



# 6th Grade ELAR Instructional Plan: First Semester

## Course Overview

Welcome to 6th grade ELAR. This course plays a crucial role in the educational development of a student by equipping them with essential knowledge, skills, and critical thinking abilities relevant to the subject area. It promotes intellectual growth, enhances problem-solving capabilities, and fosters a deeper understanding of real-world applications. Through structured content, interactive learning, and practical activities, students are encouraged to explore concepts in depth, apply them in diverse contexts, and develop academic discipline. Additionally, the course helps build communication, collaboration, and research skills—key components of success in higher education and future careers..

## Contact Information

Teacher Name: Ms. McMahan

Email: [chelsey.mcmahan@midlandisd.net](mailto:chelsey.mcmahan@midlandisd.net)

Phone: (432) 240-6662

## Classroom Expectations

In 6th Grade ELAR, we strive to create a classroom environment that is **respectful, safe, engaging, and focused on learning**. The classroom should be a space where every student feels valued, supported, and challenged to grow in reading, writing, speaking, and listening skills.

---

## Schoolwide or Grade-Level Expectations

These expectations are often aligned with school-wide behavior standards such as:

### 1. Be Respectful

- Use kind words and appropriate language.
- Listen actively when others are speaking.
- Follow directions the first time.

### 2. Be Responsible

- Come prepared with materials and assignments.
- Take ownership of your learning and actions.
- Manage time wisely and stay on task.



# 6th Grade ELAR Instructional Plan: First Semester

## 3. Be Safe

- Keep hands, feet, and objects to yourself.
  - Use materials and technology appropriately.
  - Follow classroom and school safety procedures.
- 

## What That Looks Like in the Classroom

- Students raising their hand to speak and listening without interrupting.
  - Working cooperatively in group activities, sharing ideas respectfully.
  - Turning in assignments on time and being honest in their work.
  - Keeping personal space tidy and treating classroom materials with care.
  - Asking for help when needed and supporting peers positively.
- 

## How Students Will Learn These Expectations

- **First Week Activities:** Expectations will be introduced clearly through class discussions, modeling, role-playing, and visual charts.
  - **Ongoing Reinforcement:** Expectations will be reviewed regularly, integrated into lessons, and posted in the classroom.
  - **Positive Reinforcement:** Students will receive praise, points, or rewards (if part of the class management system) for consistently meeting expectations.
  - **Classroom Discussions:** Opportunities to reflect on why expectations matter and how they help everyone succeed.
- 

## What Happens if Expectations Are Not Met

If a student does not meet expectations, the following steps may occur:



## 6th Grade ELAR Instructional Plan: First Semester

1. **Gentle Reminder:** A verbal cue or signal to refocus behavior.
2. **Warning:** A clear statement about the behavior and what needs to change.
3. **Reflection Time:** The student may fill out a reflection sheet or take a short break to reset.
4. **Parent Contact:** If behavior continues, communication will be made with the student's parent or guardian.
5. **Office Referral:** For serious or repeated issues, the student may be referred to administration following school discipline policies.

The goal is always to help students learn from their mistakes and make better choices moving forward.

### Attendance Policy & Its Importance

Attendance matters because **every day in school is a chance to learn, grow, and succeed**. When students are present, they have the opportunity to:

- **Understand lessons fully** by hearing the teacher's explanations and participating in class discussions.
- **Ask questions and get help** when something is confusing.
- **Work with classmates** on group activities and build teamwork skills.
- **Stay caught up** on assignments, projects, and important instructions.
- **Build strong habits** like responsibility, time management, and commitment.

When students miss school, even just a day or two, it can be hard to catch up on what they missed. Regular attendance helps students stay on track, feel confident in their learning, and be part of the classroom community.

Being in school every day shows that students are **dedicated to their education**—and that effort adds up to long-term success!



# 6th Grade ELAR Instructional Plan: First Semester

**Please notify the school if your child will be absent.** Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

## Learning Objectives

By the end of the first semester, students will be able to:

Year at a Glance 2025-26		6th GRADE ENGLISH		Updated 5/2025
SEMESTER 1				
<b>Spiraled TEKS in each unit</b>	<b>Foundation Skills:</b> 6.1A, 6.1B, 6.1C, 6.1D, 6.2A, 6.2B, 6.2C, 6.3A, 6.4A <b>Comprehension Skills:</b> 6.5A, 6.5B, 6.5C, 6.5D, 6.5E, 6.5F, 6.5G, 6.5H, 6.5I <b>Composition Skills:</b> 6.10A, 6.10B, 6.10Bi, 6.10Bii, 6.10C, 6.10D, 6.10Dvii, 6.10Dviii, 6.10Dix, 6.10E <b>Response Skills:</b> 6.6B, 6.6C, 6.6E, 6.6F, 6.6H			
<b>Unit Name</b>	<b>Unit 1</b> Dahl & Narrative How can a moment make an impression? 8/19-9/19 (23 days) (Includes Labor Day and BOY MAP)	<b>Unit 2</b> Mysteries & Investigations How do investigators use clues, evidence, and reasoning to uncover the truth? 9/22 - 10/31 (28 days) (Includes 1 Parent/Teacher Conference Day and 1 Professional Learning Day)	<b>Unit 3</b> Write Like a Reader In what ways do writers strive to capture a reader's attention? 11/4 - 12/19 (29 days) (Includes Thanksgiving)	
<b>Focus</b>	<b>DIAGNOSTIC WRITING (8/19 - 8/29)</b> <b>Reading Genre:</b> Narrative/Poetry <b>Writing Genre:</b> Personal	<b>Reading Genre:</b> Informational <b>Writing Genre:</b> Argumentative	<b>Reading Genre:</b> Fiction/Informational <b>Writing Genre:</b> Informational	
<b>TEKS</b>	<b>Spiraled:</b> 6.1D, 6.2B, 6.3A, 6.4A, 6.5C, E-G, 6.6B-D, 6.10A-E <b>Plus:</b> 6.6G, 6.7A-C, 6.8B, 6.9A-B, D, F, 6.11A	<b>Spiraled:</b> 6.3A, 6.4A, 6.5E-G, 6.6B-C, E, 6.7D, 6.10A-E <b>Plus:</b> 6.6D, G, 6.8D, E, 6.9A-B, D-F, 6.11C, D	<b>Whole Class Novel Study</b> <b>Spiraled:</b> 6.2B, 6.4A, 6.5E-I, 6.6B-C, 6.10A-E <b>Plus:</b> 6.7A-D, 6.8A, Di, 6.9A-F, 6.11B	
<b>Guiding Ideas</b>	<ol style="list-style-type: none"> <li>Students will apply various reading strategies to understand, analyze, and evaluate complex texts, focusing on main ideas, supporting details, and the author's purpose.</li> <li>Students will analyze literary elements such as character, setting, plot, and theme to deepen their understanding of how these elements contribute to a text's overall meaning.</li> <li>Students will analyze how the structure of a text, including the use of various formats and organizational patterns, influences the reader's understanding and interpretation.</li> <li>Students will engage in the writing process by brainstorming, drafting, revising, editing, and publishing their work, with an emphasis on clarity, coherence, and organization.</li> </ol>	<ol style="list-style-type: none"> <li>Students will examine how the structure of a text, including organizational patterns and formats, influences their understanding and interpretation of the content.</li> <li>Students will make connections between different texts, recognizing how various authors address similar themes or issues in diverse contexts.</li> <li>Students will engage in the writing process through brainstorming, drafting, revising, editing, and publishing their work, emphasizing clarity, coherence, and organization.</li> <li>Students will develop and support well-reasoned arguments in their writing, utilizing evidence from texts to substantiate their claims and perspectives.</li> </ol>	<ol style="list-style-type: none"> <li>Students will examine how the author uses literary devices, point of view, and structural elements to convey meaning and achieve specific purposes within the novel.</li> <li>Students will participate in meaningful discussions about the novel, asking and responding to questions, sharing interpretations, and building on others' ideas to deepen their collective understanding.</li> <li>Students will make connections between the novel and other texts, personal experiences, and broader societal issues, recognizing how the themes and ideas in the novel relate to diverse contexts.</li> <li>Students will compose a well-structured informational essay that explores a topic related to the novel. They will present a clear central idea, relevant supporting details, and a logical organizational structure. Students will use textual evidence from the novel to support their explanation.</li> </ol>	

## Course Resources

- Amplify ELAR TX (6-8)
- i-Ready: Personal Pathway, i-Ready suggested resources (6-8)
- Lowman Education

## Grading Policy

*According to Midland ISD Grading Policy:*

A. The following percentages shall determine the cumulative grade for each reporting period.  
 Grade 6: Major assignments - 60% Minor assignments 40% which may include homework;  
 however, homework may not constitute more than one fourth of the minor assessment summative grade.



## 6th Grade ELAR Instructional Plan: First Semester

- B. During each grading period:
- At least one grade will be taken for each subject each week.
  - At least two minor assignments grades and two major assignments grades will be taken.
- C. Each grade entered in the grade book must be clearly labeled by assignment and date.
- D. All grades must be recorded numerically on a scale from 0-100.
- E. A third party must be able to interpret the grade book accurately and independently to verify any summative evaluation that has been given. Any weighting or special methods of calculating summative evaluation must be clearly explained in the grade book and approved by the principal.
- F. The district's electronic grading system will not record a grade of less than 50 as a grading period average unless the teacher has overridden the automatic grade assignment as permitted by state law.
- G. In the determination of a six weeks' grade, no single grade should constitute more than 30% of the student's six weeks' average.

### School-wide System of Communication

To keep families informed, involved, and connected to the classroom, we will use the following communication tools throughout the school year:

#### 1. ClassDojo

ClassDojo will be our primary platform for daily updates.

- Teachers will post announcements, reminders, and photos of classroom activities.
- Individual messages can be sent between teachers and families for quick, private communication about student progress or concerns.
- Parents are encouraged to check the app regularly and turn on notifications.

#### 2. Blackboard

Blackboard will be used for more formal communications and important school-wide updates.

- This includes report card access, major announcements, grade-level news, and district messages.
- Families can log in to view grades, assignments, and attendance records.

#### 3. Weekly Newsletters



# 6th Grade ELAR Instructional Plan: First Semester

A newsletter will be sent out each week to share what students are learning in ELAR, upcoming events, project deadlines, and tips for supporting learning at home.

- Newsletters may be sent via email, posted on ClassDojo, or printed and sent home with students.
- They will include highlights from the week and a preview of what's coming next.

---

## Staying Connected

We believe that strong communication between school and home leads to greater student success. Please don't hesitate to reach out through any of the above platforms with questions or concerns. We value your partnership and look forward to a great year of learning together!

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

---

### **Please fill out the portion below and return this portion to your teacher.**

We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Parent Signature : \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_