



# [6th/ELAR] Instructional Plan: First Semester

## Course Overview

Welcome to 6th Grade ELAR. This semester we will be analyzing three different genres: Narrative, Argumentative and Informational. By the end of 1st semester the reading expectation is that you will be able to identify the author's purpose and Central theme by analyzing the texts by identifying the text structure, plot and setting, character development, making personal connections with the text as well as other texts.

Secondly, by the end of the 1st semester through analysis of texts from three different genres, students will be expected to write 3 essays utilizing, plot and setting, character development, text structure etc.

## Contact Information

Teacher Name: Jose Porras

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Phone:

## Classroom Expectations

Our classroom is one of respect where mistakes are expected and welcomed. I use Capturing Kids Hearts as a model of classroom management. On the first day students and I will create a social contract where every person that enters the classroom will be held accountable to the social contract to include myself, administrators and parents.

As a parent and a teacher I know that parents value education and have a responsibility in their students' education. I will ensure that as a team we motivate students to take ownership of their learning, push them past their educational goals, support them to close achievement gaps and never let external obstacles stunt their personal or academic growth.

## Attendance Policy & Its Importance

Student attendance is directly correlated to student achievement. If the student is not at school the student loses support in language acquisition, academic support, and falls further and further behind. This in part can also have a social consequence. Students with high absenteeism tend not participate in class for fear of not knowing, and the possibility of peers making fun of them.

Please be aware that even an excused absence is an absence. The difference between an excused absence and non-excused absences is that an excused absence allows students to make up missed work. Also, after 10 absences the district may take legal action on the parent.

**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.



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## Learning Objectives

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

**[Provide resource name for the course, students will develop skills such as:]**

- Students will apply various reading strategies to understand, analyze, and evaluate complex texts, focusing on main ideas, supporting details, and the author's purpose.
- 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.
- 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.
- Students will examine how the structure of a text, including organizational patterns and formats, influences their understanding and interpretation of the content.
- Students will make connections between different texts, recognizing how various authors address similar themes or issues in diverse contexts.
- Students will engage in the writing process through brainstorming, drafting, revising, editing, and publishing their work, emphasizing clarity, coherence, and organization.
- 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.
- 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.
- 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.
- Students will develop and support well-reasoned arguments in their writing, utilizing evidence from texts to substantiate their claims and perspectives.
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## Course Resources

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

## Grading Policy

### Evidence of Learning (EOL): 60 percent

Level 1: 50

Level 2: 60

Level 3: 70

Level 4: 80

### Individual work: 40 percent.

Once a student completes the individual work for their level they will receive more work at the next highest level and receive 10 extra points for every level completed.



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## School-wide System of Communication

- Class Dojo (primary)
- Parent/teacher phone call
- Email
- Letters when applicable

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!

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## **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: \_\_\_\_\_