

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 6 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)
- 28 story books
 - 8 fiction
 - 20 non-fiction

WRITING SKILLS:

- Paraphrase
- Quoting
- Citing evidence in the text
- Theme writing
- Argumentative writing
- Informative/explanatory writing
- Personal narrative
- Research report
- Create google slide presentation

WRITING FOCUS:

- Mini Lessons
 - Paraphrasing
 - Quoting
 - Determine good research resources
 - APA format
 - Central message
 - Writing process
 - Differentiate between persuasive and argumentative
 - Define features of argumentative writing
 - Stating claims
 - Relationship between claim and reasons
 - Revising and editing
 - Define components of informative/explanatory writing
 - Evaluative resources
 - Using sensory details in narrative writing
 - Time order transitions
 - Question words (who, what, where, why, when, how)
 - Show don't tell

- Revising in action
- Summarizing
- Research report features
- Topic sentence
- Ending sentence
- Organization of ideas

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 (Theme, Argumentative, Informative/Explanatory, Personal Narrative, Research Report)
- 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 GRADE6, PART1, SESSION1

Scope and Sequence Writing Writing Outline Grade 6 (Part 1)

California State Standards

RL.2.6-Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Session	Reading Before Class	Writing Focus	Writing Skill
Session 1 <i>Rationale</i> Effective paraphrasing is necessary because the use of paraphrasing facilitates important literacy skills : It encourages repeated reading, develops note-taking habits as students track quotes and outline text details, and expands vocabulary as they consider appropriate ways to describe the original text.	Who Was RGB?	Mini Lessons • Paraphrasing and quoting • Determine good research sources • APA-citing within the text and at the end of the text	• Practice paraphrasing and using quotes in writing • Practice citing evidence in the text and at the end of the text
	Homework	Learning Outcome	
	Daily Prompt • If you could take any animal from the zoo home as a pet, which would you choose—and why?	Students will be able to become proficient in paraphrasing, quoting, and using APA for citations.	