

## Lesson 10: Writing a PSA: Revising and Practicing



### CCS Standards

- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.



### Daily Learning Targets

- I can revise my PSA for appropriateness of task, purpose, and audience. (W.4.1, W.4.4, W.4.5)
- I can effectively perform my PSA. (SL.4.4)
- I can critique my partner's performance and provide kind, helpful, and specific feedback. (SL.4.4, SL.4.6)

### Ongoing Assessment

- Revised PSA (W.4.1, W.4.4, W.4.5)
- Stars and steps on sticky notes (SL.4.4, SL.4.6)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Revising PSA: Task, Purpose, and Audience (20 minutes)
- B. Practicing PSA Presentations (20 minutes)

#### 3. Closing and Assessment

- A. Peer Critique: PSA Presentations (15 minutes)

#### 4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- This lesson focuses on preparing for the recording of students' PSAs in the next lesson. Students first use the peer feedback received in Lesson 9 to revise their PSAs for appropriateness for task, purpose, and audience (W.4.1, W.4.4, W.4.5). They then practice reading their scripts (SL.4.4). Finally, in the Closing, students perform their PSA for a partner, giving and receiving peer critique (SL.4.4, SL.4.6).
- Students focus on working to become effective learners on a characteristic of their choice, and on working to become ethical people by showing respect as they provide and receive kind, specific, and helpful peer feedback.

### How this lesson builds on previous work:

- In the past several lessons, students planned and drafted their PSA script. In this lesson, students revise and practice performing it.

### Areas in which students may need additional support:

- Students may need additional support with presenting to other students. Consider scheduling time for the student to present to you instead to receive feedback.

### Assessment guidance:

- Watch the PSAs as students practice and identify common issues to use as whole group teaching points.
- Collect the Language Dive Practice: Model PSA Script homework from Lesson 8. See Language Dive Practice: Model PSA Script (example, for teacher reference) in the supporting materials.

### Down the road:

- In the next lesson, students will record their PSAs.
- Students will plan and draft a new PSA script for the end of unit assessment in Lesson 12.

### In advance:

- Post: Learning targets and applicable anchor charts (see materials list).

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- Work Time B: Gather one or two example PSAs used in Lesson 7 and prepare technology to play these examples for the whole group.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.A.4, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.1, 4.II.A.2, 4.II.B.3-5, 4.II.C.6, 4.II.C.7

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing time for students to practice their presentations and to give and receive kind and helpful feedback from their peers. This practice time, along with the opportunity to learn from their peers, will serve to build ELLs' sense of competency with oral language and confidence in discussing the content of their PSAs, setting them up for a successful recording of their presentation in the upcoming lesson.
- ELLs may find it challenging to practice their PSA presentations in class. In addition to any personal aversion to public speaking, they may find the concept unusual, and they may be self-conscious about their language use (see *Levels of support* and *Meeting Students' Needs*).

### Levels of support

*For lighter support:*

- Before providing additional modeling during the lesson, observe student interaction and allow students to grapple. Provide supportive demonstrations only after students have grappled with the task. Observe the areas in which they need additional support to target appropriate support.

*For heavier support:*

- Consider taking time outside of this lesson to work closely with students who are feeling nervous or insecure about presenting their PSAs. Remind them that the more they practice, the more likely they will feel prepared and confident when recording their presentation in the upcoming lesson. If they are feeling overwhelmed, help them focus on improving just one aspect of their presentation, and provide plenty of reassurance.
- Consider making copies of the Characteristics of PSAs anchor chart and inviting students to practice their PSA presentations for homework, referring to the characteristics on the anchor chart as they do so.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Some students may have difficulty with using the far-point displayed anchor charts in this lesson. Consider providing individual copies of anchor charts for near-point display of information for reference.
- **Multiple Means of Action and Expression (MMAE):** Similar to Units 1–2, continue to guide appropriate goal-setting for student success. Provide prompts and scaffolds as students estimate the effort and level of difficulty to be expected for their presentations.
- **Multiple Means of Engagement (MME):** As students practice their presentations, some students may need additional support with expectations and motivation in preparing and delivering their own presentation to an audience. Provide reassurance that they will be sufficiently prepared for this exciting learning activity.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

### Materials

- ☑ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☑ PSA drafts (begun in Lesson 8; revised during Work Time A; one per student)
- ☑ Characteristics of PSAs anchor chart (begun in Lesson 7)
- ☑ Example PSAs (videos; play in entirety; see Technology and Multimedia)
- ☑ Working to Become Ethical People anchor chart (begun in Module 1)
- ☑ Sticky notes (four per student)
- ☑ Peer Critique anchor chart (begun in Module 1)
- ☑ Directions for Peer Critique (from Module 1; one per student and one to display)
- ☑ Language Dive Practice: Model PSA Script (example, for teacher reference)

## Opening

### A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the learning targets and read them aloud:
  - "I can revise my PSA for appropriateness of task, purpose, and audience."*
  - "I can effectively perform my PSA."*
  - "I can critique my partner's performance and provide kind, helpful, and specific feedback."*
- Turn and Talk:
  - "What do you think you will be doing in this lesson? What makes you think that?" (revising and practicing our PSAs)*
- Tell students that in the next lesson, they will record their PSAs, and that before they do that they will polish their scripts and practice reading them aloud so they are prepared to record them.
- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they work today.

### Meeting Students' Needs

- For ELLs and students who may need additional processing time: (Stopping between Learning Targets) Consider reading one learning target at a time, stopping after each one has been read to ask students what they think they will be doing in this lesson. (MMR)
- For ELLs and students who may need additional support with reflection: (Recalling Prior Work: Learning Targets) Invite students to discuss how they previously worked toward each learning target. (MMAE, MME)

## Work Time

### A. Revising PSA: Task, Purpose, Audience (20 minutes)

- Invite students to retrieve their **PSA drafts**. Tell them students will reread their drafts and use their peer's feedback from the previous lesson to revise their PSA for appropriateness for task, purpose, and audience.
- Direct students' attention to the **Characteristics of PSAs anchor chart** and review it by highlighting the characteristics related to task, purpose, and audience:
  - "Are high-quality. They sound professional so people take it seriously."
  - "Are engaging. The viewer wants to listen to the end and will remember it."
  - "Have short, simple sentences that get straight to the point."
  - "Are appropriate for the target audience: PSAs for children will relate the issue to things children are interested in, will feature children, will be fun, and will state the issues in simple language for children to understand."

- Invite students to begin revising, referring to the feedback from their peer from the previous lesson and to the Characteristics of PSAs anchor chart as needed. Circulate to support students as they revise and to identify common issues to use as whole group teaching points.
- After 10 minutes, refocus students whole group. Tell them they will now revise their drafts for correct conventions: spelling, capitalization, and punctuation. Review each of the conventions as needed.
- Invite students to begin working. Continue circulating to support them as they work, and to identify common issues to use as whole group teaching points as needed.
- Invite students to record “Y” for “Yes” and the date in the final column of their Opinion Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

**Conversation Cue:** *“What strategies/habits helped you succeed? I’ll give you time to think and discuss with a partner.” (Responses will vary.)*

### Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: (Paraphrasing: Characteristics of PSAs) Invite students to paraphrase each characteristic on the Characteristics of PSAs anchor chart, and to provide a concrete example of each, to ensure comprehension. Consider modeling and thinking aloud the first one. (Example: “The characteristic ‘Are high-quality. They sound professional so people take it seriously’ means that people will respect what you are saying because your PSA sounds professional. One way to make your PSA high-quality is to make sure that you have organized your information clearly: first explaining the problem, then clearly stating an opinion, next giving specific examples of ways people can take action, and finally restating your opinion and asking the audience for help.”) (MMR)
- For ELLs and students who may need additional support with strategy development: (Fishbowl: Revising) Invite one or two confident students to fishbowl modeling and thinking aloud the process of revising their PSA draft, using their peer’s feedback and the Characteristics of PSAs anchor chart to guide them. This will help clarify the process of revising, and provide concrete examples for revisions students can make based on the Characteristics of PSAs anchor chart. (MMAE)
- For students who may need additional support with planning: Provide a checklist of conventions for students to reference during the revision process. Invite students to check off each convention as it has been revised. (Example: 1) Spelling checked; 2) Capitalization checked; 3) Punctuation checked.) (MMAE)



## Work Time

### B. Practicing PSA Presentations (20 minutes)

- Tell students that now they are going to practice their PSAs.
- Play one or two **example PSAs**. After playing each, Think-Pair-Share:
 

*“What did you notice about the way the speaker of this PSA sounds?” (Responses will vary, but may include ideas like the speaker spoke clearly or spoke at an understandable pace.)*

*“How did the way the speaker sound help make the PSA engaging?” (Responses will vary, but may include ideas like the speaker sounded confident, which made the PSA more believable, or the speaker’s tone of voice sounded scared, which showed the danger of the topic of the PSA.)*

**Conversation Cue:** *“Can you say more about that?” (Responses will vary.)*
- Tell students that speakers change the way they speak while presenting in order to engage with the audience and emphasize key points.
- Invite students to find their own space in the room, as far from another student as space allows. Remind students of respect on the **Working to Become Ethical People anchor chart** and tell them that because they will all be practicing, they need to be respectful and keep their volume much lower than they will when they actually record in the next lesson.
- Invite students who think they need support with presenting to move to a specific area of the room for support.
- As students practice, support students who need help, with the aim of them presenting their PSA without teacher support by the end of the lesson.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target.

### Meeting Students' Needs

- For ELLs and students who may need additional support with working memory: (Replaying Example PSAs) Consider replaying one or two of the example PSAs that students viewed in Lesson 7 before inviting students to practice their PSAs. Invite them to come up with a gesture, such as touching their nose, for when they identify evidence of a characteristic on the Characteristics of PSAs anchor chart. Pause the PSA when students make this gesture, and invite them to share what they saw or heard, and how they might be able to incorporate this characteristic into their own PSA practice. (MMAE)
- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Practicing PSAs) Model and think aloud practicing the model PSA, using an engaging tone and appropriate body language to convey the message of the PSA. This will help clarify the process of practicing PSAs, as well as provide students with ideas for what to do when recording their PSAs in the next lesson. (MMAE)
- For students who may need additional support with sustained effort: Invite students to take a stretch and movement break halfway through their practice. (MME)

## Closing and Assessment

### A. Peer Critique: PSA Presentations (15 minutes)

- Pair students and invite them to label themselves partner A and B.
- Tell students they will now participate in a peer critique. Refocus students on the Working to Become Ethical People anchor chart and remind them specifically of the respect criteria. Remind students that when providing peer feedback, they need to be respectful.
- Tell students that they will be giving and receiving feedback on the presentation of their PSAs.
- Briefly review the Characteristics of PSAs anchor chart again and remind students to be looking for evidence of these criteria in their partner's work.
- Distribute **sticky notes** and use the **Peer Critique anchor chart** and the **Directions for Peer Critique** to guide students through a peer critique.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and how well they demonstrated the habit from the Working to Become Effective Learners anchor chart they decided to focus on today.
- Collect students' Language Dive Practice: Model PSA Script homework from Lesson 8. Refer to **Language Dive Practice: Model PSA Script (example, for teacher reference)**.

### Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Fishbowl: Peer Critique) Invite a confident pair to fishbowl the process of providing feedback during a peer critique. Consider further supporting students by modeling and thinking aloud specific examples of feedback as necessary. (Example: "I noticed you asked a lot of questions to make your PSA very engaging. I also noticed that you had a sentence in your introduction that seemed very long. Do you think you can revise it to be shorter and simpler, since the target audience is children? Maybe you can refer to the model PSA script to help you.") (MMAE)
- For ELLs: (Home Languages) Invite students to share kind, helpful or specific comments in their home languages. Example: "How would you say *excellent point* in Spanish?" (*excelente punto*)
- For students who may need additional support with far-point display: Provide individual copies of the Peer Critique anchor chart and Directions for Peer Critique as reference during this protocol. (MMR)



## Homework

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**A. Accountable Research Reading.** Select a prompt and respond in the front of your independent reading journal.

### Meeting Students' Needs

- For ELLs and students who may need additional support with written expression: (Oral Response) Read aloud, discuss, and respond to your prompt orally with a partner, a family member, or a student from Grades 3 or 5, or record an audio response. (MMAE)