



EXPEDITIONARY  
LEARNING

## **Grade 3: Module 4: Unit 3: Lesson 11**

### **Preparing to Record Your VoiceThread PSA**

**Script: Using Peer Feedback to Speak Fluently in an Engaging Manner**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can speak clearly and at an understandable pace. (SL.3.4)
- I can compare how people use language when they write versus when they talk. (L.3.3)
- I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)
- I can use facts and details to tell about a story or experience. (SL.3.4)

**Supporting Learning Targets**

- I can speak at an understandable pace: not too fast and not too slow.
- I can describe the difference between how to use language when I write versus when I talk.
- I can speak clearly so my listener easily understands my message.
- I can speak with varied volume and expression to present my message.

**Ongoing Assessment**

- VoiceThread PSA Script: Water on Earth recording form
- VoiceThread PSA Script: Water Challenges recording form
- VoiceThread PSA Script: Opinion recording form
- Praise-Question-Suggest protocol recording forms



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Mini Lesson: Understanding the Difference between Spoken and Written Language (10 minutes)</li> <li>B. Practicing Your VoiceThread PSA Script (15 minutes)</li> <li>C. Peer Critique of VoiceThread PSA Script: Praise-Question-Suggest Protocol (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Sharing Your Next Steps: Concentric Circles Protocol (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. In preparation for tomorrow's End of Unit 3 Assessment, practice presenting your VoiceThread PSA script. Focus on the Next Steps you identified today in class after the Praise-Question-Suggest protocol.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students explore the difference between spoken and written language. First, they participate in a mini lesson, where the teacher reads sections of the VoiceThread PSA model aloud and points out sentences that made sense when read silently, but don't flow when read aloud. After listening to these examples, students turn to their own VoiceThread PSA scripts.</li> <li>• As students practice presenting their scripts in Work Time B, they should revise their work using their new understanding of how spoken language is different than written language. Their goal is to present the script in a fluent and engaging manner.</li> <li>• From here, students move to presenting their scripts for a partner. These partnerships should be predetermined by the teacher in order to ensure success for all students.</li> <li>• Students not only present their scripts to a partner, but also offer their partner feedback using the Praise-Question-Suggest protocol. Students will use the Praise-Question-Suggest recording form during this protocol to capture revision suggestions, which will help them decide on next steps and how best to revise their presentations. In general, this protocol should help students see what is working in their VoiceThread PSA oral presentation, and then consider questions and suggestions from their peers.</li> <li>• It is important that students understand the focus of the protocol: offering feedback on students' oral presentations using the criteria from the Performance Task Rubric, since this is the criteria on which students will be assessed in the End of Unit 3 Assessment.</li> <li>• Review: Praise-Question-Suggest protocol, Concentric Circles protocol (see Appendix).</li> <li>• In advance: Create Praise-Question-Suggest protocol anchor chart (see supporting materials).</li> <li>• Create strategic partnerships for the Praise-Question-Suggest protocol.</li> <li>• In preparation for the End of Unit 3 Assessment, which takes place in Lessons 12–13, organize students into strategic groups of three to four students and make a presentation schedule to post in the classroom.</li> <li>• Post: Learning targets; Praise-Question-Suggest protocol anchor chart</li> </ul>



Lesson Vocabulary	Materials
understandable pace, versus, fluent (fluently)	<ul style="list-style-type: none"><li>• Document camera</li><li>• Performance Task Rubric (from Lesson 7; one for display, one per pair)</li><li>• Equity sticks</li><li>• Criteria from the Performance Task Rubric anchor chart (begun in Lesson 8)</li><li>• VoiceThread PSA Script: Water Challenges recording form, teacher model (from Lesson 7; one to display)</li><li>• Water on Earth Sample Sentences (one for display)</li><li>• VoiceThread PSA Script: Water on Earth recording form, teacher model (from Lesson 7; one to display)</li><li>• VoiceThread PSA Script: Water on Earth recording form (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Water Challenges recording form (from Lesson 8; one per student)</li><li>• VoiceThread PSA Script: Opinion recording form (from Lesson 7; one per student)</li><li>• Praise-Question-Suggest adapted protocol anchor chart (new; teacher-created; see supporting materials)</li><li>• Praise-Question-Suggest protocol (for teacher reference)</li><li>• Praise-Question-Suggest protocol recording form (one per student; one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Listener: Reviewing the Speaking Criteria of the Rubric (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to gather whole group. Tell them today they are going to take a look at the final area of speaking criteria of the Performance Task Rubric.</li> <li>• Using the <b>document camera</b>, display the <b>Performance Task Rubric</b>. Remind students that their goal is to score a 3 on the rubric.</li> <li>• Highlight the second point in the “Speaking” column and read the text aloud: “The speaker talks at an understandable pace: not too slow, not too fast.”</li> <li>• Direct students’ attention to the posted learning targets and read the first one aloud:           <ul style="list-style-type: none"> <li>* “I can speak at an understandable pace: not too fast and not too slow.” Connect the target to the speaking criteria on the rubric.</li> </ul> </li> <li>• Next, circle the phrase <i>understandable pace</i>. Invite students to turn and talk to an elbow partner about what this phrase means.</li> <li>• Pass out <b>equity sticks</b> to the class and have a few students share the meaning of the word <i>pace</i>. Listen for students to say something like: “Pace means rate or speed.”</li> <li>• Then, ask students:           <ul style="list-style-type: none"> <li>* “What do you think it means to speak at an understandable pace?”</li> </ul> </li> <li>• Cold call a few students to share the meaning of “understandable pace” with the class. Listen for answers and guide students to say: “This means you speak at a speed that people can understand: not too slow and not too fast.”</li> <li>• Record the meaning of the learning target on the <b>Criteria from the Performance Task Rubric anchor chart</b> in the “This means ...” column.</li> <li>• Next, display the <b>VoiceThread PSA Script: Water Challenges recording form, teacher model</b>.</li> <li>• Read the script at different paces: too fast, too slow, and then at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Unpacking the criteria from the rubric allows struggling learners to clearly envision what earning a score of 3 looks and sounds like as they craft their scripts and practice their presentations.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> <li>• Some students may benefit from being privately prompted before a cold call. Although cold calling is a participation technique that necessitates random calling, a supportive tone can make the cold call a positive experience for all.</li> </ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students:<ul style="list-style-type: none"><li>* “As I read the script, when were you able to best understand what I said?”</li></ul></li><li>• Cold call a few students to share out.</li><li>• Listen for students to say something like: “I could understand what you said when you didn’t speak too fast or too slow.”</li><li>• Explain to students that when a speaker presents his or her VoiceThread PSA at an understandable pace, the listener can easily follow the message, creating an effective and engaging PSA.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson: Understanding the Difference between Spoken and Written Language (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning targets and read the second one aloud:           <ul style="list-style-type: none"> <li>* "I can describe the difference between how to use language when I write versus when I talk."</li> </ul> </li> <li>• Circle the word <i>versus</i>. Tell students the word <i>versus</i> in this learning target can be replaced with "compared with."</li> <li>• Say to students: "Sometimes writing sounds different when you read it aloud. When I practiced reading the VoiceThread PSA model, I noticed sometimes it was difficult to say parts of the script aloud. It sounded fine in my head, but certain words or combinations of words and sentences didn't flow when I said them out loud. Let's look at some of the model to help us understand this idea better."</li> <li>• Display the <b>Water on Earth Sample Sentences</b>. Ask for volunteers to read the sentences aloud:           <ul style="list-style-type: none"> <li>* "Most of this water comes from our oceans."</li> <li>* "It's also found in lakes and rivers."</li> <li>* "Water is even found under the ground."</li> </ul> </li> <li>• Tell students that these are sentences from a draft written before the final script.</li> <li>• Say: "When I practiced reading these sentences aloud, I realized it was made up of too many short sentences and was choppy when I read it. I couldn't present the script fluently."</li> <li>• Review the meaning of <i>fluent</i> (fluently). Confirm for students that speaking fluently means speaking in a smooth and flowing manner.</li> <li>• Display the <b>VoiceThread PSA Script: Water on Earth recording form, teacher model</b>. Read the third sentence aloud.</li> <li>• Then, say something like: "These simple sentences were combined to create a compound sentence. When I read it aloud with the script, it sounded smooth and flowed well. I was able to read it fluently."</li> <li>• Read aloud the first few sentences of the model to demonstrate fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• For ELL students, understanding where their script doesn't flow when they read it aloud may not come easily. In advance, identify sentences for these students to revise. If possible, have a support person work one-on-one with the student. Consider asking students to use what they know about creating simple, compound, and complex sentences to help them revise.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Practicing Your VoiceThread PSA Script (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they are now going to practice presenting their script. Ask them to take note of places that don't feel smooth or where the script doesn't flow. When this happens, they should stop and revise.</li><li>• Direct students to the criteria from the Performance Task Rubric anchor chart. Remind students to focus on learning targets related to the speaking criteria listed: pronouncing all words correctly, varying their expression and volume, and speaking at an understandable pace.</li><li>• Distribute or ask students to take out their:<ul style="list-style-type: none"><li>– <b>VoiceThread PSA Script: Water on Earth recording form</b></li><li>– <b>VoiceThread PSA Script: Water Challenges recording form</b></li><li>– <b>VoiceThread PSA Script: Opinion recording form</b></li></ul></li><li>• Give students 10 minutes to practice reading and revising their scripts. As they work, circulate and offer support as needed.</li><li>• If needed, pull invitational groups to support struggling students.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Peer Critique of VoiceThread PSA Script: Praise-Question-Suggest Protocol (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the whole group.</li><li>• Place students in predetermined pairs. Explain that they will present their VoiceThread PSA script to their partner and receive feedback from them. To do this, they will use the Praise-Question-Suggest protocol for critiques.</li><li>• Direct students to the posted <b>Praise-Question-Suggest adapted protocol anchor chart</b>. Remind them that they have used this protocol in the past. Review the steps.</li><li>• Next, display the <b>Praise-Question-Suggest protocol recording form</b>.</li><li>• Read aloud the directions for Parts 1 and 2. Then, model for students how to capture this information on the recording form. It's important that students understand the focus should be on offering feedback about the speaker's oral delivery.</li><li>• Emphasize that students are expected to use this feedback to practice and improve their presentation before recording their script for the performance task.</li><li>• Distribute the Praise-Question-Suggest recording form to each student and a copy of the Performance Task Rubric to each pair.</li><li>• Encourage students to give feedback using language from the Performance Task Rubric.</li><li>• Clarify any questions students have about this protocol.</li><li>• Give students 15 minutes for this protocol. As they work, circulate and offer support as needed. For example, model for partners what they may say when providing feedback.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing Your Next Steps: Concentric Circles Protocol (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to bring their Praise-Question-Suggest protocol recording forms and gather whole group.</li><li>• Ask half of the students to form an inside circle, facing out; ask the other half to form an outside circle, facing in. All students should be facing a partner. If numbers are uneven, use a trio.</li><li>• Invite students to look at their classmate sitting in front of them and share their Next Steps. Prompt them to use Part 2 of their recording form for guidance.</li><li>• Once students have shared with one partner, have them rotate to the left. Repeat within the time remaining.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• In preparation for tomorrow's End of Unit 3 Assessment, practice presenting your VoiceThread PSA script. Focus on the Next Steps you identified today in class after the Praise-Question-Suggest protocol.</li></ul>	



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## Supporting Materials



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**Water on Earth Sample Sentences**

“Most of this water comes from our oceans.”

“It’s also found in lakes and rivers.”

“Water is even found under the ground.”

Praise-Question-Suggest Adapted Protocol Anchor Chart  
For Teacher Reference

This protocol was adapted from Expeditionary Learning’s “Praise-Question-Suggestion Critique Protocol” document in order to provide students with more scaffolding and steps specific to this lesson’s task.

Before the group begins this protocol, each group member must first present his or her VoiceThread script. While the speaker is presenting, the listeners fill out the End of Unit Assessment Rubric for the speaker. Allow for time for the listeners to complete the rubric after the speaker has finished.

**Procedure**

In this protocol there is a **speaker** (the person presenting his or her VoiceThread script) and **listeners** (the people giving feedback).

1. Praise	Example of how this might sound
<p>The speaker begins by asking what worked well in his or her VoiceThread presentation. The listeners take turns giving the speaker specific praise about what worked well.</p> <p>Use the sentence starters and the language of the rubric: “I like how ...” “I noticed you ...”</p>	<p><b>Speaker:</b> <i>What worked well in my presentation?</i></p>
	<p><b>Listener:</b> “I like how you used expression to emphasize the importance of building wells.”</p>
	<p><b>Listener:</b> “I noticed you used appropriate facts, like how much water is on earth, to describe why water on earth is important to protect.”</p>
<p><b>Listener:</b> “You really varied your volume when you read your hooks, like when you said the word ‘Wrong!’ I was really engaged in listening to what you had to say!”</p>	
2. Question, Suggest	Example of how this might sound
<p>Then, the speaker asks if the listeners have any questions and helpful suggestions.</p> <p>The listeners ask questions and offer helpful suggestions.</p>	<p><b>Speaker:</b> <i>What questions and suggestions do you have about my presentation?</i></p>
	<p><b>Listener:</b> “I was confused by what you were saying because you talked too fast when you were presenting the challenges of water. It would be helpful to the listener if you slowed down during this part.”</p>



Praise-Question-Suggest Adapted Protocol Anchor Chart  
For Teacher Reference

2. Question, Suggest, cont.	Example of how this might sound, cont.
<p>Use the sentence starters and language of the rubric:            “I was confused ...”            “It was unclear to me ...”            “I didn’t understand ...”            “Maybe you could ...”            “I wonder if ...”            “It would be helpful to the listener if ...”</p>	<p><b>Listener:</b> “I didn’t understand why people would have to miss school because they were getting water. I wonder if you need to add more details about this so I know why it’s important to build wells in the town.”</p> <p><b>Listener:</b> “I thought you used too much expression. That made it hard to follow your message. Maybe you could find the words and phrases you want to highlight for the listener and add expression there.”</p>
3. Next Steps	Example of how this might sound
<p>Finally, the speaker responds by stating what suggestions he or she will try and thanks the group.</p>	<p><b>Speaker:</b> <i>Thank you for your feedback. My Next Step is going to be practicing slowing down as I present the challenges of water we are faced with on earth. I’m also going to decide what words and phrases really need expression to emphasize my message and practice speaking with expression in these areas of my script.</i></p>

Repeat these steps until every speaker has received praise, questions, and suggestions.



Praise-Question-Suggest Protocol Recording Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part 1: Feedback from My Peers**

Listen carefully as your peers give you praise, ask you questions, and suggest possible changes on the presentation of your VoiceThread script. Use the chart below to capture their feedback.

Peer's Name:	
Praise	
Question	
Suggest	

**Part 2: Sharing Your Next Steps**

Thank you for your feedback.

My next step is going to  
be \_\_\_\_\_

I'm also going  
to \_\_\_\_\_