

KMIND WRITING CURRICULUM

GO BEYOND THE NORM

- State Standard driven-- Strictly follow CA State Standards and writing process with differentiated instruction based on specific needs and preferences
- 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 grammar, spelling, research and writing skills
- 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 3 students
- Class will be delivered through Zoom meeting, and homework will be provided for each session
- For G1 and above classes, feedback will be provided for all homework assignments and writing assignments

KMIND GRADE 1 WRITING CURRICULUM DESCRIPTION

GO BEYOND THE NORM

READINGS BEFORE CLASS:

- Stories are required to be read before class
- Books are chosen to align with the skills that are listed in the standard
- Reading level of the books (lexile based on grade level)
- 33 story books
 - 24 fiction
 - 5 non-fiction
 - 4 realistic fiction

WRITING SKILLS:

- Written responses (paragraph writing)
- Simple and compound sentences
- Narrative paragraph
- Prompt writing
- Narrative writing
- Fairy Tales
- Compare and contrast stories
- Fiction writing
- Nonfiction writing
- Realistic fiction writing

WRITING FOCUS:

- Mini Lessons
 - Types of sentences (Declarative-Simple and Compound)
 - What is a paragraph?
 - Topic sentence
 - Ending sentence
 - Understanding narrative paragraphs
 - Picture prompts (character, setting and events)
 - Understanding characteristics of fairy tales
 - Combining choppy sentences
 - Avoiding double subjects
 - Compare and contrast
 - Understanding characteristics of fiction stories
 - Organization of ideas
 - Story elements
 - Main idea/topic
 - Understanding characteristics of non-fiction stories

- Text features (table of contents, subtitle, captions)
- Understanding characteristics of realistic fiction stories

DAILY DOES GRAMMAR:

- Spelling
- Language
- Fix it sentences

HIGHLIGHTS:

- Each session includes a writing focus and daily dose of grammar to target a set of specific learning objectives and writing skill set
- Strictly follows the writing process (prewrite, draft, revise, edit, publish) for writing assignments
- Students will produce 5 different genre stories throughout the class (Narrative, Fairy Tale, Fiction, Non-Fiction, Realistic Fiction)
- Most sessions focus on the necessary skills for writing stories
- Feedback for writing assignment will be provided each week for quality outcomes
- Writing celebration will be included at the end of the program to promote students' motivation and passion for writing
- Theories of educational psychology will be integrated in each session to instill the value and importance of being a good writer

EXAMPLE OF OUTLINE—WRITING GRADE1, PART1, SESSION1

Scope and Sequence Writing Writing Outline Grade1 (Part 1)

California State Standards

RL.1.1-Ask and answer questions to demonstrate understanding of a text.

Session	Reading Before Class	Writing Focus	Writing Skill
Session 1 <i>Rationale</i> Written response is viewed as the highest level of comprehension because students are able to communicate in writing their learning and viewpoints . Having students explain their thinking is very important.	<i>If I Were A President's Pet</i> and <i>My Favorite Pet</i>	Types of Sentences (Declarative-Simple and Compound) - Understand and identify types of sentences - Use the different types of sentences in writing	Written Responses - Responding to Text - Brainstorm ideas about being the pet of a favorite president - Use simple sentences and compound sentences to respond the writing prompt
	Homework	Learning Outcome	Daily Dose of Grammar
	Daily Writing Prompt: What type of pet would you want? Why?	Students will be able to write a response to a text using simple and compound sentences.	Spelling (a-e, ay, ai), Language (common nouns), and Fix it sentences