



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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**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  
LEARNING

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

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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.