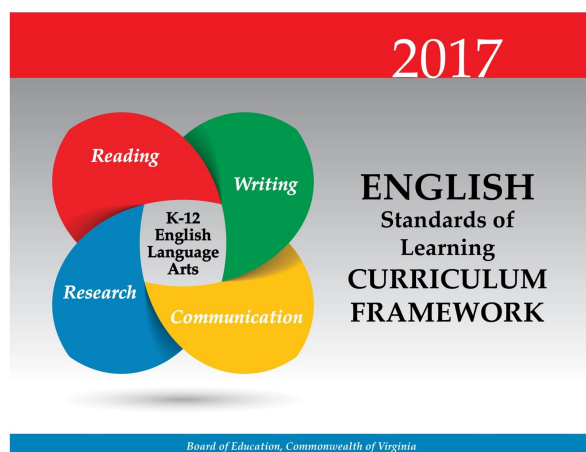


# Waynesboro Public Schools

301 Pine Avenue Waynesboro, Virginia 22980

[www.waynesboro.k12.va.us](http://www.waynesboro.k12.va.us)

Revised: August 15, 2020



## Reading Alignment Document



### Reading Alignment Document

The following document was designed to provide teachers with additional information regarding the alignment between the Benchmark Literacy program and the 2017 Reading SOLs. It is not a replacement of the Reading Curriculum Framework. The professional responsibility of each teacher is to read the curriculum framework in order to understand and teach each 2017 Reading Standards, including the essential knowledge and skills. The document will assist with some of the additions and deletions needed in order to stay perfectly aligned. Use this document as a resource as you teach the Benchmark Literacy program.

2nd Grade Benchmark Alignment Document (August 15, 2020)

School Week	Content	Standards of Learning	EKS to Embed Essential Knowledge and Skills	Notes
1-4	First 30 Days	Note for us: what we see at first glance 2.1d, e, f, i, j, g 2.2 b 2.5 a 2.6 d, e 2.7 a, c, d, e, f 2.8 a		*2.6 a, b, c - Use knowledge of homophones, prefixes (Unit 10 phonics), suffixes, antonyms and synonyms, alphabetize words to the 2nd and 3rd letter, and contractions (Units 7.1 & 9.1 phonics) are not adequately covered in whole group reading lessons  *2.6 e- use of word reference materials including dictionary is not adequately covered in whole group reading lessons  *2.7 f - Identify a theme Was not adequately covered in whole group reading lessons  Poetry? - where is it covered and for how much time?
<p>Ongoing:</p> <ul style="list-style-type: none"> <li>2.1 The student will use oral communication skills.</li> <li>2.2 The student will demonstrate an understanding of oral early literacy skills</li> <li>2.3 The student will orally identify, produce and manipulate various phonemes within words to develop phonemic awareness</li> <li>2.4 The student will use phonetic strategies when reading and spelling</li> <li>2.5 The student will use semantic clues and syntax to expand vocabulary when reading</li> <li>2.6f Use of vocabulary from other content areas</li> <li>2.8d Set purpose for reading?</li> </ul>				
5-7	Unit 1: Ask Questions/ Identify Main Idea and Supporting Details	2.5 a 2.8 a, c, e, f, h		2.7 f Could include identify a theme

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School Week	Content	Standards of Learning	EKS to Embed Essential Knowledge and Skills	Notes
8-10	<b>Unit 2:</b> Visualize and Analyze Character	2.7c, d, h, i		
11-13	<b>Unit 3:</b> Determine Text Importance & Identify Sequence of Events	2.5 b 2.6d, e, f 2.8a,d,e,g,h	*Use knowledge of sequence to read and follow recipes and other sets of directions	Note: read and following recipes is not addressed
14-16	<b>Unit 4:</b> Summarize & Synthesize and Analyze Story Elements	2.5 a 2.6 d 2.7a, b, h 2.8c, e 2.7i		2.6 d (one day on synonyms/antonyms)
17-19	<b>Unit 5:</b> Make Connections & Make Inferences	2.5 a 2.8 c, e, g, h		
20-22	<b>Unit 6:</b> Fix-Up Monitoring and Summarize Information	2.7 c, e, g, i		
23-25	<b>Unit 7:</b> Make Inferences and Make Predictions	2.6 c (antonyms) 2.7a,b,c,d,h,i 2.8b, f		1 day lesson on antonyms
26-28	<b>Unit 8:</b> Determine Text Importance/Compare and Contrast	2.6c (synonyms) 2.8a,c,e,f,h		1 day lesson on synonyms
29-31	<b>Unit 9:</b> Make Connections/Identify Cause and Effect	2.5a,b 2.7b,c,e,i 2.8a,c		
32-34	<b>Unit 10:</b> Make Inferences and Draw Conclusions	2.7h,i 2.8g		