



## STEM Guitar Building

### Lesson Plan

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**Instructor:** Lance J. Glodowski      **Week:** 4 (Tuesday, July 25, 2023)

**Subject:** ELA

### P.E.R.S.I.A.

#### Description of Activities:

Students will complete their paragraph(s) what they have learned from the acronym P.E.R.S.I.A. or Political, Economic, Religion, Social Influences, Intellectual Influences, and Area or Geographical Influences from the story, “American Samoa to Remember 2009 Tsunami Victims.”

#### Learning Objectives:

- SWBAT make/refute claims and cite evidence by using PERSIA after learning about connecting Politics, Economics, Religion, Social, Intellectual, Area with their writing.
- SWBAT connect PERSIA to Step Up to Writing while color-coding topic sentences followed by transitions with a detail or fact and then an explanation with evidence. Finally, students will construct a conclusion to remind the audience of the thesis or claim.

#### Standards:

READING LITERATURE AND INFORMATIONAL TEXT (range of reading and text complexity) Standard 1: Students inquire about and comprehend key ideas and details in a variety of texts.

10.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly and what the text infers

Sample Performance Indicators:

- Quote and explain phrases from a selected text that support a specific point of view
- Turn key statements into questions; highlight (e.g., underline, label) sentences, phrases, or words in the text that support any response(s) to the questions; and recognize when questions do not lead to answers in the text
- Write from personal experience a journal response that challenges, and/or gives support to, the main point of view

#### Materials Required:

- Lined paper, pencils/pens
- Copies of articles
- Highlighters for answers to question prompts
- Crayons for coloring: green, yellow, red

### **References:**

- Website: [No available site this week \(as work is printed for students\).](#)

### **Learning Activities:**

P.E.R.S.I.A. Review: Political, Economic, Religion, Social, Intellectual, Area

Step Up to Writing Review: Green (GO! Write a topic Sentence), Yellow (SLOW DOWN! Use a detail, fact, include a transition), Red (STOP! Explain. Elaborate. Cite evidence. Share Enthusiasm, Green (GO BACK! Remind the audience of the topic/thesis).

### **Procedures:**

- Students will verbally explain their thinking inviting group members to add additional insight.
- Teacher will monitor students and assist as needed in the writing.
- Teacher will check for understanding the last five minutes of each class period.
- Teacher will collect their work with students having their names on their documents and to be placed in the assessment binder.

### **Assessment: *Formative/Summative***

- Students use “American Samoa to Remember 2009 Tsunami Victims” article to mark the 10<sup>th</sup> anniversary of the tsunami as a gage to check for understanding in using P.E.R.S.I.A. and Step Up to Writing a color-coded paragraph(s) (if time allows).

### **Reviewing Faculty Cohort Members**

Include at least two names and schools of reviewing faculty cohort members (refer to email list for faculty cohort member email addresses).

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