Lesson 8: Writing a PSA: Drafting the Introduction

CCS Standards

- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **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.
- **L.4.4:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.4.3c:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Daily Learning Target

- I can write the introduction for the script of my PSA. (W.4.1a, W.4.4, W.4.5, L.4.3c)

Ongoing Assessment

- Introduction to PSA script (W.4.1a, W.4.4, W.4.5, L.4.3c)

Agenda

1. **Opening**

    A. Analyzing a Model PSA: Introduction (10 minutes)

    B. Reviewing Learning Target (5 minutes)

2. **Work Time**

    A. Language Dive: Model PSA Script (10 minutes)

    B. Independent Writing: Writing an Introduction (25 minutes)

3. **Closing and Assessment**

    A. Research Reading Share (10 minutes)

4. **Homework**

    A. Complete the Language Dive Practice: Model PSA Script in your Unit 3 Homework.

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

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students write the introductory paragraph for their PSAs. They first analyze the introduction of the model PSA and compare it to the introductions for the broadsides written in Module 3 (another opinion piece). They then use their planning from Lesson 7 to draft their own introductions (W.4.1a, W.4.4, W.4.5, L.4.3c).

- In Work Time A, students participate in a Language Dive that guides them through the meaning of a sentence from the model PSA script. The focus of this Language Dive is on using the modal auxiliary *can* (L.4.1c), choosing punctuation for effect (L.4.3b), and raising awareness that we can take action to help make things better. Students then apply their understanding of the meaning and structure of this sentence when writing their focus statements for their introductory paragraphs in Work Time B. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

- In the Closing, students are guided through a research reading share to hold them accountable for their research reading homework. Consider using Independent Reading: Sample Plan if you do not have your own independent reading review routines.

- In this lesson, students focus on working to become effective learners by focusing on a characteristic of their choice as they draft their introductions. They also focus on working to become ethical people, showing integrity during a research reading share.

How this lesson builds on previous work:

- In Lesson 7, students analyzed the structure of the model PSA. In this lesson, the introductory paragraph is analyzed in detail to help students write their own.

Areas in which students may need additional support:

- Students may require additional support with writing their introductory paragraphs. Consider providing a paragraph frame with the background portion of the paragraph completed, so that they only have to add the impact of the issue and the focus statement.

- Consider allowing students to work with a partner or grouping students who may need additional writing support together while you guide them through writing the introductory paragraph.

Assessment guidance:

- Review students' introductions to ensure that students have included all the necessary information. Use common issues as teaching points for the whole group.

- Refer to the characteristics related to W.4.1a on the Opinion Writing Checklist when assessing students' work in this lesson (see Assessment Overview and Resources).

- Consider using the Writing Process Checklist for Writing and Language Skills during the independent writing in Work Time B (see Module 1 Appendix).

Down the road:

- In the next lesson, students will finish drafting their PSAs.

In advance:

- Pre-determine pairs for work throughout the lesson.

- Prepare research reading share using Independent Reading: Sample Plan or your own independent reading routine (see Module 1 Appendix).

- Review Questions We Can Ask during a Language Dive anchor chart as needed (begun in Module 3, Unit 1, Lesson 5).

- Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs.

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

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Technology & Multimedia

- 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.

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Supporting English Language Learners

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

Important points in the lesson itself

- The basic design of this lesson supports ELLs by building on work begun in the previous lesson, providing students with an opportunity to analyze the introduction paragraph of the model PSA script before writing their own, and inviting students to participate in a whole-class Language Dive focused on helping them state an opinion and write a focus statement for their introduction paragraph.

- ELLs may find it challenging to determine which points from their PSA Planning note-catcher to include in the introductions to their PSA scripts, as well as to keep pace with the class in completing their introductions. Consider providing additional time for students to orally process their scripts before writing. Additionally, consider working with a small group of students as they write and further scaffolding the writing as needed (see *Levels of support* and Meeting Students' Needs).

Levels of support

For lighter support:

- During Work Time B, invite students to create sentence starters to begin each sentence of the introduction paragraph outline in *For heavier support*. Invite students who need heavier support to use these sentence starters, along with the paragraph outline.

- During Work Time B, remind students that they are writing in short, simpler sentences because their target audience is children, and they want their PSA to be easy for children to understand. Explicitly note that this is different from the complex sentences they generally strive to produce.

For heavier support:

- During Work Time B, consider providing an outline for students to organize their introduction paragraphs. (Example: "[Question to Engage Reader and Introduce Issue] _____. [State Problem] _____. [Effect of Problem] _____. [Elaboration of Effect] _____. [State Opinion in Focus Statement] _____.")

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students.

- **Means of Action and Expression (MMAE):** Continue to provide formative feedback to support students in monitoring their progress to guide their learning.

- **Multiple Means of Engagement (MME):** Continue to support sustained effort by prompting students to restate the goal for each learning activity in this lesson.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- script (L)
- problem, issue, affects, community, take action (W)

Materials

- ☑ Organizing the Model: Introductory Paragraph strips (one strip per pair)
- ☑ Model PSA (from Lesson 7; one to display)
- ☑ Characteristics of PSAs anchor chart (begun in Lesson 7; added to during Opening A; see supporting materials)
- ☑ Characteristics of PSAs anchor chart (begun in Lesson 7; example, for teacher reference)
- ☑ Class Issue PSA Prompt (from Lesson 7; one per student and one to display)
- ☑ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☑ Language Dive Guide: Model PSA Script (for teacher reference)
  - – Questions We Can Ask during a Language Dive anchor chart (begun in Module 3)
  - – Language Dive Chunk Chart: Model PSA Script (for teacher reference)
  - – Language Dive Note-catcher: Model PSA Script (one per student and one to display)
  - – Language Dive Sentence Strip Chunks: Model PSA Script (one to display)
- ☑ Opinion Writing Checklist (one per student and one to display; see Assessment Overview and Resources)
- ☑ PSA Planning note-catcher (from Lesson 7; one per student)
- ☑ Paper (lined; one piece per student)
- ☑ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ☑ Working to Become Ethical People anchor chart (begun in Module 1)
- ☑ Independent Reading: Sample Plan (for teacher reference; see Module 1 Appendix)

Opening

A. Analyzing a Model PSA: Introduction (10 minutes)

- ▪ Move students into pre-determined pairs and invite them to label themselves A and B.
- ▪ Distribute **Organizing the Model: Introductory Paragraph strips**. Tell students that each pair has been given only one part of the introduction, and they will find the other parts to create a complete introduction.
  - – Invite pairs to find pairs with the other parts of the introduction and put them together in the right order. Model an example as necessary.
  - – Display the **model PSA** and tell students that when they have finished, they will check their work against it.
  - – Invite students to begin and circulate to support them in reading and sorting the strips of the introduction.
  - – After 5 minutes, refocus whole group.
- ▪ Invite students to help you record the parts of an introductory paragraph on the **Characteristics of PSAs anchor chart**. Refer to **Characteristics of PSAs anchor chart (example, for teacher reference)** as necessary.

■ Think-Pair-Share:

"Think back to the broadside you wrote in Module 3. How will the introduction of our PSAs be similar to the introduction of the broadside? How will it be different?" (Similarities: It will include a focus statement that tells our opinion; it will give background about the topic of the piece. Differences: Our PSAs will be shorter and to the point, and they will use compelling facts when describing the issue in order to catch the audience's attention; the PSA introduction will sound more conversational because it is meant to be spoken.)

Conversation Cue: "Can you figure out why the introduction of the PSA will be different from the broadside's introduction, even though they are both opinion pieces? I'll give you time to think and discuss with a partner." (Responses will vary, but may include: An introduction gives background information to the reader, and for the PSA the audience needs background about the issue the PSA is focused on; or the purpose of the PSA is to catch the audience's attention and call them to action, so it needs to be convincing and to the point.)

Meeting Students' Needs

■ For ELLs and students who may need additional support with comprehension: (Displaying Essays Side by Side) Consider displaying the model broadside from Module 3 next to the enlarged model PSA script (see Lesson 7, *For heavier support*) as students discuss similarities and differences between the introductory paragraphs. Provide sentence frames for support. (Example: "They are similar because they both _____. They are different because the introduction of the broadside _____, while the introduction of the PSA _____.") (MMR)

■ For students who may need additional support with oral language and processing: Pair students with strategic partners to ensure that they have a strong and helpful partner to support their efforts in analyzing the model PSA while explicitly sharing their thinking as a model. (MMAE)

Opening

B. Reviewing Learning Target (5 minutes)

■ Direct students' attention to the learning target and read it aloud:

"I can write the introduction for the script of my PSA."

■ Underline the word *script* in the learning target. Turn and Talk:

"What is a script? What is the purpose of a script?" (the words you will say; it is important to have a script to ensure that all the important information is included)

■ Invite students to retrieve their **Class Issue PSA Prompt** and follow along, reading silently in their heads as you read the prompt aloud.

■ 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 support with comprehension: (Reinforcing Comprehension with Something Familiar) Reinforce comprehension of the word *script* by inviting students to think of something familiar that may have required a script. Ask: "What is something you have seen or heard that may have required a script? How do you think the script was helpful?" Provide the following sentence frames for support: "I think _____ may have required a script. I think the script was helpful because _____." (MMR)

Work Time

A. Language Dive: Model PSA Script (10 minutes)

- Tell students they will now participate in a Language Dive using the same format from Module 3.

- Focus students' attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.

- Think-Pair-Share:

  "What is one question you can ask during a Language Dive?" (Responses will vary.)

- Reread Paragraph 1 of the model PSA script. (Note that all three model PSA scripts include the following sentence as the focus statement.)

- Focus on the sentence:

  – "YOU can help make things better—you can take action to help make a difference in our community!"

- Use the **Language Dive Guide: Model PSA Script** and **Language Dive Chunk Chart: Model PSA Script** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Note-catcher: Model PSA Script** and **Language Dive Sentence Strip Chunks: Model PSA Script**.

Meeting Students' Needs

- For students who may need additional support with oral language and processing: Allow ample wait time after asking questions during the Language Dive. (MME, MMAE)

Work Time

B. Independent Writing: Writing an Introduction (25 minutes)

- Distribute and display the **Opinion Writing Checklist**. Remind students that they used this checklist in Module 3 as they wrote their broadsides. Tell students they will use it again in this unit as they write and revise their PSAs.

- Read aloud the following criteria, pausing after each for students to turn and talk with an elbow partner to restate the criterion in their own words:
  - "**W.4.1a:** I state my opinion clearly, and my writing stays focused."
  - "**W.4.1a:** I have an introduction that gives the reader the information needed to understand the topic or issue."
  - "**W.4.1a:** Information is well organized to make my argument clear and convincing."
  - "**L.4.3, L.4.6, W.4.4:** The words and sentences I use are appropriate for this task, purpose, and audience."

- Invite students to mark/highlight these criteria on their checklist.

- Tell students that, as with other writing pieces they've worked on this school year, they will focus on different criteria as they write each part of their PSA.

- Focus students on the empty column of their checklist. Remind them that although every piece of opinion writing should include the criteria listed, each piece of opinion writing will have specific criteria according to the content.

- Focus students on the criterion:
  - "**W.4.1a:** I state my opinion clearly, and my writing stays focused."

- Using a total participation technique, invite responses from the group:

  "What is the opinion you are stating in your essay?" (Kids can take action to address the class-selected issue and make a difference in their community.)

- Model how to record this (by sketching or writing) on the displayed Opinion Writing Checklist and invite students to do the same.

- Repeat with the other criteria students have marked.

- Invite students to take out their **PSA Planning note-catcher**. Remind them that they planned their PSAs in the previous lesson.

- Turn and Talk:

  "Share the focus statement you have planned for your PSA."

- Distribute **paper** and invite students to use the model PSA, the criteria recorded on the Characteristics of PSAs anchor chart, and the Opinion Writing Checklist, and to refer to the **Domain-Specific Word Wall** to write their introduction.

- Remind students also to leave a line between each line of their writing.

- Invite students to begin writing. Circulate to support them as they work and prompt them with questions such as:
  - "How can you say that more concisely in a shorter, simpler sentence?"

■ Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target.

■ Invite students to take out their Opinion Writing Checklist and record "Y" for "Yes" and the date in the final column if they feel the criteria marked on their checklists in this lesson have been achieved in their writing in this lesson.

Meeting Students' Needs

■ For ELLs and students who may need additional support with comprehension: (Providing Concrete Examples) Display the enlarged model PSA script (see Lesson 7, *For heavier support*) next to the Opinion Writing Checklist. While going over each criterion, model and think aloud identifying an example of each criterion in the introduction of the model PSA script. This will provide students with concrete examples of how the criteria apply to their own introduction. As necessary, consider providing non-examples to clarify criteria. (Example: "Criterion W.4.1a says: I state my opinion clearly, and my writing stays focused. What if the introduction to the PSA about hunger mentioned how many people are unable to read? Would that be focused writing? Why or why not?") (MMR)

■ For ELLs and students who may need additional support with organizing ideas for written expression: (Oral Processing before Writing) Before inviting students to write, consider providing time for students to orally process the information on their PSA Planning note-catchers, and to discuss how they will organize this information for their introduction. Encourage them to refer to the model PSA for structural support, and to say each sentence aloud before writing it down. (MMAE)

■ For students who may need additional support with building writing stamina: Consider offering built-in breaks, where students can choose an activity such as getting water or stretching. (MME)

Closing and Assessment

A. Research Reading Share (10 minutes)

■ Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of integrity. In the context of research reading at home, this means trying to do it each day, even when it is hard to do so, and if it isn't possible, being honest when recording the dates and pages read in your journal.

■ Refer to **Independent Reading: Sample Plan** to guide students through a research reading share or use your own routine.

■ Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess how well they worked to become effective learners and ethical people in this lesson.

Meeting Students' Needs

- For students who may need additional support with organizing their thinking for verbal expression: Consider meeting with them in advance to prep them for the research reading share and minimize the threat associated with sharing. (MMAE, MME)

- For ELLs: (Sentence Frames) Consider displaying sentence frames that correspond with the varying research reading shares, and inviting students to use the frames particular to this lesson's share.

Homework

A. Complete the Language Dive Practice: Model PSA Script in your Unit 3 Homework.

B. 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)