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# Nevada 8 English Language Arts / Reading

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                          |
|------------------|--------------------------------------------------------------------------|
| State            | Nevada                                                                   |
| Grade            | 8 (Middle)                                                               |
| Subject          | English Language Arts / Reading                                          |
| Course category  | Core                                                                     |
| Standards family | English Language Arts / Literacy                                         |
| Framework        | Nevada Academic Content Standards for English Language Arts, Version 1.3 |
| Issuing agency   | Nevada Department of Education                                           |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Three Kinds of Writing, at Grade 8 Demand

### Unit 3: Writing, and Talking About Texts · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What makes the style and tone right for this task?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Standards          | <b>Narrative, Argument and Explanatory Writing -&gt; W.8.1 Text Types and Purposes</b> — Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. a. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. c. Establish and maintain a formal style. d. Provide a concluding statement or section that follows from and supports the argument presented. |
| Learning target    | "I can produce writing whose style and tone fit the task, purpose and audience."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

#### Measurable objectives

- Students will produce narrative, argument and informative/explanatory writing whose development, organisation, style and tone suit task, purpose and audience.

#### Success criteria (student-friendly)

- "I identify task, purpose and audience first."
- "My organisation follows from them."
- "My tone is consistent throughout."

#### Academic vocabulary

task, purpose, audience, development, organisation, style, tone

#### Materials and technology

- Task prompts
- Notebooks
- Chart paper

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

### Assessment and evidence

A piece whose organisation and tone are justified by task and audience.

### Family communication

Ask your child who they were writing for.

## Day 41 — The Same Standard, a Year Older

### Week 9, Day 1 • Unit 3 • Standards: W.8.1

|                   |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| Focus             | Grade 8 demand.                                                                  |
| Learning target   | "I can produce writing whose style and tone fit the task, purpose and audience." |
| Vocabulary in use | task, purpose, audience, development, organisation, style, tone                  |
| Local date        | _____                                                                            |

### Learning sequence

TEACHER NOTE: THIS STANDARD IS WORD-FOR-WORD GRADE 7'S this week's standard. The source repeats it; the demand is what rises. A Grade 7 pupil matched tone to audience; a Grade 8 pupil sustains development and organisation across a longer piece under the same instruction. Say this to the class rather than pretending it is new. Connect: writing pupils did last year. Teach: naming task, purpose and audience before drafting. Try: shared analysis of three prompts. Apply: pupils name all three for their own. Reflect: everything else follows from these three.

### Check for understanding

Student identifies task, purpose and audience for a prompt.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Organisation That Serves the Purpose

### Week 9, Day 2 · Unit 3 · Standards: W.8.1

|                   |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| Focus             | Structure.                                                                       |
| Learning target   | "I can produce writing whose style and tone fit the task, purpose and audience." |
| Vocabulary in use | task, purpose, audience, development, organisation, style, tone                  |
| Local date        | _____                                                                            |

### Learning sequence

Connect: purpose. Teach: choosing an organisation because of what the piece is for - chronological for narrative, claim-first for argument, category or process for explanatory - and being able to say why. Try: shared planning. Apply: pupils plan and justify. Reflect: Week 2 read structure as evidence; here they are producing that evidence.

### Check for understanding

Student justifies an organisational choice by purpose.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Style and Tone, Held Steady

### Week 9, Day 3 · Unit 3 · Standards: W.8.1

|                   |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| Focus             | Consistency.                                                                     |
| Learning target   | "I can produce writing whose style and tone fit the task, purpose and audience." |
| Vocabulary in use | task, purpose, audience, development, organisation, style, tone                  |
| Local date        | _____                                                                            |

### Learning sequence

Connect: organisation. Teach: what makes tone slip mid-piece - a joke in a formal argument, a sudden contraction - and how to catch it by reading aloud. Try: shared correction. Apply: pupils check their draft for slips. Reflect: a slip in tone reads as carelessness even when the content is right.

### Check for understanding

Student identifies and corrects tone slips in their own draft.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Development That Goes Somewhere

### Week 9, Day 4 · Unit 3 · Standards: W.8.1

|                   |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| Focus             | Depth.                                                                           |
| Learning target   | "I can produce writing whose style and tone fit the task, purpose and audience." |
| Vocabulary in use | task, purpose, audience, development, organisation, style, tone                  |
| Local date        | _____                                                                            |

### Learning sequence

Connect: tone. Teach: developing a point rather than restating it - example, consequence, qualification - which is what 'development' means in the standard. Try: shared modelling. Apply: pupils develop one paragraph properly. Reflect: three sentences saying the same thing is one sentence.

### Check for understanding

Student develops a point beyond restatement.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Week 9 Check: A Piece That Fits Its Task

### Week 9, Day 5 • Unit 3 • Standards: W.8.1

|                   |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| Focus             | W.8.1 assessed.                                                                  |
| Learning target   | "I can produce writing whose style and tone fit the task, purpose and audience." |
| Vocabulary in use | task, purpose, audience, development, organisation, style, tone                  |
| Local date        | _____                                                                            |

### Learning sequence

Connect: the week. Teach: the criteria. Try: shared checking. Apply: pupils produce a piece in one named kind. Reflect: recorded against this week's standard.

### Check for understanding

Student produces writing suited to task, purpose and audience.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
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## Source citation

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