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# New York 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            | New York                                                                       |
| Grade            | 8 (Middle)                                                                     |
| Subject          | English Language Arts / Reading                                                |
| Course category  | Core                                                                           |
| Standards family | English Language Arts / Literacy                                               |
| Framework        | New York State Next Generation English Language Arts Learning Standards (2017) |
| Issuing agency   | New York State Education Department                                            |
| 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</b> -> <b>8W1, 8W2, 8W3</b> — 3 standards; full text in the standards table |
| 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. |
| 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: 8W1, 8W2, 8W3

|                   |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| 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: 8W1, 8W2, 8W3

|                   |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| 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: 8W1, 8W2, 8W3

|                   |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| 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: 8W1, 8W2, 8W3

|                   |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| 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: 8W1, 8W2, 8W3

|                   |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| Focus             | 8W1, 8W2, 8W3 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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