



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 3: Lesson 9

Crafting Your VoiceThread PSA Script: Identifying Appropriate Facts and Descriptive Details to Support Your Message



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use appropriate facts and descriptive details from the research to support my message. (SL.3.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can vary my volume and expression to present my message.• I can use linking words and phrases to connect my ideas.• I can choose specific and interesting words to “hook” my listener	<ul style="list-style-type: none">• VoiceThread PSA Script: Water on Earth recording form• VoiceThread PSA Script: Water Challenges recording form• 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: Reviewing the Ideas Criteria of the Performance Task Rubric (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mini Lesson: Identifying Appropriate Facts and Descriptive Details to Support Your Message (20 minutes)B. Crafting Your VoiceThread PSA Script: Identifying Appropriate Facts and Descriptive Details to Support Your Message (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Complete your VoiceThread PSA Script so all three parts include appropriate facts and descriptive details.	<ul style="list-style-type: none">• In the Opening of this lesson, as in the previous lessons, students take a closer look at specific criteria on the Performance Task Rubric. This rubric will be used during the End of Unit 3 Assessment and the performance task. The purpose of unpacking these criteria is to translate them into student-friendly language and ensure students understand what a “proficient” score (a “3”) looks like. In this lesson, students look at the “Ideas” section.• The mini lesson in Work Time A is designed to follow a “catch and release” instructional pattern. Enlist students’ aid while modeling how to identify appropriate facts and include descriptive details in writing. Then “release” students to practice using their own writing while you circulate and confer with students as needed. This practice time may take more or less time than the suggested amount depending on the needs of your students.• In Work Time B, students independently revise their VoiceThread PSA scripts to include appropriate facts and descriptive details. If students need further support, consider creating invitational groups based on your observations during Work Time A.• In advance:• In Lesson 10, you will play the VoiceThread PSA model for students. Ensure the technology for this is available.• Also in Lesson 10, students will add “hooks” to their scripts to capture their listeners’ attention. Consider composing several hooks for struggling writers to choose from.• Create a copy of Work Time B Steps to display (see supporting materials).• Post: Learning targets; Linking Words and Phrases anchor chart from Lesson 2.• Some students may need additional time to finish revising their VoiceThread PSA scripts to include appropriate facts and descriptive details. Although they are given this time at home as a part of their homework, consider extending this lesson’s revision allotment time over two sessions based on the needs of your students.



Lesson Vocabulary	Materials
appropriate facts, descriptive details	<ul style="list-style-type: none">• Document camera• Performance Task Rubric (from Lesson 7; one to display)• Equity sticks• Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8)• Computer, LCD projector, speakers• VoiceThread PSA model (link needed)• Asking and Answering Questions recording form (from Unit 2, Lessons 3–7, one per student and one to display)• Asking and Answering Questions recording form (from Unit 2, Lesson 5; answers, for teacher reference)• Sticky notes (10 per student; one for the teacher)• Water journal (one per student)• VoiceThread PSA Script: Opinion recording form (from Lesson 7; one per student)• Clipboards (one per student)• Pencils (one per student)• Work Time B Steps (one to display)• VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student)• VoiceThread PSA Script: Water Challenges recording form (from Lesson 8; one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Listener: Reviewing the Ideas Criteria of the Performance Task Rubric (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in the whole-group area. Tell them they will continue crafting their VoiceThread PSA script today. • Then, say something like: "Let's look at the Ideas criteria on the Performance Task Rubric. This will help us think about what you need to do as you rework and revise your writing today." • Using the document camera, display the Performance Task Rubric. Remind students that their goal is to score a 3 on the rubric. • Read aloud the text in the "3" column: "The speaker uses appropriate facts and descriptive details from the research to support his or her message." • Direct students' attention to the posted learning target and read it aloud: <ul style="list-style-type: none"> * "I can use appropriate facts and descriptive details from the research to support my message." • Connect the target to the Ideas criteria of the rubric. • Circle the words "appropriate" and "descriptive." Invite students to turn and talk to an elbow partner about what these two words mean. • Use equity sticks to call on a few students to share the meaning of "appropriate." Listen for students to say something like: "The word 'appropriate' means the right one, or a good fit." • Confirm the meaning for students and tell them that the word also means relevant. Point out that the word "appropriate" is used in the learning target to describe the word "facts." Tell them <i>appropriate facts</i>, then, "means you are expected to use the facts from your research that are relevant to support your message." • Then, direct students to the word "descriptive." Ask students what other words are like this word. Listen for answers like: "describe" and "description." Remind students that they have worked on describing or using description in their writing in past modules. • Point out that this word is also used in today's learning target to describe another word: "details." Invite students to share what <i>descriptive details</i> means. Listen for them to say something like: "It means we need to use vivid words," or "It's like when we wrote about freaky frogs and had to use precise verbs and adjectives." • After students have shared, say: "As you add details to your writing today, you will need to make them descriptive by using words and phrases that create an image for the listener, that help the listener see, feel, and hear what you are trying to say." • Record the meaning of the learning target on the Criteria from the Performance Task Rubric anchor chart posted in the classroom. 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary. • ELLs and other students may benefit for pictorial representations of learning targets. For example, for targets involving details you might use a magnifying glass.



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Identifying Appropriate Facts and Descriptive Details to Support Your Message (20 minutes)</p> <ul style="list-style-type: none"> • Have students remain in the whole-group area. • Say: “Today you are going to revise your VoiceThread script to include appropriate facts and descriptive details for all three parts of your script.” • Explain to students that you first need their help revising your script. • Display the VoiceThread PSA Script: Opinion recording form, teacher model. • Say to students: “Let’s look together again at my opinion from my VoiceThread PSA script. So far, I have revised my paragraph to strengthen my reasons to better support my opinion: Building wells is important to provide access to clean water for everyone.” • Read the model aloud and ask students: <ul style="list-style-type: none"> * “What’s missing?” • Pause so students can respond. Listen for them to say you are missing appropriate facts and descriptive details. • Say: “Yes! I don’t have appropriate facts and descriptive details. All of my reasons are strong and support my opinion now, but I need to identify appropriate facts and descriptive details that will support these reasons and teach the listener why building wells is important.” • Direct students to the first reason on the displayed VoiceThread PSA Script: Opinion recording form. • Invite a student to read the sentence aloud: “The first step is to build wells for people who don’t have clean water in their town or village.” • Say: “I know this reason is strong, but the listener doesn’t know why it’s important. I have to add an appropriate fact from my research that will explain why it’s important to build wells in the towns. What fact will help me do this?” • Display a copy of the Asking and Answering Questions recording form. • Ask students to read the form with a partner and identify an appropriate fact that supports your first reason. Tell them to give a thumbs-up when they have identified a fact. • When they have indicated they are ready, cold call students to share which fact best supports your reason. • Confirm for students the fact from the recording form, and read aloud the line: “1 billion people have to walk 15 minutes or more to get water.” 	<ul style="list-style-type: none"> • To further support struggling writers, students should use the Fact Frenzy sentence strips (Unit 2, Lessons 1 and 2) to help with word retrieval and language production. • Consider transcribing for students as you confer. • Pull invitational groups as needed. An invitational group could look closely at the two other paragraphs from the teacher model. They could also review a students’ work thus far, and provide feedback and suggestions.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Say: “Aha! This is indeed a fact that is appropriate or relevant to my reason. It explains why we need to build wells in the towns and villages.”• Write the fact on a sticky note and stick it to the “Explain/Evidence from the Text” box below Detail/Reason 1 on the VoiceThread PSA Script: Opinion recording form, teacher model. Leave space for revisions below the writing on the sticky note.• Invite a student to read the reason and fact aloud: “The first step is to build wells for people who don’t have clean water in their town or village. 1 billion people have to walk 15 minutes or more to get water.”• Ask students to discuss the following with an elbow partner:<ul style="list-style-type: none">* “This is an appropriate fact, but I don’t think it connects well or links the ideas together. What changes do I need to make so my ideas flow well? Give a thumbs-up when you are ready to share your ideas.”• Cold call students to share how you should revise your writing so it connects or links your ideas together well.• Cross out the fact on the sticky note and write the revised sentence below it: “If we were to build wells in towns and villages, people would not have to walk 15 minutes or more to get to water.”• Read it aloud again along with the reason, and tell students that it now helps the listener understand how the fact supports your reason.• Explain to students that it’s now their turn to identify an appropriate fact that supports the first reason of their opinion paragraph and revise it to make sure it connects to the reason.• Say: “Read through your research using your water journal and your own Asking and Answering Questions recording form. When you find a fact, write it on a sticky note and place it on your script, just like I did. Then, whisper-read your reason and fact. Make any revisions you think are necessary so it connects or links your ideas together well.”• Next, distribute or ask students to take out:<ul style="list-style-type: none">– VoiceThread PSA Script: Opinion recording form– Asking and Answering Questions recording form– Water journals– Clipboard– One sticky note per student– Pencil	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to sit eye-to-eye and knee-to-knee with a partner as they work on this step. Tell them they must complete their own work but can talk to their partner for support.• Circulate and confer with students as they work. Take note of which students will benefit from further support.• Once you've determined most students can complete this task independently, ask students to return their attention to your script. Reassure them that they will have time to continue working on identifying appropriate facts for their script later.• Explain that now that everyone has started to identify a fact and revise it so it connects the ideas together, the next thing to do is make sure the writing is descriptive.• Display the VoiceThread PSA Script: Opinion recording form, teacher model again.• Ask students:<ul style="list-style-type: none">* "Do I use words and phrases to create an image for my listener? Can the listener hear, see, or feel what I'm trying to say? Turn to an elbow partner and reread my sentences. Discuss what changes I could make when I have descriptive details. Give a thumbs-up when you are ready to share your ideas."• Cold call students to share how you should revise your writing so it includes descriptive details.• Write the final sentences on the VoiceThread PSA Script: Opinion recording form, teacher model in the "Explain/Evidence from Text" box and read it aloud: "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 to water and spend time waiting in long lines. This would give them more time to do important things, like go to school!"• Ask students how the new sentences help the listener hear, see, or feel what you are trying to say.• Pull equity sticks and have a few students share. Listen for students to say something like: "The details about how waiting in long lines for water takes education away from people creates an image in my mind."• Remind students that using synonyms is another way for them to make their writing more interesting and descriptive, as they learned in Lesson 3.• Explain to students that it's their turn to revise their writing so it includes descriptive details.• Say: "Reread your sentences, your reason, and your appropriate fact to your partner. Does the writing help the listener see, hear, or feel what you are trying to say? If not, revise your writing so it does."• Invite students to return to sitting eye-to-eye and knee-to-knee with a partner as they work on this step. Remind them they must complete their own work but can talk to their partner for support.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Circulate and offer support as needed. Take note once again of students who will benefit from further support.• Once you've determined most students can complete this task independently, ask:<ul style="list-style-type: none">* "What will be important for you to think about as you continue to craft your script today?"• Have students share their thinking with their partner.• Then, pull a few equity sticks to hear student responses. Listen for answers like: "We need to make sure the facts we identify match or are relevant to the reasons we have," and "We should make sure we use descriptive details to create an image for our listener."	



Work Time (continued)	Meeting Students' Needs
<p>B. Crafting Your VoiceThread PSA Script: Identifying Appropriate Facts and Descriptive Details to Support Your Message (30 minutes)</p> <ul style="list-style-type: none">• Tell students they will now continue to independently revise their script to include appropriate facts and descriptive details for all three parts of their script.• Display and read aloud Work Time B Steps:<ol style="list-style-type: none">1. Read through your research and identify facts and details that will support each Detail/Reason. Use sticky notes to record your writing.2. Revise the facts and details you identified to make sure they are relevant or connect to the Detail/Reason.3. Revise the facts and details to make sure they are descriptive and help the listener see, hear, or feel what you are trying to say.4. Record your final sentence(s) in the “Explain/Evidence from Text” box on your script.• Distribute or ask students to take out their VoiceThread PSA Script: Water on Earth recording form and VoiceThread PSA Script: Water Challenges recording form.• Give students 25 minutes to work.• As they work, circulate to confer. Look at their scripts and ask:<ul style="list-style-type: none">* “Let’s read your sentence aloud. Does it help the listener see, hear, or feel what you are trying to say?”* “Let’s look up some synonyms to help make your writing more descriptive.”* “Show me the fact you chose to support your reason.”* “How can you revise your sentence to make sure it connects to your reason?”* “What words or phrases could you add to help create an image for your listener?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention whole group. Give students specific, positive feedback. Name one or two examples of the work observed today. For example:<ul style="list-style-type: none">* "I noticed many of you were thinking hard about how each fact was appropriate and connected to your reasons."* "I noticed _____ was stuck for a minute, but she returned to her recording forms and found a fact that made sense."* "I noticed many of you added descriptive details that helped the listener see, hear, or feel what you were trying to say."• Then, ask students:<ul style="list-style-type: none">* "How did including facts and details from the research change your script?"• Guide students to think about how facts and details strengthen their PSA's message, making it both effective and engaging for the listener.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete your VoiceThread PSA Script so all three parts include appropriate facts and descriptive details.	



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Supporting Materials



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Work Time B Steps

1. Read through your research and identify facts and details that will support each Detail/Reason. Use sticky notes to record your writing.
2. Revise the facts and details you identified to make sure they are relevant or connect to the Detail/Reason.
3. Revise the facts and details to make sure they are descriptive and help the listener see, hear, or feel what you are trying to say.
4. Record your final sentence(s) in the “Explain/Evidence from Text” box on your script.