

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>UNIT #2: Argumentative and Persuasive</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>TIMEFRAME: 3 weeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>BIG IDEA(S):</b><br>Debates <ul style="list-style-type: none"> <li>• Format of a debate</li> <li>• Perspectives</li> <li>• Fact based research points / reasoning supports</li> </ul> Persuasive Essay <ul style="list-style-type: none"> <li>• Focused topic</li> <li>• Organization / Transitions</li> <li>• Supporting details – reasoning, facts, examples</li> <li>• Summation</li> </ul> Advertisement / Sales Pitch <ul style="list-style-type: none"> <li>• Developing engaging introductions</li> <li>• Focused topics</li> <li>• Sensory appeals</li> </ul>                                                                                                                                                                                                                                                           | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• What are the elements of a good persuasive piece?</li> <li>• What is a rubric, how do I follow it, and why it is important to my writing?</li> <li>• How do I formulate an opposing viewpoint?</li> <li>• Who is my audience?</li> <li>• How and where do I find the best supporting fact based research to support my argument?</li> <li>• What are the rules of a debate?</li> <li>• What are the elements of a good persuasive piece?</li> <li>• What supporting details and facts are sufficient to support the topic?</li> <li>• How does a writer effectively hook their audience?</li> <li>• Why does a writer need a Call for Action in a persuasive essay?</li> <li>• How will a writer effectively close their argument?</li> </ul> |
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• Students will understand that persuasive writing needs to have a clear focus and purpose.</li> <li>• Students will understand that knowing their audience influences structure word choice, and content.</li> <li>• Students will understand that the persuasive essay is a genre of writing that they will have to master these before a standardized test.</li> <li>• Students will understand that writing is a process and they will utilize each step in the process to perfect their writing (brainstorming, prewriting, drafting, revising, editing, and publishing).</li> <li>• Students will understand that persuasion is all around us, whether it is in commercials, advertisements, political speeches, or everyday conversation.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>READING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>RELEVANT RESOURCES/MATERIALS/CPIs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Tier 1 CPIs:</b> <ul style="list-style-type: none"> <li>• CCSS.ELA-Literacy.RI.9-10.2</li> <li>• CCSS.ELA-Literacy.RI.9-10.6</li> <li>• CCSS.ELA-Literacy.RI.9-10.8</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• The students will be able to write an advertisement pitch.</li> <li>• The students will be able to read about a controversial topic in an editorial newspaper online.</li> <li>• Students will be able to comprehend a main idea point of view from an editorial persuasive literary writing piece.</li> <li>• Students will annotate supporting details in that editorial persuasive.</li> <li>• Students will be able to define and develop a sense of persuasive tactics appealing to pathos, logos, and ethos.</li> </ul>                                                                                                                                                                                                                                                             | <b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Editorial Newspaper             <ul style="list-style-type: none"> <li>- <a href="http://nieonline.com/starledger/index.cfm">http://nieonline.com/starledger/index.cfm</a></li> <li>- <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html?tab=4#student-objectives">http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html?tab=4#student-objectives</a></li> </ul> </li> </ul>                                                                                                                                                                                                                                     |
| <b>Tier 2 Activities/Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Tier 2 CPIs:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(Application/Analysis)</b>                                                                                                                                                                                                                                                                                                                                                                                      | •                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>Students will read with a critical eye to analyze supporting details and how they align with the focus.</li> <li>The students will read to analyze various styles of hooks to catch the readers' attention.</li> <li>Students will develop a diverse knowledge of a controversial topic in order to formulate a debate argument.</li> </ul>                                 | <b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li><a href="http://nieonline.com/starledger/index.cfm">http://nieonline.com/starledger/index.cfm</a></li> <li><a href="http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf">http://www.proquestk12.com/productinfo/pdfs/MiniDebate_Teachers.pdf</a></li> </ul> |
| <b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>                                                                                                                                                                                                                                                                                                                                                         | <b>Tier 3 CPIs:</b> <ul style="list-style-type: none"> <li>CCSS.ELA-Literacy.RI.9-10.10</li> <li>CCSS.ELA-Literacy.RI.9-10.5</li> </ul>                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>The students will read and discuss models of successful persuasive advertisement / sales pitch appealing to pathos, logos, and ethos.</li> <li>The students will research a controversial topic, outline, and collaboratively perform a debate.</li> </ul>                                                                                                                  | <b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>How to Write Successfully in HS and College</li> <li>Communication and Interpersonal Relationships</li> <li>Student Work</li> </ul>                                                                                                                                         |
| <b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>Debate outlines, debate video performances, persuasive essays, and written and video sales advertisements</li> </ul>                                                                                                                                                                                                             | <b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>Use of digital video to record debates and advertisements.</li> <li>Debate topics will cross curricular topics.</li> </ul>                                                                                                                            |
| <b>WRITING</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>RELEVANT RESOURCES/MATERIALS/CPIs</b>                                                                                                                                                                                                                                                                                                              |
| <b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>                                                                                                                                                                                                                                                                                                                                                      | <b>Tier 1 CPIs:</b> <ul style="list-style-type: none"> <li>ELA-Literacy.W.9-10.1</li> <li>ELA-Literacy.W.9-10.1b</li> <li>ELA-Literacy.W.9-10.2a</li> </ul>                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>Students will review persuasive tactics and demonstrate models of good persuasive writing.</li> <li>Students will write their own advertising commercials appealing to pathos, ethos, and logos.</li> <li>Students will write outlines for the debates based on research of their controversial topics.</li> <li>Students will write drafts of persuasive essays</li> </ul> | <b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>Watch successful advertisements as a model</li> <li>Read successful literacy advertisements as a model</li> <li>Watch debates as a model</li> </ul>                                                                                                                         |
| <b>Tier 2 Activities/Strategies (Application/Analysis)</b>                                                                                                                                                                                                                                                                                                                                                         | <b>Tier 2 CPIs:</b> <ul style="list-style-type: none"> <li>RIT.9-10.4</li> </ul>                                                                                                                                                                                                                                                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• L.9-10.3</li> <li>• SL.9-10.4</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• The students will research and outline supporting details to align with the point of view of the debate.</li> <li>• The students will brainstorm, research and develop ideas for a persuasive writing task.</li> <li>• Students will discuss and analyze model persuasive communication methods – advertisements, essay writing, and debates.</li> </ul> | <b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.nytimes.com/2008/01/16/business/16clone.html?ref=cloning&amp;r=0">http://www.nytimes.com/2008/01/16/business/16clone.html?ref=cloning&amp;r=0</a> article on cloning food</li> <li>• <a href="http://www.debate.org/">http://www.debate.org/</a></li> </ul>                                                                                                                                  |
| <b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>                                                                                                                                                                                                                                                                                                                                        | <b>Tier 3 CPIs:</b> <ul style="list-style-type: none"> <li>• W.9-10.1d</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• The students will create an original, 3 to 4 paragraph writing on an assigned topic. They will use what they have learned through the models of previous literary works to create a persuasive writing essay with differing sentence styles and structures.</li> <li>• Students will peer edit using HSPA writing rubrics.</li> </ul>                    | <b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.state.nj.us/education/assessment/hs/ExpositoryWritingPrompt.pdf">http://www.state.nj.us/education/assessment/hs/ExpositoryWritingPrompt.pdf</a></li> <li>• Literary works models - <a href="http://www.heinemann.com/shared/onlineresources/E01046/sample.pdf">http://www.heinemann.com/shared/onlineresources/E01046/sample.pdf</a></li> <li>• Literary works rubric (on server)</li> </ul> |
| <b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Writing activity, Rap song, punchy insight responses (all rubrics/directions on server)</li> <li>• Sentence syntax, punctuation</li> </ul>                                                                                                                                                                    | <b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>• <b>Most of the grammar unit utilizes websites and research found on the Internet.</b></li> <li>• <a href="http://www.freerice.com">www.freerice.com</a></li> <li>• <b>Peer editing</b></li> </ul>                                                                                                                                                                                          |
| <b>VOCABULARY/GRAMMAR/SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>RELEVANT RESOURCES/MATERIALS/CPIs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>                                                                                                                                                                                                                                                                                                                                     | <b>Tier 1 CPIs:</b> <ul style="list-style-type: none"> <li>• L.9-10.4d</li> <li>• L.9-10.4</li> <li>• L.9-10.4c</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Students will define words from new unit in <i>Vocabu-Lit</i>.</li> <li>• Students will read a short passage and come up with their own definitions of words.</li> <li>• Students will discuss and take notes on new grammar skills throughout the unit to incorporate into their own writing.</li> </ul>                                                | <b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <i>Vocabu-Lit</i> grade 9 book</li> <li>• <i>Vocabu-Lit</i> grade 9 teacher's manual</li> <li>• Dictionaries, Dictionary.com</li> </ul>                                                                                                                                                                                                                                                                          |
| <b>Tier 2 Activities/Strategies</b>                                                                                                                                                                                                                                                                                                                                                               | <b>Tier 2 CPIs:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(Application/Analysis)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• L.9-10.5b</li> <li>• L.9-10.4a</li> </ul>                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• Students will work in groups and choose one punctuation mark. Every group will have a different mark. They will write at least 10 sentences using the mark properly.</li> <li>• Students will complete the assigned practice sections from unit in <i>Vocabu-Lit</i>, including finding synonyms and antonyms, completing the sentence, and filling in analogies.</li> <li>• Students will keep a list of all the grammar definitions as a reference for their writing.</li> </ul> | <b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Materials and resources in the room</li> <li>• <i>Vocabu-Lit</i> grade 9 book</li> <li>• <i>Vocabu-Lit</i> grade 9 teacher's manual</li> </ul>                                                             |
| <b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Tier 3 CPIs:</b> <ul style="list-style-type: none"> <li>• SL.9-10.1</li> <li>• L.9-10.2</li> </ul>                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• After writing their sentences using the punctuation mark properly, the students will teach the class what their punctuation mark does and how to use it properly.</li> <li>• Students will play a teacher-created game demonstrating their knowledge acquired of the new vocabulary words. They will use the new vocabulary words in their writing.</li> </ul>                                                                                                                     | <b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <i>Vocabu-Lit</i> grade 9 book</li> <li>• <i>Vocabu-Lit</i> grade 9 teacher's manual</li> <li>• Vocabulary game (directions on server)</li> </ul>                                                          |
| <b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Punctuation mark activity, vocabulary tests/quizzes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          | <b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>• Most of the grammar unit utilizes websites and research found on the Internet.</li> </ul>                                                                                            |
| <b>TEST PREP/ NJ ASK PREP</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>RELEVANT RESOURCES/MATERIALS/CPIs</b>                                                                                                                                                                                                                                               |
| <b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Tier 1 CPIs:</b> <ul style="list-style-type: none"> <li>• L.9-10.4b</li> <li>• L.9-10.2</li> </ul>                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• The students will practice their newly acquired grammar education though discussion, modeling, and writing.</li> <li>• The students will complete a practice page on subject-verb agreement to demonstrate their</li> </ul>                                                                                                                                                                                                                                                        | <b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <i>Communications: Support and Practice for the Reading and Writing Workshops</i> by Holt, Reinhart, and Winston</li> <li>• <i>Grammar &amp; Usage for Better Writing</i>, an Amsco Publication</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>comprehension.</p> <ul style="list-style-type: none"> <li>The students will complete assigned pages in a workbook to practice what they have learned and show their application of the material.</li> </ul>                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Tier 2 Activities/Strategies (Application/Analysis)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Tier 2 CPIs:</b> <ul style="list-style-type: none"> <li>RIT.9-10.2</li> <li>RIT.9-10.4</li> <li>RIT.9-10.6</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Students will continually take practice tests during this unit to ease them into test taking. They will discuss answers with a partner after they have taken the tests and determine the best strategies for them.</li> <li>Students will review multiple choice strategies for standardized tests and use these strategies to properly answer test questions.</li> </ul>                                                                                                                                               | <b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>Practice tests</li> <li><a href="http://www.testprepreview.com/">http://www.testprepreview.com/</a></li> <li>Multiple choice strategies: <a href="http://www2.scholastic.com/content/collateral_resources/pdf/m/mentor0708nicolesledge/ns_mult_choice_strategies.pdf">http://www2.scholastic.com/content/collateral_resources/pdf/m/mentor0708nicolesledge/ns_mult_choice_strategies.pdf</a></li> </ul>                                             |
| <b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Tier 3 CPIs:</b> <ul style="list-style-type: none"> <li>RIT.9-10.2</li> <li>RIT.9-10.4</li> <li>RIT.9-10.6</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Students will play a “Who Wants to be a Millionaire” type game practicing their testing skills. They will read short passages and answer multiple choice questions created by the teacher testing their vocabulary, comprehension, and inference skills.</li> <li>Students will review the open-ended response rubric and analyze the rubric box by box. Then, they will create their own rubric, putting the rubric into their own words and keeping it in their binders as a reference for future writing.</li> </ul> | <b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>“Game Day Fridays”: <a href="http://www2.scholastic.com/browse/article.jsp?id=3748876">http://www2.scholastic.com/browse/article.jsp?id=3748876</a></li> <li><a href="http://www.nj.gov/education/njpep/assessment/hspa/hspa_la/module_4/open_ended_pop-up.htm">http://www.nj.gov/education/njpep/assessment/hspa/hspa_la/module_4/open_ended_pop-up.htm</a></li> <li>“Open Ended Response Rubric”: Literacycookbook.com (Download Zone)</li> </ul> |
| <b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>Workbook pages, practice tests, create your own rubrics</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>Most of the grammar unit utilizes websites and research found on the internet.</li> </ul>                                                                                                                                                                                                                                                                                                                                     |
| <b>SPEAKING/ LISTENING/ VIEWING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>RELEVANT RESOURCES/MATERIALS/CPIs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Tier 1 CPIs:</b> <ul style="list-style-type: none"> <li>L.9-10.2a</li> <li>L.9-10.2b</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• L.9-10.1</li> <li>• L.9-10.1b</li> </ul>                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• The students will watch educational, short videos on mechanics of writing, such as punctuation, using the right word, parts of speech, and understanding sentences. They will take guided notes while watching.</li> <li>• The students will watch a video on subject-verb agreement to strengthen what they have read in the textbook. They will take guided notes while watching.</li> </ul>                                                                                                                                      | <b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Mechanics videos - <a href="http://www.greatsource.com/iwrite/students/s_grammar_hndbk.html">http://www.greatsource.com/iwrite/students/s_grammar_hndbk.html</a></li> <li>• Subject-Verb Agreement Video: <a href="http://goanimate.com/movie/0bwManLnNwf8">http://goanimate.com/movie/0bwManLnNwf8</a></li> </ul> |
| <b>Tier 2 Activities/Strategies (Application/Analysis)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Tier 2 CPIs:</b> <ul style="list-style-type: none"> <li>• L.9-10.1</li> <li>• L.9-10.1b</li> </ul>                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• The students will listen to the rap song for teaching prefixes, suffixes, and roots. They will note the structure of the song and how the song really teaches. They will take some notes during it for their own song they will have to write. This will enforce what they have learned in the previous unit and connect the information to the current unit.</li> <li>• The students will work both alone and in pairs to complete an interactive “Who Wants to be a Millionaire” game checking their test prep skills.</li> </ul> | <b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Rap song: <a href="http://www.educationalrap.com/song/prefixes-suffixes-roots.html">http://www.educationalrap.com/song/prefixes-suffixes-roots.html</a></li> <li>• “Who Wants to be a Millionaire” game (directions on server)</li> </ul>                                                                          |
| <b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Tier 3 CPIs:</b> <ul style="list-style-type: none"> <li>• SL.9-10.6</li> </ul>                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• The students will present their rap songs to the class in an informal presentation. They will read their raps to the other students.</li> <li>• The listening students will rate the song in terms of the material covered and how the song taught the assigned material. They will have to explain their reasoning.</li> </ul>                                                                                                                                                                                                     | <b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Student rap songs</li> </ul>                                                                                                                                                                                                                                                                                       |
| <b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Student made rap songs, “Who</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>• Most of the grammar unit utilizes websites and</li> </ul>                                                                                                                                                                                                                                    |

|                                                                          |                                        |
|--------------------------------------------------------------------------|----------------------------------------|
| <b>Wants to be a Millionaire”<br/>game</b>                               | <b>research found on the Internet.</b> |
| <b>ADDITIONAL OVERALL NOTES<br/>(e.g., field trips, guest speakers):</b> |                                        |