

**Lesson Plan Overview by Lance J. Glodowski for Guitar Building Summer 2023**

<b>Grade Levels:</b> 10 <sup>th</sup> /11 <sup>th</sup> /12 <sup>th</sup>	<b>Subjects:</b> Reading/Spelling/Writing	<b>Topics:</b> Leveled Reading Passages/ PERSIA/QSI/Step Up to Writing
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**Objectives:**

- 1) SWBAT apply oral **reading** fluency concepts by analyzing grade level passages after repeated miscue analysis readings.
- 2) SWBAT justify orthographic knowledge by studying sample words after understanding their individual **spelling** stages (Within Word Pattern/Syllables and Affixes/Derivational Relations).
- 3) SWBAT make/refute claims and cite evidence by using PERSIA after learning about connecting Politics, Economics, Religion, Social, Intellectual, Area with their **writing**.

**Goals:**

- 1) Increase in oral fluency (Words Per Minute (WPM) using grade level reading passages along with an increase of comprehension,
- 2) Increase in orthographic knowledge (spelling) through word play and group study, and
- 3) Increase in multisensory writing developing a student's ability to create thoughtful, well-written compositions (<https://www.voyagersopris.com/products/writing/step-up-to-writing/overview>)

**Activities:**

- Introduce how to take notes and organizational skills through a Table of Contents,
- Introduce and use the PERSIA strategy (see Objective 3, above) where students take notes and share personal stories to check for understanding and make connections in explaining their thought process and to justify solutions (DOK 3: Critical Thinking),
- Students will practice order from first day of Guitar Building by writing five paragraphs using the *Step Up to Writing* strategy while matching the color-coding,
- Use of computers to locate nonfiction interests in order to write using the PERSIA strategy and/or *Step Up to Writing*,
- Use of the writing strategy *Step Up to Writing* where students use color to practice authentic writing expository paragraphs,
- Word study depending on Spelling Stages either Late Withing Word Pattern, Syllables & Affixes, or Derivational Relations (explanation of orthographic spelling stages/discussion),
- Continued use of Miscue Analysis depending on student level (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>) using comprehension questions, and
- Students will highlight answers from a reading passage and be able to explain their thinking whether answers are correct or incorrect (DOK3)

- Students will invent something (DOK 4: New Thinking), be able to explain their thinking, then taking the necessary steps to write about it using multiple paragraphs from *Step Up to Writing*.

**Materials/References:**

- Computers
- Oral Reading Passages (Jerry L. Johns Basic Reading Inventory: Kindergarten through Grades Twelve and Early Literacy Assessments)
- Notebooks
- Pencils, Crayons, Highlighters
- Qualitative Spelling Inventory (Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction*, Feature Guide for Upper-Level Spelling Inventory, Pearson, pp. 313-314)
- Step Up to Writing Reproducibles/Graphic Organizers--  
[https://www.voyagersopris.com/docs/default-source/literacy/step-up-to-writing/sutw-brochure-2017-web.pdf?sfvrsn=f46c8b69\\_14](https://www.voyagersopris.com/docs/default-source/literacy/step-up-to-writing/sutw-brochure-2017-web.pdf?sfvrsn=f46c8b69_14) (Informative/Explanatory, p. 3)

**Assessments:**

Pre-Assessment July 5-11 on QSI (Wednesday, July 5), Expository Writing (Thursday, July 6), Miscue Analysis Benchmark (Tuesday, July 11)

Post-Assessment August 1-10 on Miscue Analysis (Tuesday, August 1), QSI (Monday, August 7), Expository Writing (Wednesday, August 9).