facts and descriptive details from the research; it may not support the speaker's message or may be incorrect.	<input type="checkbox"/> The speaker uses very few or no facts and details from the research.	<input type="checkbox"/> No evidence.
Presentation	SL.5	<input type="checkbox"/> The speaker uses two or more digital images to support his or her message.	<input type="checkbox"/> The speaker uses one digital image that supports his or her message.	<input type="checkbox"/> The speaker uses a digital image; however, it does not support his or her message.	<input type="checkbox"/> The speaker uses a digital image; however, it is unrelated to the topic.	<input type="checkbox"/> No evidence.



VoiceThread PSA Script: Opinion Recording Form

Name:

Date:

Hook:	
Introduction (Topic Sentence/Opinion):	
Detail/Reason 1:	
Explain/ Evidence from Text:	
Detail/Reason 2:	
Explain/ Evidence from Text:	
Detail/ Reason 3:	



VoiceThread PSA Script: Opinion Recording Form

Explain/ Evidence from Text:	
Conclusion:	



VoiceThread PSA Script: Opinion Recording Form
For Teacher Reference

Hook:	
Introduction (Topic Sentence/Opinion):	The one thing I think we should do to become well aware and protect our water is to help people around the world have close access to clean water.
Detail/Reason 1:	The first step is to build wells for people who don't have clean water in their town or village.
Explain/Evidence from Text:	
Detail/Reason 2:	If we built wells where they are needed, people would be healthier.
Explain/Evidence from Text:	
Detail/Reason 3:	Finally, building wells helps provide clean water for agriculture.
Explain/Evidence from Text:	
Conclusion:	Building wells would save people's lives and help protect the water on earth. It's the one thing I think we should do to keep our water clean and safe.



Work Time B Steps:

1. Read over each sentence in your paragraph.
2. Decide if your reasons need to be strengthened to better support your opinion. If so, revise.
3. Write the introduction (opinion), reasons, and conclusion on your VoiceThread PSA Script: Opinion recording form.
4. Use your Asking and Answering Questions recording forms and water journals to help you look for stronger reasons.