
Wyoming 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	Wyoming
Grade	8 (Middle)
Subject	English Language Arts / Reading
Course category	Core
Standards family	English Language Arts / Literacy
Framework	Wyoming Content and Performance Standards
Issuing agency	Wyoming 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	Narrative, Argument and Explanatory Writing -> W.8.1e, W.8.2, W.8.3b, W.8.4 — 4 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: W.8.1e, W.8.2, W.8.3b, W.8.4

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.8.1e, W.8.2, W.8.3b, W.8.4

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.8.1e, W.8.2, W.8.3b, W.8.4

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.8.1e, W.8.2, W.8.3b, W.8.4

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.8.1e, W.8.2, W.8.3b, W.8.4

Focus	W.8.1e, W.8.2, W.8.3b, W.8.4 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

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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