

Sample English Language Arts Learning Plan

Big Idea/Topic

Writer's Workshop
Day 1 - Brainstorming

Standard Alignment

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Design

Brainstorming

I Do:

- Explain what brainstorming is and its purpose. (*Brainstorming is thinking about and visualizing—seeing in our mind—what we would like to write about. It helps us to think of ideas that we find interesting and helpful so that we can draw a picture and write about it.*)
- Draw a large heart ([Heart Map](#)) and explain that you will write down topics or things that you enjoy, love, have an interest in, or would like to write about.

Suggested Topics:

People

Foods

Activities

Sports

Experiences

Animals

Interests

Hobbies

Books

Things I Enjoy

Pets

****You can use words, pictures, or a combination of both****

We Do:

- Brainstorm more topics together.
- Create a Heart Map (draw a large heart) on chart paper to write down student generated suggestions.

You Do:

- Students will create their own Heart Maps.

Evidence of Student Success

- Students will be able to write/draw 5 or more topics of interest on their Heart Maps.

Student Learning Supports

- The Gradual Release Model: I Do, We Do, You Do
- Model through Thinking Aloud as you write.
- Student draws a picture that represents the topics for his or her Heart Map.
- Student dictates his or her idea to the teacher.

Engaging Families

Below are some additional support materials and/or resources that can be used at home to support students.

- <https://www.readingrockets.org/article/developing-writing-and-spelling-home>
- <https://www.readingrockets.org/article/literacy-tips-parents-children-learning-disabilities>
- <https://www.gpb.org/education/learn>



Sample English Language Arts Learning Plan

Big Idea/Topic

Writer's Workshop
Day 2 - Illustrating Using Simple Shapes

Standard Alignment

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.

Instructional Design

I Do:

- Discuss the role of an illustrator of a book. (*The illustrator helps the story that an author has written to come alive even more. Today I will draw a picture. Yesterday I created a Heart Map to help me think about what I would like to draw and write about.*)
- Refer back to the [Heart Map](#). Think out loud as you choose what you will draw.
- As you are drawing, think out loud as you create your illustration. (*Example: I am going to draw a picture about something I enjoy. I enjoy a lot of things, but today I will draw a picture of me teaching. I enjoy that! Since I will need to draw myself, I will use a circle for my head. I will also use a square for my shirt and two smaller squares for my sleeves. I'm going to draw myself wearing a skirt so I will use a trapezoid for that.*) Continue to draw a detailed picture and talk about the shapes that you will use to create your illustration.

**You may want to encourage children to use 5 or more colors to color their illustrations. This will prevent them from using one crayon to color the entire picture and may help them to pay closer attention to detail.

We Do:

- Choose a topic and discuss what might be needed in order to create an illustration about the chosen topic.

- As you are drawing allow students to give suggestions of how you can use shapes to help draw something that seems to be complicated.

You Do:

- Ask the students to brainstorm/think about a topic from their Heart Map.
- Students will draw a picture based on their idea.

Evidence of Student Success

- Students will be able to create an illustration based upon a subject they have chosen from their Heart Maps or after brainstorming an idea.

Student Learning Supports

- The Gradual Release Model: I Do, We Do, You Do
- Model through Thinking Aloud as you draw.

Engaging Families

Below are some additional support materials and/or resources that can be used at home to support students.

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Sample English Language Arts Learning Plan

Big Idea/Topic

Writer's Workshop
Day 3 - Labeling

Standard Alignment

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.

ELAGSEKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Design

I Do:

- Explain that you will be drawing a picture and labeling your picture. (*Today I will label the picture that I drew yesterday. Labels help the reader to know more about my work.*)
- Think out loud as you decide what would be good to label. (Suggestions: teacher's name, desks, word wall, chairs, clock, etc.)
- Label your picture with at least 3 labels. Underline, circle, or draw a box around each label.

We Do:

- Either use the illustration from yesterday or create a new one.
- Ask students what can be labeled on the picture.
- Write the labels. Underline, circle, or draw a box around each label.

You Do:

- Students will label the picture that they drew yesterday.

Evidence of Student Success

- Students will be able to use 3 or more labels to label their illustrations.

Student Learning Supports

- The Gradual Release Model: I Do, We Do, You Do
- Model through Thinking Aloud as you write.
- Students may use the sounds that they know in order to create their labels if they are unsure of the correct spelling. This may include beginning, medial, or ending sounds.
- Students can dictate the labels that they would like to include in their drawings to the teacher.

Engaging Families

Below are some additional support materials and/or resources that can be used at home to support students.

- <https://www.readingrockets.org/article/developing-writing-and-spelling-home>
- <https://www.readingrockets.org/article/literacy-tips-parents-children-learning-disabilities>
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Sample English Language Arts Learning Plan

Big Idea/Topic

Writer's Workshop
Day 4 - Writing Simple Sentences

Standard Alignment

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKL2a: Capitalize the first word in a sentence and the pronoun I.

ELAGSEKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Instructional Design

I Do:

- Explain that you will use the labels that you created on your picture to help you to write a simple sentence.
- Example: *I wrote "word wall" yesterday as one of my labels. I will write a simple sentence using that label.*)
- Write: "I can read the word wall".

We Do:

- Choose a label from your illustration yesterday.
- Write a sentence together.
- Point out that a simple sentence can begin with phrases such as:

I can...

I am...

I like...

I want...

I see...

- Point out capitalization, punctuation, and word spacing in this process.

You Do:

- Students will choose one label from their illustrations and write a simple sentence using that label.

Evidence of Student Success

- Students will be able to write at least one simple sentence using a label from their illustrations.
- Students will be able to adhere to capitalization and punctuation standards.

Student Learning Supports

- The Gradual Release Model: I Do, We Do, You Do
- Model through Thinking Aloud as you write.
- Allow opportunities to verbally use the simple sentence starters (I can, I am, I like, I want....) for students who need additional support in thinking about writing a sentence.
- Students who are able to do so can choose more than one label to write simple sentences.
- Additional mini lessons on capitalization, punctuation, and word spacing may be needed to provide adequate support.

Engaging Families

Below are some additional support materials and/or resources that can be used at home to support students.

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Sample English Language Arts Learning Plan

Big Idea/Topic

Writer's Workshop
Day 5 - Descriptive Sentences

Standard Alignment

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKL1f: Produce and expand complete sentences in shared language activities.

ELAGSEKL2a: Capitalize the first word in a sentence and the pronoun I.

ELAGSEKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Design

I Do:

- Explain that today you will make the sentence that you wrote yesterday more descriptive. (*Sometimes you can add more information in a sentence to provide more interest, or to help a reader better understand what you are trying to say. Yesterday I wrote: "I can read the word wall." Today I will give you more information about that sentence.*)
- Example: (Thinking out loud: *I can read a lot of the words on the word wall. I will choose a word from the word wall. I know the word 'house' so I will expand my sentence with that information.*)
- Former Sentence: *I can read the word wall.*
- Expanded Sentence: *I can read the word "house" on the word wall.*
- Write both sentences on the board so that students are able to see that you still kept the original sentence, and that you expanded it by adding more information in the sentence.

We Do:

- Practice expanding sentences together.
- Example: I like cats. I like fluffy cats.

Suggested sentences for more practice:

I can jump.

I am a girl.

I am a boy.
I like to play.
I can sing.
I like to read.
I like pizza.
I want to go outside.
I want ice cream.
I can sing.
I see a ball.
I see the boat.

You Do:

- Students will expand the sentences that they wrote yesterday by making them more descriptive.

Evidence of Student Success

- Students will be able to add at least one descriptive word to their simple sentences in order to expand them and to provide greater detail.
- Students will be able to adhere to capitalization and punctuation standards.

Student Learning Supports

- The Gradual Release Model: I Do, We Do, You Do
- Model through Thinking Aloud as you write.
- An additional mini lesson on adjectives may be needed to assist students in mastering adding descriptive words to their sentences.

Engaging Families

Below are some additional support materials and/or resources that can be used at home to support students.

- <https://www.readingrockets.org/article/developing-writing-and-spelling-home>
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Sample English Language Arts Learning Plan

Big Idea/Topic

Writer's Workshop
Day 6 - Proofreading

Standard Alignment

ELAGSEKL2a: Capitalize the first word in a sentence and the pronoun I.

ELAGSEKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Design

I Do/We Do:

- Explain that once a piece of writing is complete it needs to be proofread to be sure that no more adjustments are needed.
- Create a chart that shows what needs to be included in their work. Review each element. Illustrations can be drawn next to each element as a reminder of each step. For example, for “Brainstorm/Think” you may want to draw a brain or a picture of a person with a thought bubble to show that he/she is thinking.

Suggested List

1. Brainstorm/Think
 2. Draw and Color
 3. Label
 4. Write 1 or More Sentences
 5. Check for capitalization, punctuation, and word spacing.
- Model proofreading a story that has already been written or write one with the students. If you choose to use a newly written piece you may want to deliberately make an error to be “caught” during the proofreading process.
 - For each element of the proofreading checklist place one check at the top of the page to indicate that all of the elements have been included in the writing. Once completed there should be five check marks total (or however many steps you choose to include on your list).
 - Make any necessary corrections.

You Do:

- Allow students to choose a previously written story to practice proofreading their work.

**This is an ongoing process. When conferencing with students you may want to only focus on one element at a time to prevent students from feeling overwhelmed. Once a concept is done consistently you can move on to another element based on the students' needs.

Evidence of Student Success

- Either independently or with support students will be able to proofread their work according to the list provided by the teacher.

Student Learning Supports

- The Gradual Release Model: I Do, We Do, You Do
- Model through Thinking Aloud as you write.

Engaging Families

Below are some additional support materials and/or resources that can be used at home to support students.

- <https://www.readingrockets.org/article/developing-writing-and-spelling-home>
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Sample English Language Arts Learning Plan

Big Idea/Topic

Writer's Workshop Day 7 - Writing a 3 Part Story (Day 1)

Standard Alignment

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELAGSEKL2a: Capitalize the first word in a sentence and the pronoun I.

ELAGSEKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Design

We Do:

- Brainstorm a story topic/title. You can refer to your Heart Map or use one from the list below.

Suggested Topics

My School Day

A Trip to Walmart (or another store)

Building a Sandcastle

Building a Snowman

Taking the Dog for a Walk

The Day I Went Fishing

The Best Way to Eat a Banana

A Trip to the Car Wash

- Horizontally divide chart paper into three sections.
- Label the top section "Beginning", the middle section "Middle", and the bottom section "Ending".
- Write the title that you chose at the top of your chart.
- Think aloud as you illustrate each section. Ask the children to suggest what should be added in each drawing.

Evidence of Student Success

- Students will be able to draw/write/dictate or any combination of the three in order to produce a three -part story.
- Students' illustrations and words will match one another.
- Students' illustrations and words will be in a logical sequence by accurately providing text and visuals that have a clear beginning, middle, and end.

Student Learning Supports

- The Gradual Release Model: I Do, We Do, You Do
- Model through Thinking Aloud as you write.
- Use a read aloud and discuss and chart the beginning, middle, and end of the story to help writers better understand the three parts of a story.
- Sequencing cards or games can be used to provide support in writing sentences in order.

Engaging Families

Below are some additional support materials and/or resources that can be used at home to support students.

- <https://www.readingrockets.org/article/developing-writing-and-spelling-home>
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Sample English Language Arts Learning Plan

Big Idea/Topic

Writer's Workshop

Day 8 - Writing a 3 Part Story (Day 2)

Standard Alignment

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELAGSEKLA2a: Capitalize the first word in a sentence and the pronoun I.

ELAGSEKLA2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Design

We Do:

- Using the chart of the 3- part story from the previous day label each section with 1-3 labels.
- Choose 1 label from each section and write a sentence for each section. You will have 3 sentences.
- Remind students that each part should go with the other parts.
- Read the story together.

You Do:

- Either brainstorm a new story topic/title or use one from the suggested or generated list.
- Give each student a sheet of paper to be folded 3-ways.
- Students will write their title at the top.
- Students will draw a picture for each section depicting the beginning, middle, and end of their stories.

Evidence of Student Success

- Students will be able to draw/write/dictate or any combination of the three in order to produce a three part story.
- Students' illustrations and words will match one another.
- Students' illustrations and words will be in a logical sequence by accurately providing text and visuals that have a clear beginning, middle, and end.

Student Learning Supports

- The Gradual Release Model: I Do, We Do, You Do
- Model through Thinking Aloud as you write.
- Students who are not spelling words on their own can dictate their label and sentences to the teacher.
- Students who are writing words and sentences consistently can add more descriptive words to their sentences, and can also write more than one sentence to coincide with each picture.

Engaging Families

Below are some additional support materials and/or resources that can be used at home to support students.

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Sample English Language Arts Learning Plan

Big Idea/Topic

Writer's Workshop

Day 9 - Writing a 3-Part Story (Day 3)

Standard Alignment

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELAGSEKL2a: Capitalize the first word in a sentence and the pronoun I.

ELAGSEKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Design

You Do:

- Today students will continue to work on their 3-part stories from the previous day.
- Students will use their 3 -part story to create 1-3 labels for each section of their story.
- Students will use one label from each section to write one sentence per section.

Evidence of Student Success

- Students will be able to draw/write/dictate or any combination of the three in order to produce a three part story.
- Students' illustrations and words will match one another.
- Students' illustrations and words will be in a logical sequence by accurately providing text and visuals that have a clear beginning, middle, and end.

Student Learning Supports

- The Gradual Release Model: I Do, We Do, You Do
- Model through Thinking Aloud as you write.
- Students who are not spelling words on their own can dictate their label and sentences to the teacher.
- Students who are writing words and sentences consistently can add more descriptive words to their sentences.
- Students who are writing words and sentences consistently can write more than one sentence to coincide with each picture.

Engaging Families

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Sample English Language Arts Learning Plan

Big Idea/Topic

Writer's Workshop
Day 10 - Journal Writing

Standard Alignment

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

ELAGSEKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELAGSEKL2a: Capitalize the first word in a sentence and the pronoun I.

ELAGSEKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Design

I Do:

- Discuss what a journal is and how it can be used. (*Today we are going to begin to write in a journal. You can write in a journal for many reasons.*)

Suggested Reasons:

To tell a story
To write about myself, my feelings, my thoughts
To tell a story about my family and friends
To share what I am learning or have learned
To tell what I know about a topic
To practice handwriting
To practice spelling words
To practice writing numbers
To write a short story
To write a list

- Model writing a journal entry. Example:

I am a teacher. I teach many subjects. I love to read books out loud to my students. I have a smart and fun class.

We Do:

- Brainstorm an idea for a journal entry or use one of the suggested prompts:

I think 5 (or 6) year olds should be allowed to...

What is your favorite food?

What is your favorite movie?

Once Upon a Time There Was...

I am happy when...

I love learning about...

The coolest toy ever would be...

I wish I could...

I like to eat

If I could fly I would

My favorite sport is...

I like to...

Would you rather be a dog or a cat?

What makes you laugh?

- Choose 3 things you would like to say about the chosen topic. You can go back to previous lessons and draw a picture, label the picture, and use the labels to help you create sentences if necessary.
- Write three or more sentences about your topic.

You Do:

- Students will write their own journal entry.

**Journal writing can be done on a daily basis. Journal entries can also be used as opportunities to teach a mini lesson to a small group of during individual conferencing so that students can use a piece to be expanded and published.

Evidence of Student Success

- Students will be able to draw/write/dictate or any combination of the three a journal entry.
- Students will be able to adhere to capitalization and punctuation standards.

Student Learning Supports

- The Gradual Release Model: I Do, We Do, You Do
- Model through Thinking Aloud as you write.
- Students who are not spelling words on their own can dictate their label and sentences to the teacher.
- Students who are writing words and sentences consistently can add more descriptive words to their sentences.
- Students who are writing words and sentences consistently can write more than one sentence to coincide with each picture.

Engaging Families

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