

LAN0200_202338_Staging_EMBR_TEM

LAN-200

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

Course Description

In this literacy course, students will continue to build their literacy skills. Students will explore fiction and nonfiction texts. Students will continue to expand their vocabulary by effectively using speaking and listening skills in oral language discussions. Students will also use a combination of strategies when reading with fluency, accuracy, and expression. Students will demonstrate comprehension skills by identifying main ideas, making and confirming predictions, questioning, summarizing, and drawing conclusions. Students will transition to cursive handwriting and will understand writing as a process while writing in various forms. Students will continue to deepen their education through these areas with biblical integration throughout the course!

Rationale

This course offers a deeper study of grammar and reading comprehension, allowing students to develop a variety of new skills and continue to scaffold upon skills taught in previous grades. These skills include effective writing, reading comprehension, and the utilization of correct grammar. These skills will support the student in all academic areas.

Course Learning Outcomes

- A. The student will use oral communication skills.
- B. The student will demonstrate an understanding of oral early literacy skills.
- C. The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.
- D. The student will use phonetic strategies when reading and spelling.
- E. The student will use semantic clues and syntax to expand vocabulary when reading.
- F. The student will expand vocabulary and use of word meanings.
- G. The student will read and demonstrate comprehension of fictional texts.
- H. The student will read and demonstrate comprehension of nonfiction texts.
- I. The student will maintain legible printing and begin to make the transition to cursive.
- J. The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
- K. The student will edit writing for capitalization, punctuation, spelling, and Standard English.

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](#)

* 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: Sentences & Stories

- Week 1: Sentences
- Week 2: Nouns, Story Characters, and Settings
- Week 3: Making Predictions
- Week 4: Making a Prediction, Types of Sentences, and Using Apostrophes

Module 2: Reading & Writing Skills

- Week 5: Parts of a Story
- Week 6: Beginning, Middle, and End
- Week 7: Main Idea
- Week 8: Predictions and Retelling a Story
- Week 9: First Quarter Review Week

Module 3: Narratives

- Week 10: Homophones
- Week 11: Story Webs
- Week 12: Plotting a Story
- Week 13: Ideas for Writing

Module 4: Writing & Editing Skills

- Week 14: Summarizing
- Week 15: Adjectives, Synonyms, and Antonyms
- Week 16: Character Traits and Feelings
- Week 17: Revising a Story
- Week 18: Second Quarter Review Week

Module 5: Nonfiction Stories

- Week 19: Fact or Opinion
- Week 20: Writing to Explain
- Week 21: Subject-Verb Agreement

Module 6: Grammar & Reading Strategies

- Week 22: Conjunctions
- Week 23: Grammar
- Week 24: Features of Nonfiction Text

Module 7: Poetry & Letter Writing

- Week 25: Poetry
- Week 26: Writing a Letter
- Week 27: Third Quarter Review Week

Module 8: Themes in Fiction

- Week 28: Themes

- Week 29: Figurative Language
- Week 30: Compare and Contrast
- Week 31: Inferences
- Week 32: Writing a Book Report

Module 9: Research Skills

- Week 33: Generate a Topic of Interest
- Week 34: Identifying Resources
- Week 35: Organizing Research
- Week 36: Fourth Quarter Review Week