

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 3 RW CURRICULUM DESCRIPTION

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STORY BOOKS:

- 28 story books
 - 5 fiction
 - 15 non-fiction
 - 3 folktales
 - 5 Poems
 - Books are chosen to align with the skills that are listed in the standard
 - Reading level of the books (lexile based on grade-level)
 - Essential questions for each book and session

TEACHING METHODS, STRATEGIES, AND MATERIALS:

- Interactive read aloud
- Choral reading
- Close reading
- Guided reading
- Shared reading
- Anchor Charts
- Graphic Organizers
- Videos

READING SKILLS AND STRATEGIES:

- Ask and answer questions
- Main Idea and Key Details
- Central Message/Theme
- Characters Traits
- Character Motivations
- Character Feelings
- Poems
- Text Features

WRITING SKILLS:

- Reading Responses
 - ADDT - Answer, Detail, Detail, This Makes Me Think



- Rhyming Poems
- Limerick Poems
- Haiku Poems
- Ballad Poems
- Color Poems
- Animal Research Project

PHONICS:

- Prefixes (un, re, dis, pre, non, mis)
- Derivational Suffixes (ly, ful, able, ible)
- Latin Suffixes
- Multi-Syllable Words
- Irregularly Spelled Words
- Fluency

GRAMMAR:

- Functions - noun and pronouns
- Functions - adjectives and adverbs
- Abstract Nouns
- Verb Tenses
- Comparative and Superlative Adjectives
- Coordinating Conjunctions
- Subordinating Conjunctions
- Commas and Quotations
- Possessives
- Suffixes
- Subject Verb Agreement and Pronoun Antecedent Agreement
- Context Clues

VOCABULARY:

- Oral vocabulary
- Echo read
- Define
- Examples/Non-Examples

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 3, PART 1, SESSION 1

Scope and Sequence Reading and Writing Reading and Writing Outline Grade 3 (Part 1)

**For Grammar, Phonics, Reading and Writing a different activity will be completed for each session

California State Common Core Standards

RL.1.3-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

L.1a.3-Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

FS.3a.3-Identify and know the meaning of the most common prefixes and derivational suffixes.

☐ Essential Question: How does technology impact our life?

Session	Read Aloud	Grammar Skill	Reading Skill	Writing Skill
Session 1 Rationale Key details 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. Ask and Answer Questions Good readers can better understand the story if they ask questions about what they read.	Shared/Independent Reading <i>Can Robots be People Too?</i> <i>Can Robots be People Too?</i> lends itself to finding evidence in the text to support the answer	Functions-noun and pronouns Explain the function of nouns and pronouns in a sentence	Ask and Answer Questions - Ask who, what and where, questions about the story - Answer who, what, and where questions about the story	Reading Response - Write responses to comprehension questions based off of the story - Use evidence from the text to support your answer
	Phonics	Vocabulary	Homework	Learning Outcome
	Prefixes (un, re, dis, pre) Identify and know the meaning of common prefixes	Oral Vocabulary (Echo read, define, and/or act out) - Seniors - Companionship - Experts - Technology - Devices	Comprehension Question Writing - How do people use robots in real life? - Do you think it is a good or bad idea to use robots? Why?	Students will be able to ask and answer questions to demonstrate their understanding of the text. Students will be able to write responses to comprehension questions using text evidence to support their answer.