

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

Instructor: Lance J. Glodowski **Week:** 4 (Wednesday, August 9, 2023)

Subject: ELA

Post-Summative Assessment: Writing

Description of Activities:

Students will write a paragraph using strategies learned from the ELA Writing using strategies from both P.E.R.S.I.A. and Step Up to Writing. This will take the entire period of time for each of the three groups.

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.

Standard:

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
- 9-11 Article from George W. Bush

References:

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

Learning Activities:

Today, students will take their Post-Assessment Writing with the same topic and theme from Thursday, July 6. This will take the entire period for each of the three groups.

Procedures:

- Begin by passing out lined paper, enough for a graphic organizer and writing one paragraph or more (depending on the student).
- Remind students of the article to be reread and to work silently.
- Students have the entire time to work independently.
- Collect work as it is completed.
- Students may read or be on their phones.
- Teacher will collect remaining writing artifacts from the post-writing assessment to be used as evidence in the evaluation binder.

Assessment: *Formative/Summative*

- Students will take the Post-Summative Assessment in Writing.

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](#) NVTHS, Construction Trades kenneth.jagon@doe.as

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