

GRADES 9-10

ELA GSE UNIT PLAN: _____ 9 WEEKS (1ST, 2ND, 3RD, OR 4TH)

Use your grade-level curriculum map to determine the reading and writing focuses of your unit and the numbers and types of assessments

READING FOCUS : _____ (Literary or Informational)

THEME:

ONE EXTENDED TEXT FROM AMERICAN OR WORLD LITERATURE:

SHORT TEXTS FROM AMERICAN OR WORLD LITERATURE:

- 1.
- 2.
- 3.
- 4.

SHORT INFORMATIONAL TEXTS INCLUDING PRIMARY AND SECONDARY SOURCE DOCUMENTS FROM U.S. AND WORLD HISTORY:

- 1.
- 2.
- 3.

SUPPLEMENTAL MATERIALS:

WRITING FOCUS: _____ (Argumentative or Informative/Explanatory; consult your grade-level curriculum map)

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.

- 1.
- 2.

3.

4.

(UP TO TWO ADDITIONAL ANALYSIS PROMPTS PER UNIT AT INSTRUCTOR DISCRETION)

5.

6.

NOTE: AT LEAST 3 OF THE MINIMUM OF 4 ANALYSIS ESSAYS MUST BE WITH THE GENRE FOCUS IDENTIFIED FOR THE UNIT

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1.

2.

RESEARCH CONNECTION(S)

ROUTINE WRITING Notes, summaries, process journals, and short responses across **all genres**

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PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*
Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION

TASK: _____

Standards:

Instruction:

ESSENTIAL QUESTION

TASK: _____

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ESSENTIAL QUESTION

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ESSENTIAL QUESTION
TASK: _____
Standards:
Instruction:
PLANS FOR ASSESSMENT 2: <i>integrating reading selections from the unit into a writing task</i>
SKILL BUILDING TASKS <i>Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.</i>
ESSENTIAL QUESTION
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PLANS FOR ASSESSMENT 3: *integrating reading selections from the unit into a writing task*

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SKILL BUILDING TASKS *Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

ESSENTIAL QUESTION

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ESSENTIAL QUESTION

TASK: _____

Standards:

Instruction:

PLANS FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task*

SKILL BUILDING TASKS *Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

ESSENTIAL QUESTION

TASK: _____

Standards:

Instruction:

ESSENTIAL QUESTION

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ESSENTIAL QUESTION

TASK: _____

Standards:

Instruction: