



# PLAN FOR STUDENT SUCCESS

## INTERMEDIATE ACADEMIC READING 1-2

ESL ENGLISH | TWO-SEMESTER COURSE | 2018-2019 SCHOOL YEAR

**Teacher:** Ms. Rosser  
**Department:** ESL English  
**Email:** Rosser@phoenixunion.org

**School:** North High School  
**Prerequisite(s):** None  
**Grade Level:** 9-12

	No. of Credits	Type of Credit	Course Code
1st Semester	0.5	Elective	0100450
2nd Semester	0.5	Elective	0100460

Welcome to my class! I look forward to a great year, and I hope you do too. If you do your best, have good attendance, and come to class on time, I am sure you will do very well. To help you do well, here are some things that you need to know:

### Course Description:

This one period course is designed for limited-English proficient students with AZELLA composite scores of Intermediate for the first time. Students develop reading skills in English as identified by the state ELP Reading Standards. The skills that define the reading process and the comprehension of literary and information text are taught using significant themes and high-interest content in meaningful context. Students will also learn reading and test-taking strategies to prepare them for standardized testing. Each semester students will earn one-half unit of elective credit. Students must also be enrolled in Intermediate English Language Arts (SEI) 1-2 and Intermediate Academic English Writing and Grammar 1-2.

### Upon Successful Completion of this class, you will be able to:

1. Demonstrate the ability to comprehend by answering literal, inferential, prediction, and evaluation questions about text.
2. Demonstrate the ability to comprehend by summarizing the main idea and supporting details.
3. Determine the author’s point of view and/or stated or implied purpose.
4. Apply the understanding of content-area vocabulary.
5. Describe the plot and its components (conflict, climax and resolution).
6. Analyze the motivations of the major and minor characters in a fictional text.
7. Distinguish fact from opinion and bias in persuasive text.
8. Explain and/or interpret figurative language in a literary selection.

### Materials Required:

The required texts for this class are Oxford Bookworms by Oxford Press and an online program called ESL Reading Smart by Edmentum, which may be accessed from home or another site with internet connectivity should you be absent or need to make up work.

In addition to the textbook, you will also need the following materials every day in class:

- Student Planner (provided by school)
- Writing Utensils (pen, pencil, eraser, highlighter)
- Notebook/Loose Paper
- 3 ring binder with dividers (no bigger than 2 inch binder)

I also expect students to make sure their ID is **VISIBLE** at all times. I will follow the school ID policy when students are not wearing their ID.

**Grading System:**

This year, in order to give students a clearer understanding of their learning, all ESL English classes are moving to standards-based grading. Consequently, you will be graded based on your mastery of each standard assessed in the classes. In reading, there are 4 standards. Each standard is composed of various skills.

Your grade will be calculated as follows:

Category	Value
Standard 1: Print Concepts	5%
Standard 2: Phonemic Awareness & Decoding	5%
Standard 3: Reading Fluency	10%
Standard 4: Comprehension	80%
Total	100%

Final Semester Grade	Value
Semester Coursework	80%
Final Exam (District CRT)	20%
Total	100%

Your semester coursework will be worth 80% of your final semester grade and the final exam will be worth 20% of your final semester grade. The final exam is composed of two (2) parts: the District Reading CRT and the ESL Reading Smart Final Achievement Test. We will use a **rubric**-based grading scale as follows:

Category	Rubric	Grade
Advanced	4	A
Proficient	3	B
Basic	2	C
Below Basic	1	D
Missing or Absent	0	F

**Title I Program:**

Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: math, reading and English. If interested, please contact the Principal Vanessa Casillas or Assistant Principal for Instruction Samantha Middagh for additional information at (602) 764-6539.

**Make-up Policy:**

Students are responsible for completing any missing assignments. Prior to talking to their teacher students need to:

- \*check with peers
- \*check Synergy

Retake Policy:: One of the greater benefits of standards-based grading is that students have multiple opportunities to truly display their master of content knowledge and skills.

Student must make a formal request with the teacher for a retake. Teacher can approve the request if evidence supports the student has made efforts to prepare for the assignment/assessment.

Missed assignments that are not made-up will be entered as **Missing** in the gradebook, which will pull down your grade. Assignments that are not made-up from absences will be entered as **Absent** in the gradebook, which will pull down your grade. These assignments are calculated as 0s (zeros) in StudentVue/ParentVue.

Assignments will be assigned from time to time as homework (to be completed at home). These assignments are due as assigned.

Students who participate in activities/sports which require eligibility will be closely monitored. I will follow the District Policy. If you are declared ineligible, you must come in to complete required work **after** school and, if necessary, to have your release to play/participate signed by me.

**Attendance Policy:**

“Absent” is defined as nonattendance in an assigned class or activity for more than one-half of the period. (PUHSD Governing Board Policy J-1561 JHR)

“Tardy” is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PUHSD Governing Board Policy J-1561 JHR)

Students may fail the class for the semester in any course, when reaching a total of 12 excused/unexcused absences and after school-documented interventions have been exhausted. (Student Procedures Handbook page 22)

Being late to class interrupts learning. You need to be in your seat with your materials before the tardy bell rings. The school tardy policy will be followed. (Student Planner)

**Behavior/Procedures:**

You may do those things that **promote** your learning and the learning of others. You **cannot** violate the right of another person. Please remember that you and your classmates have a right to a safe environment in which you can learn.

Consequences of misbehavior or falling behind in your class work include: parent phone calls/conferences, after school detention and administrative referrals. The following procedures will help you be successful:

1. Be to class on time and ready to learn
2. Be prepared for class
3. Participate and get involved with school activities, sports and clubs.
4. Reach out to teachers or any adult on campus if you need help!

Finally, if you have any questions or concerns, I am here to help. If you need to contact me please leave a message at (602) 764-6729 or by email at [Rosser@phoenixunion.org](mailto:Rosser@phoenixunion.org), and I will get back with you as soon as possible. We are going to have a terrific year together, improve your skills, learn a lot and have fun together.

Sincerely,

*Ms. Rosser*

ESL English Teacher  
North High School



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August 7, 2018

Dear Parent(s)/Guardian(s):

After reading the Plan for Student Success, please sign the form below and return by Monday , August 13, 2018. By signing below, students and parents:

- ✓ Accept and agree to the guidelines outlined in this Plan for Success.
- ✓ Understand that the instructor reserves the right to change this Plan for Success and/or course curriculum at any time.
- ✓ Agree to access StudentVue/ParentVue online to monitor the student’s attendance and grades. (Contact the Registration office for usernames and passwords.)

**Student:** I have read the above information and I understand what is expected of me. I agree that I am capable and willing to fulfill the expectations of this course.

_____	_____	_____
Student Name (printed)	Student Signature	Date
_____	_____	_____
Cell number	Email	

**Parent/Guardian:** I have read the above information and I understand what is expected of my student. I agree that I am willing to help him/her fulfill the expectations of this course.

_____	_____	_____
Parent/Guardian Name (printed)	Parent/Guardian Signature	Date
_____	_____	_____
Cell/Work number	Email	
_____	_____	_____
Cell/Work number	Email	

In the space below, please write about any specific things that we should know about your son/daughter, so we can help him/her in achieving success.

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