



English Foundations 9

Vista del Lago High School

Ms. Buonauro, M.Ed.

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Introduction to the Course

This course provides a foundation that supports the needs of students whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. The materials in this program are designed so students receive grade-level instruction while providing a rich curriculum supporting the five themes of the California ELA/ELD Framework: Meaning Making, Language Development, Effective Expression, and Content Knowledge. This course also includes a particular emphasis on academic vocabulary acquisition and reading comprehension, fluency, and foundation skills, if necessary. This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require the critical thinking, problem solving, and collaboration demanded of 21st century living and learning, with emphasis on reading, writing, and speaking and listening skills.

Learning Expectations

The goal of this course is not only to help students improve as critical readers, it is to give them the confidence to read texts in a myriad of contexts. Reading progress checks and writing activities will help me gauge where students are, help students set goals, and give them the tools to continually improve. Before leaving this course, my goal is that each student...

- ☐ develops the readiness for college, careers, and civic life.
- ☐ attains the capacities of literate individuals.
- ☐ becomes broadly literate.
- ☐ acquires the skills for living and learning in the 21st Century.

Course Programs with Descriptions

This term, we will meet daily to work through direct instruction on skills, work in small groups, and have some time to work independently. I will clarify any information students might have in class and on my Google Classroom homepage daily agenda. By the end of the first week, students are expected to sign up with the following programs and be ready to go for our first full week of instruction Monday, August 15.

Program	Purpose	Link/Login Info
Google Classroom	All assignments other than iLit assignments will be turned into Google Classroom or shared with the teacher. Folders are created to help organize assignments. For example, there is a folder for "Weekly Assignments".	Sign in with your FCUSD student account: Google Classroom Enrollment Code: 9th Grade: t3aco6a
iLit	We will use iLit to monitor our reading progress and choose our independent reading novels. This program tracks our progress, helps us set reading goals, and provides us the opportunity to receive quick, meaningful feedback.	Students will use school email to sign into iLit through Clever.



Tasks

Description of task with **attached resources** to help you tackle the task

When & Where
to turn in task

Weekly Reading Activity (weekly activity)	At the beginning of each week , you will be provided a digital and hard copy Daily Language packet. Directions for each day's assignments are provided at the beginning of class and on my Google Classroom homepage daily agenda. Packets will be collected and graded at the end of each week.	Every Friday in Google Classroom
iLit (weekly activity)	At the beginning of each week, you will be assigned activities in iLit, including Interactive Readers, Grammar, Vocabulary and Spelling Study Plans, and Reading Checks , which helps you see your progress in reading. We will finish these assignments by the end of each week . iLit will assign you a score after you complete each Interactive Reader, which will go into PowerSchool. I will evaluate your critical response looking specifically for use of evidence from the text to support your response. You will receive a summative score for Interactive Reading assignments, and formative scores for all other iLit assignments.	Every Friday assignments will be submitted in iLit unless otherwise indicated.

Learning Expectations

I am confident we can move forward, growing as readers, thinkers, and people in general. My expectation is that you follow these rules:

- Be kind to one another
- Refrain from saying, posting, or suggesting anything derogatory (bad)
- Remain focused on the task
- Extend yourself and others grace
- Ask questions

Grade Breakdown

Grades will be calculated in PowerSchool and will reflect a traditional A-F grade scale. Rubrics will be used to evaluate student work, and feedback will be offered to help students improve their learning before being assessed summatively. Formative work will make up 30% of the overall grade, and summative work will make up 70%.

- **Formative Assessments** (Assessments *for* Learning) include: Quizzes, reading checks, study guides, etc).
- **Summative Assessments** (Assessments *of* Learning) include: Tests, Interactive Reader, presentations, etc).


The semester grade will be based on a running total of the first and second quarter points and the final exam points.



My Note to You

I hope you will enjoy your time with me as much as I will enjoy my time with you. I am a life-long learner who looks forward to learning from you as you learn from me. I believe you get exactly what you give. If you always give your best effort, you will get the best the world has to offer. Likewise, if you only ever do the least with which you think you can get by, you will get the least the world has to offer. Let us all commit to getting the best we can out of our time together by always giving our best effort. Please do not hesitate to ask me, or any in class staff member for help. I welcome the chance to work with you. Together, we can make this an excellent term for all of us!

Links to School Policies/Info

-  **2022/23 Student Handbook**
-  **Bell Schedule 2022-23**

My Teaching Schedule

- ☐ Block 1: Collaboration
- ☐ Block 2: English Foundations 9
- ☐ Block 3: English Foundations 100
- ☐ Block 4: Prep

Please feel free to reach out to me if you have any questions:

It is easiest to reach me via email at cbuonaur@fcusd.org