

**THE STRATEGIES ARE NATURALLY INTERWOVEN THROUGHOUT THE YEAR, BUT ARE EXPLICITLY TAUGHT DURING THE SPECIFIED QUARTERS.**

THE STRATEGIES ARE NATURALLY INTERWOVEN THROUGHOUT THE YEAR, BUT ARE EXPLICITLY TAUGHT DURING THE SPECIFIED QUARTERS.				
Strategy Focus	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
	Ideas	Questioning	Clarifying	Determining Importance
	Oral	Predicting	Making Inferences	Synthesizing/ Summarizing
Strategies	<p><b>Strategies to be implemented all year:</b></p> <ul style="list-style-type: none"> <li>Modeled writing</li> <li>Think Alouds</li> <li>Shared writing</li> <li>Create class books</li> <li>Guided writing</li> <li>Teach proper letter formation</li> <li>Model using graphic organizers for generating ideas</li> <li>Conference with students and provide feedback</li> </ul> <p><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/index.shtml">http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/index.shtml</a></p>			
Skill connection/strategies	<p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>Draw pictures and or use letters</li> <li>Produce artwork to show comprehension (K.9, 10)</li> <li>Use senses to create mental images of what is being read</li> <li>Discuss how to visualize the story with peers</li> </ul> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>Relate previous experiences to what is read (K.9b, 10)</li> <li>Describe the relationship between illustrations and the text (K.9c, 10)</li> <li>Identify the roles of the author and the illustrator (K.9a)</li> <li>Discuss meaning of words (K.8) Identify real-life connections between words and their uses</li> <li>Make text-to-self, text-to-text, and text-to-world connections</li> </ul>	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Listen to a variety of literary forms read aloud and ask and answer questions for further understanding (K.1a)</li> <li>Ask who, what, where, when, why, and how questions (K.3h)</li> <li>Ask and respond to questions about unknown words in a text (k.8)</li> <li>Begin to ask and answer questions about the picture and the text (k.9d, 10)</li> </ul> <p><b>Predicting</b></p> <ul style="list-style-type: none"> <li>Use clues from pictures or text to make ongoing predictions (k.8, 9c, 10a)</li> <li>Use the beginning and middle of the story to guess how it will end</li> </ul>	<p><b>Clarifying</b></p> <ul style="list-style-type: none"> <li>Recognize lack of understanding and seek clarification by asking questions (K.2f, 3h)</li> <li>Understand how print is organized and read (K.5)</li> <li>Recognize and identify environmental print (K.6a)</li> <li>Explain that printed material provides information (K.6b)</li> <li>Stop and think while reading</li> <li>Use pictures, letters, sounds, and words to make sense of what is read</li> </ul> <p><b>Making Inferences</b></p> <ul style="list-style-type: none"> <li>Link knowledge from personal experiences to make sense of and talk about a text (K.9, 10)</li> <li>Use picture clues to figure out the problem of the story (K.10a)</li> <li>Identify the characters' feelings (K.9g)</li> </ul>	<p><b>Determining Importance</b></p> <ul style="list-style-type: none"> <li>Use story language in discussions and retellings (K.9e)</li> <li>Identify text features (K.10b)</li> <li>Demonstrate comprehension of text (K.9, 10)</li> <li>Discuss simple facts and information relevant to the topic (K.10)</li> <li>Give evidence of understanding the meaning of what is being read aloud, including the who, what, when, where, why, and how (K.9)</li> <li>Ask and respond to simple questions about the text (K.9)</li> <li>Retell a story in correct sequence (K.9f)</li> </ul> <p><b>Synthesizing/ Summarizing</b></p> <ul style="list-style-type: none"> <li>Demonstrate comprehension of text (K.9, 10)</li> <li>Give evidence of understanding the meaning of what is being read aloud, including the who, what, when, where, why, and how (K.9)</li> <li>Retell a story in correct sequence including beginning, middle, and end (K.9f)</li> <li>Discuss characters, settings, and events (K.9g)</li> </ul>

Goal	<p><b>By the end of Kindergarten ALL students should be able to:</b></p> <ul style="list-style-type: none"><li>• Write a complete sentence. Begins to use capitals and correct punctuation.</li><li>• Print uppercase and lowercase letters of the alphabet legibly with correct formation.</li><li>• Legibly print first and last name.</li><li>• Begin to properly space letters and words</li><li>• Draw pictures to relate thoughts and information.</li><li>• Use letters to phonetically spell words.</li><li>• Write left to right and top to bottom.</li></ul>
Ongoing	<p><b><u>Oral Language (K.1, K.2, K.3)</u></b></p> <ul style="list-style-type: none"><li>• Demonstrate growth in oral language</li><li>• Expand understanding and use of word meanings</li><li>• Build oral communication skill</li></ul> <p><b><u>Phonemes (K.4)</u></b></p> <ul style="list-style-type: none"><li>• Identify, say, segment, and blend various units of speech sounds</li></ul> <p><b><u>Phonetic Principles (K.7)</u></b></p> <ul style="list-style-type: none"><li>• Develop an understanding of basic phonetic principles</li></ul>

