



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 3: Lesson 13

End of Unit 3 Assessment, Continued:

Presenting Your VoiceThread PSA Script and Giving Peer Feedback



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can speak clearly and at an understandable pace. (SL.3.4)</p> <p>I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)</p> <p>I can use facts and details to tell about a story or experience. (SL.3.4)</p> <p>I can describe the difference between how to use language when I write versus when I talk. (L.3.3b)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can speak clearly so my listener easily understands my message.• I can speak with varied volume and expression to present my message.• I can speak at an understandable pace: not too fast and not too slow.• I can use appropriate facts and descriptive details from the research to support my message.	<ul style="list-style-type: none">• End of Unit 3 Assessment• Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets: Quiz-Quiz-Trade Protocol (10 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 3 Assessment, Continued: Presenting Your VoiceThread PSA Script: Praise-Question-Suggest Protocol (45 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.	<ul style="list-style-type: none">• The End of Unit 3 Assessment takes two 60-minute periods to complete. The goal is to finish assessing the remaining students during today's lesson. Adjust the timing of the lessons as needed, based on students' needs and class size.• As in Lesson 12, students and the teacher use the End of Unit 3 Assessment Rubric to assess and provide feedback to each student during their presentations.• Once each student has presented, the group independently engages in a Praise-Question-Suggest protocol. Students used this protocol in Lessons 11 and 12, but review it with them as necessary. They must understand that the focus should be offering feedback on the speaker's delivery.• Students are expected to use this feedback to practice and improve their presentation before recording their VoiceThread PSA script for the performance task.• As in Lesson 12, do not participate in the Praise-Question-Suggest protocol. Instead, once each student in the group has been assessed, move on to the next group.• When students are not being assessed, they may practice presenting their VoiceThread PSA scripts to another member of their small groups. Once they have done this, they may continue to practice on their own or read their independent reading book.• Return students' End of Unit 3 Assessment Rubrics before they record their VoiceThread PSA scripts. This will give students time to incorporate the feedback into their performance task.• Make arrangements with the school's media specialist for students to record their scripts using the VoiceThread program online.• In advance: Create Quiz-Quiz-Trade cards. You will need one card per student (see supporting materials).• Review: Quiz-Quiz-Trade protocol and Praise-Question-Suggest protocol (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
clarity, varied volume and expression, pace, understandable pace, clearly, praise	<ul style="list-style-type: none">• Quiz-Quiz-Trade cards (one card per student)• Document camera• End of Unit 3 Assessment: VoiceThread Script Presentation and Critique (from Lesson 12; one to display)• End of Unit 3 Assessment Rubric (from Lesson 12; five per student presenting and one to display)• Presentation schedule (from Lesson 12)• Praise-Question-Suggest adapted protocol anchor chart (begun in Lesson 11)• VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student)• VoiceThread PSA Script: Water Challenges recording forms (from Lesson 8; one per student)• VoiceThread PSA Script: Opinion recording forms (from Lesson 7; one per student)• Praise-Question-Suggest protocol recording forms (from Lesson 12; one per student)• Tracking My Progress, End of Unit 3 recording forms (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets: Quiz-Quiz-Trade Protocol (10 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Tell them that today they will continue presenting their VoiceThread PSA scripts. Students who have not yet been assessed will formally present to the teacher in his or her small group today.• Direct students' attention to the posted learning targets and read them aloud.• Explain they are going to play a round of Quiz-Quiz-Trade to review today's learning targets.• Remind students how to play. Say: "I am going to give you each a card. Show the learning target on your card to a partner. Your partner will tell you what this learning target means. It's okay if your partner doesn't get it exactly right. You can help by sharing the example on the back of the card. Once you have both had a turn, trade cards and find a new partner. Remember, the learning targets are all related to speaking fluently."• Pass out one Quiz-Quiz-Trade card to each student. Give them 4 or 5 minutes to quiz and trade.• Gather students whole group. Ask:<ul style="list-style-type: none">* "What learning target will you focus on today? Turn and share with a partner."• Invite a few students to share out.	<ul style="list-style-type: none">• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also remind students and teachers about the intended learning behind today's assessment.• Consider providing a sentence frame, sentence starter, or cloze sentence for students who struggle to produce language orally.



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment, Continued: Presenting Your VoiceThread Script: Praise-Question-Suggest Protocol (45 minutes)</p> <ul style="list-style-type: none"> Using the document camera, display the End of Unit 3 Assessment: VoiceThread Script Presentation and Critique (from Lesson 12). Remind them that half of the class had a chance to receive feedback in the previous lesson; today, the other half will have a turn. End of Unit 3 Assessment Rubric. Remind students this rubric will be used during today's End of Unit 3 Assessment, and their goal is to score a 3. Direct students' attention to the presentation schedule. Note which groups will be assessed today and in what order. Review the assessment process with students: <ul style="list-style-type: none"> Each group member presents his or her VoiceThread PSA script. While the speaker is presenting, the listeners fill in an End of Unit 3 Assessment Rubric for the speaker. After everyone in the group has presented, you will participate in the Praise-Question-Suggest protocol with your group following Steps 2 and 3. Direct students to the posted Praise-Question-Suggest adapted protocol anchor chart. Remind them that they used the protocol described on this chart yesterday. Review the steps and clarify any questions. Students who are not being assessed should practice their scripts with a partner from their group or may read their independent reading book silently. At this time, distribute or ask students to take out: <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 Independent reading books Ask students to take these materials and join their assessment groups. Then, distribute the Praise-Question-Suggest protocol recording forms and the End of Unit 3 Assessment Rubrics to groups being assessed today. Allow 35 to 40 minutes to assess the remainder of the class 	<ul style="list-style-type: none"> If students receive accommodations for the assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment. If needed, provide additional time for ELLs to practice before formally assessing them. For students who struggle with following multiple-step directions, displaying the step-by-step instructions in the Praise-Question-Suggest anchor chart assists students in completing this protocol independently. In addition to the anchor chart, consider creating handouts of the protocol for each group. This may be better for students with visual impairments or ELL students. Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of their learning targets.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, End of Unit 3 recording forms.• Explain to students they have the opportunity after every assessment to pause and reflect on their learning. Remind them that reflection is an important step in their learning process.• Give them a few minutes to complete the Tracking My Progress, End of Unit 3 recording form.• Collect the forms and gather students whole group.• Give students specific, positive feedback for their engagement in the End of Unit 3 Assessment and feedback process.• Explain that their Next Step is to record their scripts using the VoiceThread program online. Share with them how and when they will begin this Step.• Also, tell them that they will receive their End of Unit 3 Assessment Rubrics with feedback to perfect their performance task.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue to practice your VoiceThread PSA script at home. Use the feedback you received today to improve your presentation.	



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Supporting Materials



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Quiz-Quiz Trade Cards

Directions:

- Create the cards using index cards.
- The learning target is on one side, and the meaning of the learning target is on the other side.
- Make enough so each student has a card.

Learning Target (one side of the card)	This means ... (on the other side of the card)
I can pronounce all words clearly so the listener easily understands my message.	<p>“Pronounce means to say or speak a word correctly.”</p> <p>“Clearly means the listener understands the words I am speaking.”</p>
I can use appropriate facts and descriptive details from the research to support my message.	<p>“This means I am expected to use facts from my research that are relevant to support my message.”</p> <p>“I use descriptive details in my script by using words and phrases that create an image for the listener; that help the listener see, feel, or hear what I am trying to say.”</p>
I can vary my volume and expression to present my message.	<p>“When I vary my volume and use expression, it means I am showing emotions or feelings. It also places emphasis on something important that I want the listener to pay attention to.”</p>
I can speak at an understandable pace: not too fast and not too slow.	<p>“This means I speak at a speed that people can understand: not too slow and not too fast.”</p>



Tracking My Progress

End of Unit 3

Name: _____

Date: _____

A. Learning target: I can speak clearly so my listener easily understands my message.

1. The target in my own words is:

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:

Tracking My Progress
End of Unit 3

B. Learning target: I can speak with varied volume and expression to present my message.

1. The target in my own words is:

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:



Tracking My Progress

End of Unit 3

C. Learning target: I can speak at an understandable pace: not too fast and not too slow.

1. The target in my own words is:

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:

Tracking My Progress
End of Unit 3

D. Learning target: I can use appropriate facts and descriptive details from the research to support my message.

1. The target in my own words is:

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:
