Before you write detailed lesson plans, it helps to create a 35,000-foot overview that captures your weekly routines. Over the course of the year, depending on the genre(s) you’re focusing on, you might revise these routines.

Below are several sample overviews that map out ways to integrate whole-class vocabulary, reading, and grammar/writing work with different genres—shifting the focus of the work accordingly. These generic overviews can obviously be modified based on the grade level(s) you teach, and they assume you have at least 45 minutes of ELA instruction per day. If you have more time, great. If you have less, you might need to adjust your plans. Or change your schedule.

Regarding Do Nows, the assumption is that students will spend 3-5 minutes (max) doing the work, then another 3-5 minutes going over it (so: 8-10 minutes total).

An Exit Ticket may take more than 5 minutes (e.g., a paragraph that students begin writing during the Class Focus time might require 10-15 minutes); in that case, the Exit Ticket row is more a reflection of what you intend to collect.

Regarding homework (HW), I recommend including independent reading (IR) on top of whatever else you require. It never hurts to remind students to read.

PS: Please note these are rough outlines for a five-day cycle. Day 1 doesn’t have to be Monday. And if you’re on a six-day cycle, simply add a column.

**Option 1: Poetry Analysis and Writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **DAY 1** | **DAY 2** | **DAY 3** | **DAY 4** | **DAY 5** |
| **Do Now (8-10)** | Intro 1st 4 new VOCAB words | Wordplay for 1st 4 VOCAB words | Intro 2nd 4 new VOCAB words | Wordplay for 2nd 4 VOCAB words | Quiz on all 8 VOCAB words |
| **Class Focus****(30)** | CLOSE-READ a poem. | Intro GRAMMAR points relevant to yesterday’s writing. | Show Call paragraphs. (5) GRAMMAR point🡪 Revision. (5) POETRY reading. (20) | CLOSE-READ a poem. | Show Call paragraphs. (5) Pairs/trios CLOSE READ a poem. (25) |
| **Exit Ticket****(5)** | WRITE a paragraph analyzing the poem. | Use these GRAMMAR points to REVISE yesterday’s writing. | Complete “Speed Dating with a Poem.” | WRITE a paragraph analyzing the poem. | WRITE a paragraph analyzing the poem. |
| **HW** | Wordplay for 1st 4 vocab words; IR | Wordplay for 1st 4 vocab words; IR | Wordplay for 2nd 4 vocab words; Revise paragraph again. | Wordplay for all 8 vocab words; IR | Complete Exit Ticket if class time did not permit it. |

**Option 2: Narrative Reading and Writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **DAY 1** | **DAY 2** | **DAY 3** | **DAY 4** | **DAY 5** |
| **Do Now (8-10)** | Intro 1st 4 new VOCAB words | Wordplay for 1st 4 VOCAB words | Intro 2nd 4 new VOCAB words | Wordplay for 2nd 4 VOCAB words | Quiz on all 8 VOCAB words |
| **Class Focus****(30)** | CLOSE-READ a story. | Intro GRAMMAR points relevant to narrative writing. | Show Call narrative writing. (5) GRAMMAR point🡪 Revision. (5) PARTNER READ a story. (20) | CLOSE-READ a narrative. | Show Call writing. REVISE yesterday’s writing. |
| **Exit Ticket****(5)** | WRITE: Practice some aspect of narrative writing OR write about today’s story. | Use these GRAMMAR points to write a narrative. | Complete DDAT organizer re: character analysis. | WRITE: Practice some aspect of narrative writing OR write about today’s story. | REVISE yesterday’s writing. |
| **HW** | Wordplay for 1st 4 vocab words; IR | Wordplay for 1st 4 vocab words; IR | Wordplay for 2nd 4 vocab words; Revise yesterday’s narrative. | Wordplay for all 8 vocab words; IR | Complete Exit Ticket if class time did not permit it. |

**Option 3: Novel Study**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **DAY 1** | **DAY 2** | **DAY 3** | **DAY 4** | **DAY 5** |
| **Do Now (8-10)** | Intro 1st 4 new VOCAB words | Wordplay for 1st 4 VOCAB words | Intro 2nd 4 new VOCAB words | Wordplay for 2nd 4 VOCAB words | Quiz on all 8 VOCAB words |
| **Class Focus****(30)** | CLOSE-READ a section of the novel. | Intro GRAMMAR points relevant to yesterday’s writing. | Show Call paragraphs. (5) GRAMMAR point🡪 Revision. (5) PARTNER READING of a chapter. (20) | CLOSE-READ a section of the novel. | Show Call paragraphs. (5) SOCRATIC SEMINARS about the novel. (25) |
| **Exit Ticket****(5)** | WRITE a paragraph analyzing the section or character. | Use these GRAMMAR points to REVISE yesterday’s writing. | Complete “What’s Important” organizer for the chapter. | WRITE a paragraph analyzing the section or character. | QUICK-WRITE in response to issue(s) raised during SOCRATIC SEMINARS. |
| **HW** | Wordplay for 1st 4 vocab words; read more of the novel.[[1]](#footnote-1) | Wordplay for 1st 4 vocab words; read more of the novel. | Wordplay for 2nd 4 vocab words; revise paragraph again. | Wordplay for all 8 vocab words; read more of the novel. | Read a chapter and complete “What’s Important” organizer for the chapter. |

**Option 4: Nonfiction Reading and Writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **DAY 1** | **DAY 2** | **DAY 3** | **DAY 4** | **DAY 5** |
| **Do Now (8-10)** | Intro 1st 4 new VOCAB words | Wordplay for 1st 4 VOCAB words | Intro 2nd 4 new VOCAB words | Wordplay for 2nd 4 VOCAB words | Quiz on all 8 VOCAB words |
| **Class Focus****(30)** | QUADRANT ANALYSIS[[2]](#footnote-2) of an image on a topic we’ll read about.  | Intro GRAMMAR points relevant to yesterday’s writing. (15) READ TEXT about the topic from yesterday. (15) | Show Call writing. (5) GRAMMAR point🡪 Revision. (5) PARTNER READ ANOTHER TEXT on related content. (20) | CLOSE-READ ANOTHER TEXT on related content. | Show Call paragraphs. (5) SOCRATIC SEMINARS about the readings from the week. (25) |
| **Exit Ticket****(5)** | WRITE a sentence or paragraph that explains what message(s) the image is trying to convey. | Use these GRAMMAR points to REVISE OR EXPAND yesterday’s writing. | QUICK-WRITE an argument about today’s text. | WRITE a paragraph making an argument about today’s text.  | QUICK-WRITE in response to issue(s) raised during SOCRATIC SEMINARS. |
| **HW** | Wordplay for 1st 4 vocab words; IR | Wordplay for 1st 4 vocab words; IR | Wordplay for 2nd 4 vocab words; IR | Wordplay for all 8 vocab words; IR | Complete Exit Ticket if class time did not permit it. |

1. For tools to support students reading novels, see TLC “Analyzing Literature” page found at <https://www.literacycookbook.com/page.php?id=2>. [↑](#footnote-ref-1)
2. See TLC Blog post on Quadrant Analysis found at <https://theliteracycookbook.wordpress.com/2013/02/06/approaches-to-the-common-core-quadrant-analysis-as-a-way-to-boost-comprehension/> [↑](#footnote-ref-2)