



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 3: Lesson 8

Writing a Public Service Announcement:

Revising a PSA about the Importance of Voting



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



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



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



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



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



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



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



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



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Supporting Materials



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Peer Critique Note-catcher

Command of Evidence

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

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

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

Revision goal:



Peer Critique Note-catcher

Speaking and Oral Presentation

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

Rehearsal goal:
