



9-12 Generative AI as a Writing Partner — 5-Day Lesson Plan

GRADE LEVEL

9-12

SUBJECT

Generative AI as a Writi...

WEEK OF

Unit Overview

Students learn to use generative AI as a critique partner, not a ghostwriter. Across five days they keep their own voice in a personal essay while using AI for brainstorming pressure, structural critique, and stress-testing arguments. The week ends with a side-by-side draft (pre-AI / post-AI) and a 'voice rubric' showing what changed and what didn't.

Standards Alignment

Common Core W.9-10.5 (revision); ISTE 1.6 Creative Communicator; MLA generative-AI guidance

Global Standards Mapping

United States:

Common Core W.9-10.5 (revision); ISTE 1.6 Creative Communicator; MLA generative-AI guidance

United Kingdom:

Key Stage 4–5 (Years 10–13, GCSE / A-Level)

Australia / NZ:

Years 9–12 (AC v9.0) · NCEA Levels 1–3

IB Programme:

MYP Years 4–5 + DP / Career-Related Programme

Canada (Ontario):

Ontario Senior Division (Grades 9–12)

Singapore / India:

MOE Secondary 3–5 / JC · CBSE Classes 9–12

EU/EEA note: EU/EEA: GDPR-compliant — no student PII collected; teacher use only

Companion Student Handout — ready to photocopy

Each lesson plan ships with a separate "Student Edition" PDF — daily I-can goals, vocabulary blanks, work space, and exit-ticket boxes. No teacher prep. Print and hand out.

Day 1

9-12 Generative AI as a Writing Partner — 5-Day Lesson Plan

Learning Objective

Students will be able to describe their own writing voice in concrete terms using a personal voice inventory.

Standards Alignment

CCSS W.9-10.4; ISTE 1.6.b

Materials Needed

- A previously-written student paragraph (any class)
- Voice-inventory template (sentence length, diction, rhythm, perspective markers)
- Highlighter

Lesson Flow

Opening / Hook (5-10 min):

Read aloud one anonymized strong student voice from last year. "What makes this sound like a real person?"

Direct Instruction (15-20 min):

Voice = sentence length variance + diction (concrete vs abstract) + rhythm + perspective markers. Walk through the inventory on the example.

Guided Practice (10-15 min):

Pairs run the inventory on each other's old paragraph. Highlight 3 voice signatures.

Independent Practice (10-15 min):

Each student writes a 4-sentence "voice fingerprint" they can carry into Day 2.

Closing / Exit Ticket (5 min):

Sentence stem: "My voice tends to ___ and rarely ___."

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to writing.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside writing and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ___, which suggests ___ because ___."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Day 2

9-12 Generative AI as a Writing Partner — 5-Day Lesson Plan

Learning Objective

Students will be able to use AI for brainstorming without letting it set the angle.

Standards Alignment

CCSS W.9-10.5; ISTE 1.4.c

Materials Needed

- Personal-essay prompt
- Chromebooks/phones with approved AI tool
- Brainstorm-log template (your ideas in column 1, AI ideas in column 2, your final angle in column 3)

Lesson Flow

Opening / Hook (5-10 min):

"If you ask AI 'what should I write about?' first, who's writing the essay?"

Direct Instruction (15-20 min):

Order matters: brain-dump 8 of your own angles BEFORE you open the AI. Then ask AI for 8 angles. Then pick from BOTH.

Guided Practice (10-15 min):

Time-boxed solo brain-dump (8 minutes). Then 8-minute AI brainstorm round. Document both.

Independent Practice (10-15 min):

Pick a final angle and write one sentence on why it's yours, not the AI's.

Closing / Exit Ticket (5 min):

Two volunteers share their column 3 + reasoning.

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to writing.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside writing and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Day 3

9-12 Generative AI as a Writing Partner — 5-Day Lesson Plan

Learning Objective

Students will be able to draft a 350-450 word piece in their own voice with no AI assistance.

Standards Alignment

CCSS W.9-10.4

Materials Needed

- Notebooks or word processor with AI features OFF
- Day 1 voice fingerprint

Lesson Flow

Opening / Hook (5-10 min):

"Today is yours. No AI. We need a baseline."

Direct Instruction (15-20 min):

Set the constraint: 350-450 words, your angle from yesterday, your voice from Day 1. No AI tools open.

Guided Practice (10-15 min):

Mini-conferences: walk room; check that voice fingerprints are showing up.

Independent Practice (10-15 min):

Finish the draft.

Closing / Exit Ticket (5 min):

Self-score against voice fingerprint: 1-5 on each marker.

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to writing.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside writing and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Day 4

9-12 Generative AI as a Writing Partner — 5-Day Lesson Plan

Learning Objective

Students will be able to use AI as a critique partner without letting it rewrite their work.

Standards Alignment

CCSS W.9-10.5; ISTE 1.6.d

Materials Needed

- Yesterday's draft
- Approved AI tool
- Critique-prompt sheet (5 specific prompts, e.g., 'Where is my argument weakest?', 'Where am I telling instead of showing?')

Lesson Flow

Opening / Hook (5-10 min):

"AI as ghostwriter = AI's essay. AI as critic = your essay, sharper."

Direct Instruction (15-20 min):

Show the difference between 'rewrite this paragraph' (bad) and 'identify the two weakest sentences in this paragraph and explain why' (good). Walk through the 5 critique prompts.

Guided Practice (10-15 min):

Pairs run the critique prompts on each other's drafts using AI; capture the AI's diagnoses, not its rewrites.

Independent Practice (10-15 min):

Revise based on diagnoses — but write the new sentences yourself.

Closing / Exit Ticket (5 min):

One sentence: "The most useful diagnosis I got was ____."

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to writing.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside writing and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Homework (optional)

Optional: one more revision pass before tomorrow.

Day 5

9-12 Generative AI as a Writing Partner — 5-Day Lesson Plan

Learning Objective

Students will be able to compare their pre-AI and post-AI drafts and defend that the voice survived.

Standards Alignment

CCSS W.9-10.5; ISTE 1.6.b

Materials Needed

- Both drafts side-by-side
- Voice-survival rubric

Lesson Flow

Opening / Hook (5-10 min):

"How do we know the voice is still yours?"

Direct Instruction (15-20 min):

Voice-survival rubric: same fingerprint markers, same level of specificity, same perspective. If any marker dropped, the AI took over.

Guided Practice (10-15 min):

Pairs score each other's pre/post drafts on the rubric.

Independent Practice (10-15 min):

Reflection paragraph: 'What AI helped me with' / 'What I refused to let it touch'.

Closing / Exit Ticket (5 min):

Three volunteers share the line they're proudest is still 100% theirs.

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to writing.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside writing and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.



Need a custom plan for YOUR students?

iTeachWise generates personalized lesson plans, differentiated materials, student handouts, and ESA / IEP / GDPR-aware compliance docs in minutes. Free to start. Works independently of Canvas, Schoology, Blackboard or Moodle. No credit card required.

Try iTeachWise free! iteachwise.com

No Canvas required. No login required. No student data collected.