

**American Samoa Technician Education Readiness Pathway Project (TERPP)**  
**STEM Guitar Building**  
**Lesson Plan**

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**Instructor:** Lance J. Glodowski      **Week:** 4 (Thursday, August 3, 2023)

**Subject:** ELA

**P.E.R.S.I.A./Step Up to Writing Final Draft for Publishing (Stage 5 of the Writing Process)**

**Description of Activities:**

Students will complete the strategy Close Readings, while using P.E.R.S.I.A. components. Today, students will have published their final draft using the *Step Up to Writing* strategy to produce a color-coded paragraph(s) to be submitted or a completed document written only in pen/pencil (pending time where one or the other may be the final product).

Students will complete their writing on the central theme including at least three details using the acronym P.E.R.S.I.A. or Political, Economic, Religion, Social Influences, Intellectual Influences, and Area or Geographical Influences from reading and understanding the story, “How the Ukraine Crisis Developed, and Where It Might Be Headed” by Austin Ramzy (February 24, 2022).

**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.
- Students will be able to 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

10.1.2 Recognize and explain central ideas or common themes expressed in grade-level texts, support explanations with details, and summarize main ideas

Sample Performance Indicators: • Identify and interpret common themes or central ideas expressed in a variety of works, and explain the central idea or theme in detail, outlining how it developed in each text

WRITING (range of writing)

Standard 4: Students apply their knowledge of text types and purposes.

10.4.1 Design, with guidance, arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Sample Performance Indicators: • Diagram a plan for an argument that includes a claim statement with supporting details, reasons, and evidence

### **Materials Required:**

- Lined paper, pencils/pens
- Copies of articles
- World Atlas
- 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). Today finishes a Close Read strategy where students would have read the entire passage and highlighted answers in the printed article to CFU of the P.E.R.S.I.A. strategies to be added in the final published written document.

### **Procedures:**

- Begin by reviewing P.E.R.S.I.A. and *Step Up to Writing* color-codes.
- Students will complete the writing of the central idea using at least three details from the Ukraine article in an appropriate sequence.
- Students will turn in article not colored, but using the outline of “green/yellow/red/green” to complete a final product for the assessment/evaluation binder.

- Students who finish early may study their assigned spelling words based on their developmental level (The QSI Summative Assessment will be on Monday, August 7).
- 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 remaining writing artifacts to be used as evidence in the evaluation binder.

**Assessment: Formative/Summative**

- Students complete the “How the Ukraine Crisis Developed, and Where It Might Be Headed” article to check for understanding in using P.E.R.S.I.A. and *Step Up to Writing* while writing about three details from the central idea of the passage.

**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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