

LAN0100_202338_Staging_EMBR_TEM

LAN-100

2023 05/01/2023 to 04/30/2024 Modified 03/22/2023

Course Description

In this literacy course, students will be immersed in a text-rich environment to develop communication skills, phonological awareness, phonetic skills, vocabulary, and comprehension, and use reading materials as sources of information and entertainment. Students will read fiction and nonfiction texts and use strategies to read new words and familiar selections with fluency, accuracy, and expression. Students will write in various forms to communicate ideas and continue to research to answer questions and solve problems by using available resources. Students will continue to deepen their education through these areas with biblical integration throughout the course.

Rationale

God has given each child the ability to learn and communicate. Using these abilities, first-grade students will develop communication skills, phonological awareness, phonetic skills, vocabulary, comprehension, and the use of reading materials. God has also given each child an inquisitive mind that is exercised through research, questions, and solving problems.

Course Learning Outcomes

- A. The student will demonstrate growth in oral early literacy skills.
- B. The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.
- C. The student will apply knowledge of how print is organized and read.
- D. The student will apply phonetic principles to read and spell.
- E. The student will use semantic clues and syntax for support when reading.
- F. The student will expand vocabulary and use of word meanings.
- G. The student will use simple reference materials.
- H. The student will read and demonstrate comprehension of a variety of fictional texts.
- I. The student will read and demonstrate comprehension of a variety of nonfiction texts.
- J. The student will print legibly in manuscript.
- K. The student will write in a variety of forms to include narrative, descriptive, and opinion.
- L. The student will edit writing for capitalization, punctuation, and spelling.
- M. The student will conduct research to answer questions or solve problems using available resources.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#)

* Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz: The American Revolution."

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an "Assignment"*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a "Quiz"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a "Test"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a physical school teacher or the student's parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: Reading Toolbox Introduction

- Week 1: Introduction to First Grade Literacy
- Week 2: Predictions
- Week 3: Set a Purpose for Reading
- Week 4: Text Features

Module 2: Reading Toolbox: Parts of a Story

- Week 5: Nouns
- Week 6: Main Idea
- Week 7: Characters
- Week 8: Setting
- Week 9: Review Week Quarter One

Module 3: Reading Toolbox: Retelling a Story

- Week 10: Story Sequence
- Week 11: Retelling a Story
- Week 12: Verbs

Module 4: Writing Toolbox: Writing a Narrative

- Week 13: What is a Narrative?
- Week 14: Story Webs
- Week 15: Editing

Module 5: Reading & Writing Toolbox: Adjectives

- Week 16: Adjectives
- Week 17: Writing Your Own Narrative
- Week 18: Review Week Quarter Two

Module 6: Reading & Writing Toolbox: Fact & Opinion

- Week 19: Fact and Opinion
- Week 20: Writing Opinions
- Week 21: Writing Opinions Continued
- Week 22: Question Words

Module 7: Reading & Writing Toolbox: Theme

- Week 23: Theme
- Week 24: Writing to Describe using a Topic Sentence
- Week 25: Transition Words and Supporting Details

- Week 26: Context Clues
- Week 27: Review Week Quarter Three

Module 8: Writing Toolbox: Research

- Week 28: Research Topics
- Week 29: Research Information
- Week 30: Research Diagrams

Module 9: Reading & Writing Toolbox: Poetry

- Week 31: Rhyming Words and Poems
- Week 32: Writing Rhyming and Sensory Poems
- Week 33: Exploring Reading and Writing Forms

Module 10: Reading & Writing Toolbox: Strategies Review

- Week 34: Facts and Opinions Review
- Week 35: Writing Strategies
- Week 36: Review Week Quarter Four