

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

Instructor: Lance J. Glodowski **Week:** 4 (Monday, August 7, 2023)

Subject: ELA

P.E.R.S.I.A./Step Up to Writing Student Presentations

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.

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Standards:

SPEAKING AND LISTENING

Standard 7: Students present their knowledge and ideas orally and comprehensibly.

10.7.1 Present information clearly, concisely, logically, and effectively such that listeners can follow the organization, development, and substance, and choose a style that is appropriate to purpose, audience, and task

Standard 5: Students use various processes to produce and distribute a wide range of their writing.

10.5.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience

Sample Performance Indicators: • Choose topics, formats, and styles for writing grade-appropriate texts (e.g., researched report, magazine article, paragraph, short essay), and brainstorm ideas using a concept map or graphic organizer to create an outline

• Write texts that have clear topic sentences (statements of main idea) for each paragraph; identify details, examples, evidence, and reasons for support

Materials Required:

- Lined paper, pencils/pens
- QSI Spelling Sentences
- Choice of student work to be read (time permitting)

References:

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

Learning Activities:

Today, students will take their Post-Assessment Qualitative Spelling Inventory (QSI) and the results will be shared by conferencing individually with students on Wednesday, August 9 after their Post-Summative Writing Assessment. Continuing with the learning this afternoon will be the sharing of the hard work in writing students did while using the *P.E.R.S.I.A.* and *Step Up to Writing* Strategies (time permitting) through oral presentations in showcasing their work; part of the 5th stage of the Writing Process.

Procedures:

- Begin by reviewing *P.E.R.S.I.A.* and *Step Up to Writing* color-codes.
- Pass out lined paper.
- Remind students of the spelling cues waiting to hear the word in context from a sentence.
- Collect QSI.
- Students have the opportunity to read one of the works from using *P.E.R.S.I.A.* and the *Step Up to Writing* strategies to improve a one paragraph written artifact.
- Teacher will return remaining writing artifacts to be used as evidence in the evaluation binder.

Assessment: Formative/Summative

- Students will take the Post-Summative Assessment: QSI

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).

[Kenneth Jagon](mailto:kenneth.jagon@doe.as) NVTHS, Construction Trades kenneth.jagon@doe.as

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