

GRADE 3/GRADE4/GRADE 5

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 number and type of assessments

PRIMARY READING FOCUS: _____ (literary or informational)

THEME:

EXTENDED TEXT:

THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and informational):

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

SUPPLEMENTARY MATERIAL:

PRIMARY WRITING FOCUS: _____ Opinion or Informative/Explanatory (see curriculum map)

- 1.
- 2.
3. (5th only)

Narratives:

- 1.
- 2.

Research Connections:

- 1.
- 2.

Routine Writing Opportunities:

- 1.
- 2.

PLANS FOR ASSESSMENT 1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

SKILL BUILDING TASKS
APPROXIMATELY 4 WEEKS FOR GRADES 3 AND 4
APPROXIMATELY 3 WEEKS FOR GRADE 5

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: _____

Standards:

Instruction:

ESSENTIAL QUESTION:

Task: _____

Standards:

Instruction:

ESSENTIAL QUESTION:

Task: _____

Standards:

Instruction:

ESSENTIAL QUESTION:

Task: _____

Standards:

Instruction:

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| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |

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| PLANS FOR ASSESSMENT 2: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL |
| PROMPT: |
| SKILL BUILDING TASKS APPROXIMATELY 4 WEEKS FOR GRADES 3 AND 4 APPROXIMATELY 3 WEEKS FOR GRADE 5 <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: |
| Task: _____ |
| Standards: |
| Instruction: |
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |

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|----------------------------|
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |

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| (GRADE FIVE ONLY) PLANS FOR ASSESSMENT 3: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL |
| PROMPT: |

SKILL BUILDING TASKS
APPROXIMATELY 3 WEEKS FOR GRADE 5
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: _____

Standards:

Instruction:

ESSENTIAL QUESTION:

Task: _____

Standards:

Instruction:

ESSENTIAL QUESTION:

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ESSENTIAL QUESTION:

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Instruction:

ESSENTIAL QUESTION:

Task: _____

Standards:

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| Instruction: |
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |
| ESSENTIAL QUESTION: |
| Task: _____ |
| Standards: |
| Instruction: |