

## KMIND READING AND WRITING CURRICULUM

AN INTEGRATION OF DESIGN THINKING AND REVERSED LOGIC-MODEL IN THE FIELD OF EDUCATION

- State Standard driven-- Strictly follow CA State Standards with differentiated instruction based on specific needs
- Combining and bridging the gaps of research-based teaching materials
- Each session focuses on a set of specific learning objectives that matches CA State Standards and student developmental needs
- We believe in using a holistic approach to teach language arts, and each session will cover specific phonics, grammar, vocabulary, reading and writing skills
- Each grade level curriculum has two parts (part 1 and part 2), and each part has 15 sessions
- By attending the total of 30 sessions in each grade level, our students will master all skillsets required by CA State Standards

### CLASS STRUCTURE

- We only assign class to teachers who have the most teaching experience and knowledge in specific subject and grade level
- Each class has no more than 4 students
- Class will be delivered through Zoom meeting, and homework will be provided for each session
- For G1 and above classes, constructive feedback will be provided for all homework assignments and writing assignments

## KMIND GRADE 1 RW CURRICULUM DESCRIPTION

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### STORY BOOKS:

- 27 story books
  - 12 fiction
  - 6 non-fiction (Cultural Books)
  - 9 mentor texts
- Essential questions for each session
- Books are chosen to align with the skills that are listed in the standard

### TEACHING METHODS/STRATEGIES:

- Interactive read aloud
- Echo Choral reading
- Close reading
- Shared Reading

### READING SKILLS AND STRATEGIES:

- Main Idea and Key details
- Ask and answer questions
- Retelling
- Central Message
- Connections between characters and events
- Characters, setting, events
- Connection between text and Illustrations
- Compare & contrast

### WRITING SKILLS:

- Reading Response (ADDT-Answer, Detail, Detail, This Makes Me Think)
- Friendly Letter
- Poetry
- Opinion Writing
- How To Books
- Personal Narrative

## PHONICS:

- Digraphs
- Final e (Long Vowels)
- Two-syllable words
- Inflectional ending (s, ing, ed, es)
- Irregular spelled words
- Long and short vowels
- Phonemes
- Fluency Practice

## GRAMMAR:

- Proper nouns
- Possessive Nouns
- Subject Verb Agreement
- Past Tense, Present Tense, Future Tense Verbs
- Adjectives
- Conjunctions
- Determiners
- Simple, declarative sentences
- Compound, declarative sentences
- Simple Interrogative Sentences
- Simple imperative sentences
- Simple exclamatory sentences

## VOCABULARY:

- Oral vocabulary
- Echo read
- Define
- Act

## HOMEWORK:

- Each session has 1-2 homework assignments
  - Essential HW and additional HW to meet student's' needs
- Feedback and comments will be provided for each HW assignment

## EXAMPLE OF OUTLINE—READING AND WRITING GRADE 1, PART 1, SESSION 1

### Scope and Sequence Reading and Writing Reading and Writing Outline Grade 1 (Part 1)

*California State Common Core Standards*

RL.1.1-Ask and answer questions about key details in the text.

L.1b.1-Use common, proper, and possessive nouns.

FS.3a.1-Know the spelling-sound correspondences for common consonant digraphs.

Essential Question: Why is it important to have friends?

| Session                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Read Aloud                                                                                                                                                                       | Grammar Skill                                                                                                                                                                                        | Reading Skill                                                                                                                                                                                                                                                                                                | Writing Skill                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Session 1</b><br><b>Rationale</b><br><b>Key details</b> answer the questions who, what, where, when, why, and how. The key details follow a sequence of events in a story. The illustrations can provide the reader with more detail because it allows the reader to understand what is not mentioned in the text.<br><br><b>Ask and Answer Questions</b><br>Good readers can better understand the story if they ask questions about what they read. | Interactive Read Aloud-<br><i>How Do Dinosaurs Stay Friends</i><br><br><i>How Do Dinosaurs Stay Friends</i> lends itself to understanding and identifying key details in a text. | Common Nouns <ul style="list-style-type: none"> <li>recognize common nouns</li> <li>identify common nouns</li> <li>explain why it is a common noun</li> <li>put common nouns in sentences</li> </ul> | Ask and answer questions about key details <ul style="list-style-type: none"> <li>Define and identify key details using the anchor chart</li> <li>Ask who, what, where, when, why and how questions about the story</li> <li>Answer who, what, where, when, why and how questions about the story</li> </ul> | Reading Response <ul style="list-style-type: none"> <li>Write responses to comprehension questions based off of the story</li> <li>Restate the question</li> </ul><br>Begin to learn ADDT (Answer, Detail, Detail, This Makes Me Think) writing strategy |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Phonics                                                                                                                                                                          | Vocabulary                                                                                                                                                                                           | Homework                                                                                                                                                                                                                                                                                                     | Learning Outcome                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Digraphs (sh) <ul style="list-style-type: none"> <li>Identify the digraph sound</li> <li>Read words with the digraph sound</li> </ul>                                            | Oral Vocabulary (Echo read, define, and/or act out) <ul style="list-style-type: none"> <li>Occasionally</li> <li>Scowl</li> <li>Blame</li> </ul>                                                     | Sh Digraph Cut and Paste                                                                                                                                                                                                                                                                                     | Students will be able to restate the question and about the story demonstrated in both written and verbal form.                                                                                                                                          |