

Lessons 12 and 13: End of Unit 1 Assessment: Recording a PSA



CCS Standards

- **SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.2a:** Use punctuation to separate items in a series.
- **L.5.2c:** Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).



Daily Learning Target

- I can record my PSA. (SL.5.4, SL.5.6)
- I can use punctuation to separate items in a series. (L.5.2a)
- I can use a comma to set off words and phrases. (L.5.2c)

Ongoing Assessment

- End of Unit 1 Assessment: Recording a PSA (SL.5.4, SL.5.6, L.5.2a, L.5.2c)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Practicing PSAs (25 minutes)
- B. End of Unit Assessment, Part I: Recording PSAs (70 minutes)
- C. End of Unit Assessment, Part II: Editing Punctuation (15 minutes)

3. Closing and Assessment

- A. Returning Mid-Unit 1 Assessments (5 minutes)

4. Homework

- A. 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 practice and record their PSAs. First, they practice reading their scripts, thinking about how they will emphasize key points as they record. Then in Work Time B, students record their PSAs (SL.5.4, SL.5.6) for Part I of the End of Unit 1 Assessment. If the technology is not available to do so, consider alternate ways for students to present their scripts to an audience—invite audience members to watch live presentations, allow students to record one at a time during a different part of the day, or have students present to one another in small groups.
- Prior to practicing their scripts In Work Time A, students listen to several example PSAs thinking about how the speaker presents in a way to engage with the audience. Use the same example PSAs from Lesson 8, when students listened to examples to build an understanding of what a PSA is.
- This assessment has been combined into two lessons, because ideally students would have a significant block of uninterrupted time in which to work on recording their PSAs. It also ensures adequate time to pause the work to address common issues whole group. If it is not possible to provide students with this time in one block and the lessons need to be facilitated separately, ensure that the learning targets are reviewed again at the beginning of Lesson 13.
- In the Closing, students' Mid-Unit 1 Assessments are returned with feedback. This gives students the opportunity to ask questions if they don't understand the feedback.
- To provide tech savvy students with an additional challenge, consider allowing them to use more complex tools to create a visual element for their PSA (e.g., animation tools), or more complex technological techniques (e.g., stop-motion).
- Students focus on working to become ethical people by showing respect to one another as they record, and working to contribute to a better world by applying their learning about natural disasters to help those in their community prepare for one through their PSAs.

How this lesson builds on previous work:

- In the last several lessons, students have been planning and drafting their PSA script. In this lesson, students practice and record their PSA.

Areas in which students may need additional support:

- Students may need support in recording their PSAs. Consider meeting with a small group of students to support them in using the technology required to record their scripts.
- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.
- Some students may require longer than the time allocated to complete the assessment.

Assessment Guidance:

- Collect the Using Punctuation in a Series and Using Commas for assessment. Refer to the Using Punctuation in a Series and Using Commas (answers, for teacher reference).

- Collect the For ELLs: Language Dive Practice: Model PSA Script homework from Lesson 10. Refer to the For ELLs: Language Dive Practice: Model PSA Script homework (example, for teacher reference) in supporting materials.
- All assessment materials are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the Presentation Checklist (see Assessment Overview and Resources).

Down the road:

- In Unit 3, students will incorporate the recording of their PSA into a presentation for the performance task about how to prepare for a natural disaster.

In advance:

- Review students' Mid-Unit 1 assessments and provide feedback.
- Prepare:
 - Example PSAs used in Lesson 8, as well as the technology necessary to play them for the whole group (see Technology and Multimedia).
 - Technology tools for students to record their PSA (see Technology and Multimedia)
 - End of Unit 1 Assessment: Recording a PSA (see Assessment Overview and Resources)
- Consider working with a technology teacher to support students as they use technology to create their PSAs.
- Post: Learning targets and applicable anchor charts (see Materials).

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.
- Work Time A: Gather the example PSAs from Lesson 8 and prepare technology to play these examples for the whole group. If possible, provide for students to access on an internet device in pairs.
- Work Time B: Prepare the technology tools for students to create their PSAs. One device per student, preferably with internet access. Options could include, but are not limited to:
 - Video or audio recorder
 - Video editing software, for example iMovie or Windows Movie Maker
 - Audacity: <www.audacityteam.org>
 - GarageBand (app for iPad): <<https://itunes.apple.com/us/app/garageband/id408709785?mt=8>>

Supporting English Language Learners

Supports guided by in part by CA ELD Standards 5.A.I.3, 5.I.C.9, 5.I.C.10, 5.I.C.11, 5.I.C.12, 5.II.A.1-2, 5.II.B.3-5, and 5.II.C.6-7

Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks that build on the classroom tasks completed in Lessons 8-11.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific positive feedback on the progress they've made learning English.
- Allow students to review note-catchers, the Academic and Domain-Specific Word Walls, and vocabulary logs and other classroom resources.
- Ensure ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see additional support in the lesson).
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To get the most informative data from the assessment, ensure all students have access to the assessment directions and feel comfortable with the expectations. Continue to vary the ways in which you convey your expectations.
- **Multiple Means of Action and Expression (MMAE):** Similar to the mid-unit assessment, support students in setting appropriate goals for their effort and the level of difficulty expected in this lesson.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goal for the work they are doing with their PSAs. Returning to the learning goals lifts up their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

Materials

- ✓ Example PSAs (video or audio; plan in entirety; see Technology and Multimedia)
- ✓ PSA draft (completed in Lesson 11; one per student)
- ✓ Model PSA (from Lesson 8; one to display)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)

- ✓ End of Unit 1 Assessment: Recording a PSA (one per student and one to display; see Assessment Overview and Resources)
- ✓ Working to Contribute to a Better World anchor chart (begun in Module 1)
- ✓ Devices (one per student; see Technology and Multimedia)
- ✓ Mid-Unit 1 Assessments (from Lesson 6; one per student; returned with feedback during the Closing)
- ✓ Using Punctuation in a Series (homework from Lesson 10; one per student)
- ✓ Using Commas (homework from Lesson 11; one per student)
- ✓ For ELLs: Language Dive Practice: Model PSA Script homework (from Lesson 10; one per student)
- ✓ Using Punctuation in a Series Using Commas (answers, for teacher reference)
- ✓ Using Commas (answers, for teacher reference)
- ✓ For ELLs: Language Dive Practice: Model PSA Script homework (example, for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the learning targets and read them aloud:
 - "I can record my PSA."***
 - "I can use punctuation to separate items in a series."***
 - "I can use a comma to set off words and phrases."***
- Focus students on the first learning target. Tell them that today they will use their PSA scripts to record their PSA: First, they will practice performing their scripts, and then they will record them as part of the End of Unit 1 Assessment.
- Focus students on the second and third learning targets. Remind them that they have seen similar learning targets in the previous lessons. In today's assessment, they will apply these skills in Part II of the End of Unit 1 Assessment.
- Answer clarifying questions.

Meeting Students' Needs

- For ELLs and students who may need additional support with sustained effort: (Recalling Prior Work: Learning Targets) Invite students to discuss how they previously worked toward similar learning targets in this unit. (MME)

Work Time

A. Practicing PSAs (25 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: They spoke clearly or they spoke at an understandable pace.)*
 - “How did the way the speaker sound help make the PSA engaging?” (Responses will vary, but may include: They sounded confident which made the PSA more believable or their 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 retrieve their **PSA drafts**.
- Turn and Talk:
 - “Reread your PSA and find a sentence or point that you want to emphasize. How can you say it in a way that will engage the audience?” (Responses will vary.)*
- Invite students to annotate the key words and phrases they want to emphasize during their PSA recording by underlining or writing in the margin. Model and think aloud doing so using the **Model PSA** as needed.
- 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 as they will all be practicing, they need to be respectful and keep their volume much lower than they will when they actually record later in the lesson.
- Invite students who think they need support presenting to move to an allocated area of the room for support.
- As students practice, support those who need help, with the aim of them presenting their PSA without your support by the end of work time.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Pausing for Strategies: Example PSAs) Before playing the example PSAs, invite students to come up with a gesture, such as touching their nose, for when they identify things the speaker does to make their PSA engaging and clear. 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 into their own PSA practice. (MMAE)
- For ELLs: (Strategic Placement) Consider inviting kind and confident students to stand next to students who are particularly nervous or tentative and support them as necessary.

Work Time

B. End of Unit Assessment, Part I: Recording PSAs (70 minutes)

- Distribute and display the **End of Unit 1 Assessment: Recording a PSA**. Tell students that for the first part of the assessment, they will record their PSA.
- Focus students on Part I: Public Service Announcement Recording and read the prompt aloud. Answer clarifying questions.
- Remind students of the corresponding habits identified on the **Working to Contribute to a Better World anchor chart**:
 - “I take care of and improve our shared spaces and the environment.”
 - “I apply my learning to help our school, the community, and the environment.”
- Ensure each student is set-up on a device and has their revised PSA draft. Provide a brief tutorial on how to record using the **device**.
- Tell students how long they will have to record their PSAs. Invite students to spend a few minutes reviewing their script and thinking about what they are going to do.
- Invite students to begin this part of the assessment.
- Circulate to support students in recording their PSAs and stop the whole group to discuss common issues that you notice as you circulate. Provide frequent time reminders.
- After 65 minutes, refocus whole group. 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.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Assessment Map) While explaining, display a “map” of the assessment. (MMR)
- For ELLs and students who may need additional support with sustained effort: (Sharing Strategies) Invite students to share strategies they can think of to help them if they feel nervous about recording their PSA. (Examples: *focus on the aspects of the presentation they are confident about, practice beforehand, take a deep breath*). (MME)
- For ELLs: (Strategic Placement) Consider inviting kind and confident students to continue standing next to students who are particularly nervous or tentative as they record their PSAs (see Work Time B, Meeting Students' Needs column).
- For students who may need additional support with expressive skills: Consider inviting specific suggestions for appropriate body language and tone of voice that students can use as they record their PSAs. Invite students to model an example of their suggestion as they give it, providing concrete ideas for what students can do to clearly convey the message in their PSAs and make their recordings engaging. (MMAE)

- For students who may need additional support with planning: Consider inviting students to highlight key words and phrases they want to emphasize during their PSA recording, and to practice reading them with the appropriate body language and tone of voice to convey the message they want to send. Model and think aloud doing so with the Model PSA Script as necessary. (MMAE)

Work Time

C. End of Unit Assessment, Part II: Editing Punctuation (15 minutes)

- Focus students on Part II of their assessments and read aloud the directions. Answer clarifying questions.
- Invite students to complete the remainder of the assessment.
- While they are taking the assessment, circulate to monitor and document their test-taking skills.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the remaining learning targets.

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: (Rephrasing and Monitoring) Rephrase directions as needed before students begin Part II, and monitor to see that students correctly complete the assessment.

Closing and Assessment

A. Returning Mid-Unit 1 Assessments (5 minutes)

- Return students’ **Mid-Unit 1 Assessments** with feedback and follow the same routine established in Modules 1–3 for students to review the feedback and write their name on the board if they require teacher support.
- Collect the following homework assignments for assessment:
 - **Using Punctuation in a Series**
 - **Using Commas**
 - **For ELLs: Language Dive Practice: Model PSA Script**
- Refer to the following teacher resources as needed:
 - **Using Punctuation in a Series and Using Commas (answers, for teacher reference)**
 - **Using Commas (answers, for teacher reference)**
 - **For ELLs: Language Dive Practice: Model PSA Script homework (example, for teacher reference)**

Homework

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, either with a partner, family member, or student from Grades 4 or 6, or record an audio response. (MMAE)