

## Lesson 9: Writing a PSA: Planning and Drafting the Introduction



### CCS Standards

- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.2a:** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **W.5.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



### Daily Learning Target

- I can plan the key points of a PSA that raises awareness how to stay safe during a natural disaster. (W.5.2a, W.5.2b, W.5.4, W.5.5)
- I can write the introduction for the script of my PSA. (W.5.2a, W.5.4, W.5.5)

### Ongoing Assessment

- PSA Planning note-catcher (W.5.4)
- Draft PSA Script (W.5.2a, W.5.2b, W.5.4, W.5.5, L.5.2a)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Planning a PSA (25 minutes)
- B. Analyzing a Model PSA: Introduction (10 minutes)

#### 3. Closing and Assessment

- A. Independent Writing: Writing an Introduction (20 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:

- In Work Time A, students use their understanding of the characteristics of PSAs to plan the key points of their own PSA about how to stay safe during a natural disaster (W.5.2a, W.5.2b, W.5.4, W.5.5).
- Students then analyze the introduction of the Model PSA and compare it to the introductions of other informative pieces written throughout the school year. They then use their plan to draft their own introductions (W.5.2 a., W.5.4, W.5.5).
- Recall that if students used the EL Education modules in grades 3 and 4, they will have written a PSA before, so there will likely be some familiarity with what a PSA is. Note: In this module, the PSA is an informative piece that explains to the audience ways to stay safe during a natural disaster. This differs from the PSAs written in third and fourth grades, which are opinion pieces that convince the audience to take action related to specific social issues.
- In this lesson, students focus on working to become effective learners by focusing on a characteristic of their choice as they draft their introductions.

### How this lesson builds on previous work:

- In Lesson 8, students developed an understanding of characteristics of PSAs. They build on that initial understanding by analyzing the model PSA more closely in this lesson.
- Students use their research from the first half of the unit to plan and draft their PSAs in this lesson.

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

- Students may need support planning the process and when writing their introductory paragraphs. Consider allowing students to work with a partner from their expert group or grouping students who may need additional support together for additional teacher guidance.

### Assessment Guidance:

- Review student planning note-catchers to determine whether students have begun to internalize the process required to create high-quality work products.
- Review students' introductions to ensure that they have included all the necessary information. Use common issues as teaching points for the whole group.
- Refer to the characteristics related to W.5.2a on the Opinion Writing Checklist when assessing students' work in this lesson.
- Consider using the Writing Process Checklist for Writing and Language Skills during the independent planning in Work Time A and independent writing in Closing and Assessment A (see Module 1 Appendix).

### Down the road:

- In the next lesson, students will analyze the Model PSA and finish drafting their PSAs.

### In advance:

- Pre-determine pairs for Work Time B.
- 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.

#### Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.4, 5.I.C.10, 5.I.C.11, 5.I.C.12, 5.II.A.1, 5.II.A.2, 5.II.B.4, 5.II.B.5, 5.II.C.6, 5.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 refer to the World Café charts, their Natural Disasters Research note-catcher and the Model PSA as they plan and draft their introduction.
- ELLs may find it challenging keep pace with the class during Work Time A to determine the most relevant key points to use in their PSAs, as well as to keep pace with the class in completing their introductions. Consider working with a small group of students as they plan and write their introductions. Furthermore, consider providing additional time for students to orally process their scripts before writing (see Levels of Support and the Meeting Students' Needs column).

#### Levels of Support

*For lighter support:*

- During the Closing, 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 the Closing, 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 the Closing, consider providing an outline for students to organize their introduction paragraphs. (Example: [Question to Engage Reader and Introduce Natural Disaster] \_\_\_\_\_. [Brief Description of the Natural Disaster] \_\_\_\_\_. [Destruction #1 Caused by Natural Disaster] \_\_\_\_\_. [Destruction #2 Caused by Natural Disaster] \_\_\_\_\_. [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 & 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

- key points, focus statement (L)
- affected, impacted, destructive, important, safe (W)

### Materials

- ✓ Natural Disasters PSA prompt (from Lesson 8; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Model PSA (from Lesson 8; one per student and one to display)
- ✓ Paper (lined; several pieces per student)
- ✓ Natural Disasters Research note-catcher (completed in Lesson 5; one per student and one to display)
- ✓ Class World Café anchor charts (begun in Lesson 1)
- ✓ Example Planning note-catcher (example, for teacher reference)
- ✓ Organizing the Model: Introductory Paragraph strips (one strip per pair)
- ✓ Characteristics of PSAs anchor chart (begun in Lesson 8; added to during Work Time B; see supporting materials)
- ✓ Characteristics of PSAs anchor chart (begun in Lesson 8; example, for teacher reference)
- ✓ Informative Writing Checklist (one per student and one to display)
- ✓ Domain-Specific Word Wall (begun in Lesson 1)

## Opening

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

- Direct students' attention to the learning targets and read them aloud:  
*"I can plan the key points of a PSA that raises awareness how to stay safe during a natural disaster."*  
*"I can write the introduction for the script of my PSA."*
- Focus students on the first learning target and underline key points. Turn and Talk:  
*"What words could you use to replace the words key points in this learning target?" (big ideas)*  
*"What do you think you will be doing in this lesson? What makes you think that?" (planning the big ideas and drafting the beginning of our PSAs)*
- Invite students to retrieve their **Natural Disasters PSA prompt** and read it to themselves.
- Think-Pair-Share:  
*"What key points will you make in your PSA?" (natural disasters can be destructive; there are things you can do to prepare for a natural disaster that will keep you safe during one.)*  
*"Who is the target audience for our PSAs?" (children)*
- 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. Planning a PSA (25 minutes)

- Write the focus question on the board and tell students this is the focus for their PSA scripts:
  - "How can you stay safe during natural disasters?"
- Tell students that their PSA will be focused on the natural disaster they researched in the first half of the unit.
- Display and invite students to retrieve the **Model PSA**. Tell students that the first thing they will do to plan their PSAs is write a focus statement.

- Think-Pair-Share:

***“What is the focus statement in the Model PSA?” (“It’s important to know what to do if a blizzard occurs. Here are some things you can do to keep yourself safe.”)***

- Distribute **paper** and invite students to write a focus statement for their PSAs that answers the focus question in relation to their natural disaster.
- Tell students that they are going to plan the key points they want to make in their PSAs that explains how their natural disaster can be destructive and what the listener can do to prepare for a natural disaster that will keep them safe during one.
- Tell students that when planning these points, they are going to create their own note-catcher to organize their thinking to help them become more independent at planning and writing. Emphasize that they are not to take too long doing this—this should take no more than 2-3 minutes.
- Remind students of the six-square graphic organizers they have used throughout the year to organize their thinking before writing. Draw a simple T-chart on the board with key point on one side and elaboration on the other as another option.
- Post and read aloud the following directions:
  1. Draw a note-catcher.
  2. Identify a key point you want to make in your PSA.
  3. Think about how this point shows how to stay safe if your natural disaster occurs.
  4. Record this elaboration on your note-catcher.
  5. Repeat, ensuring you have planned key points describing the natural disaster and its impact, and actions the audience can take to stay safe.
- Answer clarifying questions.
- Invite students to retrieve their **Natural Disasters Research note-catcher** and to begin working. Circulate to support students as they work, reminding them to include specific ways people and places are impacted by the natural disaster and how to stay safe during it, and to refer to the **Class World Café anchor charts** as they work. To guide students, refer to the **Example Planning note-catcher (example, for teacher reference)** and ask guiding questions:
 

***“How does that show how you can stay safe during the natural disaster?”***
- 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 planning: (Modeling and Thinking Aloud Steps) Consider modeling and thinking aloud each step as it is recorded on the board. This provides students with a model and minimizes confusion about the activity. Allow time for students to ask questions, and clarify the process as needed. (Example: “First, I will draw a note-catcher.” Write this as step 1 on the board and model drawing the T-chart note-catcher on the board. “Next, I will identify a key point I want to make in my PSA.” Write this as step 2 on the board, and refer to the Natural Disasters Research note-catcher and the Class World Café anchor charts to identify a key point to add to the Planning note-catcher. “What is my step 3?”) (MMAE)



- For students who may need additional support with organization: Offer two graphic organizer templates as choices to reduce frustration in decision-making and support students' strategy development. (MMAE, MME)

### Work Time

#### B. 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.
- Tell students that when they have finished, they will check their work against the displayed Model PSA.
- 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 the **Characteristics of PSAs anchor chart (example, for teacher reference)** as necessary.
- Think-Pair-Share:

*“The introduction of the model describes what the natural disaster is and how it impacts people and places. Why do you think it is organized in this way?” (It is logical and makes sense to the reader—before you explain how to stay safe during a natural disaster, you need to give context by explaining the dangers of disasters.)*

*“Think back to the informational essays you’ve written throughout this year. How will the introduction of our PSAs be similar to these introductions? How will it be different?” (similarities: it will include a focus statement, it will give background about the topic of the piece; differences: our PSAs will be shorter and to the point, and will use compelling facts when describing the natural disaster in order to catch the audience’s attention; the PSA introduction will sound more conversational since it is meant to be spoken)*

*Conversation Cue: “Can you figure out why the introduction of the PSA will be different from informational essays you have written, even though they are both informational pieces? I’ll give you time to think and discuss with a partner.” (Responses will vary, but may include: “The PSA is a script and meant to be read out loud, so it will sound more conversational than an essay,” and “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: (Displaying Essays Side by Side) Consider displaying the Model Essay from Module 3 next to the Enlarged Model PSA (See Lesson 8, *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 Model Essay \_\_\_\_\_, while the introduction of the Model PSA \_\_\_\_\_.)

- 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)

## Closing and Assessment

### A. Independent Writing: Writing an Introduction (20 minutes)

- Distribute and display the **Informative Writing Checklist**. Remind students that they used this checklist throughout the school year when writing informative pieces. Tell students they will use it again in this unit as they write and revise their PSAs.
- Tell students that like 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.
- Read aloud the following criteria, pausing after each to invite students to turn and talk with an elbow partner to restate the criterion in their own words:
  - “W.5.9: My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.”
  - “W.5.2a: I provide a general observation and focus and maintain the focus consistently throughout the piece.”
  - “W.5.2a: I introduce the topic, giving readers the context they need to understand the piece.”
  - “W.5.2a: Information is grouped logically, in a way that makes my thinking clear to the reader.”
  - “W.5.4: My writing is appropriate for this task, purpose, and audience.”
- Invite students to mark/highlight these criteria on their checklist.
- Focus students on the empty column of their checklist. Remind them that although every piece of informative writing should include the criteria listed, each piece of informative writing will have specific criteria according to the content.
- Focus students on the criterion:
  - “W.5.9: My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.”
- Using a total participation technique, invite responses from the group:
 

***“What is the focus of your PSA?” (how to stay safe during a natural disaster)***
- Model how to record this (by sketching or writing) on the displayed Informative Writing Checklist and invite students to do the same.
- Repeat with the other criteria students have marked.
- Refocus students on their PSA Planning note-catcher. Distribute a new piece of paper and invite students to use the Model PSA, the criteria recorded on the Characteristics of PSAs anchor chart, the Informative 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 students as they work. Ask questions to guide student thinking:

***“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 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.
- Refocus students on their Informative Writing Checklist and invite them to 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 (See Lesson 8, *For heavier support*) next to the Informative Writing Checklist. While going over each criterion, model and think aloud identifying an example of each criterion in the introduction of the Model PSA. This will provide students with concrete examples of how the criteria applies to their own introduction. As necessary, consider providing non-examples to clarify criteria. (Example: “Criterion W.5.2 says: Information is grouped logically, in a way that makes my thinking clear to the reader. What if the introduction to the Model PSA started with things you can do to stay safe during a natural disaster, before providing context on the natural disaster? Would that information be grouped logically? 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-catcher, 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)

## 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 writing fluency: (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)