# Lesson Plan

**Unit:** Social Studies Essay Writing **Name:** Alexander Ott

**Lesson:** Word Replacement Strategy (WRS) **Date:** 7/2/2014

**Essential Question (Aim):** How do you rewrite your historical conext or theme for achieving a score greater than a three (3) on the generic Global History Regents scoring rubric.

**Activate Prior Knowledge (Do Now):**

What does it mean to paraphrase?

**Content Objective: Students will be able to**

Create a theme or historical context which is "beyond a restatement of the theme or historical context"

**CCLS Reading**
☐R1■R2 ☐R3 ■R4■R5
☐R6☐R7 ☐R8 ☐R9☐R10■R11

**CCLS Writing**
☐W1■W2 ☐W3 ■W4■W5
☐W6☐W7 ☐W8 ☐W9☐W10☐W11

**CCLS Listening & Speaking**
☐L1☐L2 ☐L3 ■L4☐L5 ☐L6

**Depth of Knowledge Questions:**

* What does it mean to paraphrase?
* What is a synonym?
* How do you modify and construct a new sentence using synonyms?
* How does applying these concepts fulfill the requirements of the rubric?

**Key Vocabulary:**

* paraphrase
* synonym

**Materials:**

* WRS worksheet
* Mini Whiteboards (if necessary)

**Procedures:**

1. Do Now
2. Teacher explains writing strategy
3. In partners, students will complete activity, discuss findings with class.

**I Do:**

Explain the Word Replacement Strategy (WRS) with respect to rubric.

**Grouping:**
☒ by Skill
☐ by Assessment
☐ by Behavior
☐ by Learning Style

☐Homogeneous ☒Heterogeneous

**UDL**

☒1.1 ☐2.4 ☒3.4
☐1.2 ☐2.5
☐1.3 ☐3.1
☒2.1 ☐3.2
☒2.3 ☒3.3

**We Do:**

Model example with students assistance

☐7.1 ☐8.2 ☐9.2
☐7.2 ☒8.3 ☐9.3
☐7.3 ☒8.4
☐8.1 ☐9.1

**You Do:**

In partners, complete the WRS on the worksheet discuss the selections made for replacement in a complete sentence.

☒4.1 ☐5.2
☐4.2 ☐5.3
☐5.1

**Assessment Activities (Checking for Understanding):**

Student worksheets and complete sentences based upon rubric.

☐6.1
☐6.2
☐6.3
☐6.4

**Homework:**

Not Applicable

**College and Career Readiness Anchor Standards for Reading**

**Key Ideas and Details**

☐ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

■ 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

☐ 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

■ 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

■ 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

☐ 6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

☐ 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

☐ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

☐ 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

☐ 10. Read and comprehend complex literary and informational texts independently and proficiently

**Responding to Literature**

■ 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American

**College and Career Readiness Anchor Standards for Writing**

**Text Types and Purposes**

☐ 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

■ 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

☐ 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

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

■ 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

☐ 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

☐ 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

☐ 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

☐ 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

☐ 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**Responding to Literature**

☐ 11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

| | College and Career Readiness Anchor Standards for Speaking & Listening |
|---|---|
| | **Comprehension and Collaboration** |
| ☐ | 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| ☐ | 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| | 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| | **Presentation of Knowledge and Ideas** |
| ■ | 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| ☐ | 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| ☐ | 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

# Universal Design for Learning Guidelines

## I. Provide Multiple Means of **Representation**

### 1: Provide options for perception

- [x] 1.1 Offer ways of customizing the display of information
- [ ] 1.2 Offer alternatives for auditory information
- [ ] 1.3 Offer alternatives for visual information

### 2: Provide options for language, mathematical expressions, and symbols

- [x] 2.1 Clarify vocabulary and symbols
- [x] 2.2 Clarify syntax and structure
- [x] 2.3 Support decoding of text, mathematical notation, and symbols
- [ ] 2.4 Promote understanding across languages
- [ ] 2.5 Illustrate through multiple media

### 3: Provide options for comprehension

- [ ] 3.1 Activate or supply background knowledge
- [ ] 3.2. Highlight patterns, critical features, big ideas, and relationships
- [x] 3.3 Guide information processing, visualization, and manipulation
- [x] 3.4 Maximize transfer and generalization

**Resourceful, knowledgeable learners**

## II. Provide Multiple Means of **Action and Expression**

### 4: Provide options for physical action

- [x] 4.1 Vary the methods for response and navigation
- [ ] 4.2 Optimize access to tools and assistive technologies

### 5: Provide options for expression and communication

- [ ] 5.1 Use multiple media for communication
- [ ] 5.2 Use multiple tools for construction and composition
- [ ] 5.3 Build fluencies with graduated levels of support for practice and performance

### 6: Provide options for executive functions

- [ ] 6.1 Guide appropriate goal-setting
- [ ] 6.2 Support planning and strategy development
- [ ] 6.3 Facilitate managing information and resources
- [ ] 6.4 Enhance capacity for monitoring progress

**Strategic, goal-directed learners**

## III. Provide Multiple Means of **Engagement**

### 7: Provide options for recruiting interest

- [ ] 7.1 Optimize individual choice and autonomy
- [ ] 7.2 Optimize relevance, value, and authenticity
- [ ] 7.3 Minimize threats and distractions

### 8: Provide options for sustaining effort and persistence

- [ ] 8.1 Heighten salience of goals and objectives
- [ ] 8.2 Vary demands and resources to optimize challenge
- [x] 8.3 Foster collaboration and community
- [x] 8.4 Increase mastery-oriented feedback

### 9: Provide options for self-regulation

- [ ] 9.1 Promote expectations and beliefs that optimize motivation
- [ ] 9.2 Facilitate personal coping skills and strategies
- [ ] 9.3 Develop self-assessment and reflection

**Purposeful, motivated learners**

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