

Waynesboro Public Schools

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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.

3rd 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		Recognize and identify a theme or lesson of fictional text(s) (e.g., friendship, survival, determination) using key supporting details <ul style="list-style-type: none"> - Thematic topic - Lessons learned Demonstrate comprehension by writing about what is read	
<p>Ongoing: Standards 3.4 a-f focus on expanding vocabulary and should be taught throughout the year. 3.5 a 3.5 k, and m, along with 3.6 i and j, focus on using reading strategies to monitor comprehension and reading with fluency, accuracy, and meaningful expression 3.5j - identify the theme - should be discussed with many fictional stories 3.5l - differentiate between fiction and nonfiction - should be discussed throughout the year as well. In both fiction and nonfiction, demonstrating comprehension by writing about what is read needs to be routinely embedded throughout the year as well.</p>				
5-7	Unit 1: Ask Questions/ Identify Main Idea and Supporting Details	3.5 a, b, d, e*, g, l (literary nonfiction) 3.6 d, g, h	3.5 (fiction) <ul style="list-style-type: none"> - identify literary nonfiction as a type of narrative text which uses story elements and language to share accurate information about real people, places, and events, including but not limited to biography and autobiography - use important plot events to summarize literary nonfiction - describe a character's attributes - use evidence from the text to support generalizations 3.6 (nonfiction) <ul style="list-style-type: none"> - use prior and background knowledge as context for new learning by recognizing similarities between the text they are reading and other texts they have read - use text features to preview; set a purpose for reading; make, confirm, and revise predictions; and locate information 	*3.5e is only done on wk 2, day 3. Teachers might want to include instruction with other days biographies are read. 3.5d The comparisons done within BML are focused on how the texts are different, but do not focus on other elements.

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School Week	Content	Standards of Learning	EKS to Embed Essential Knowledge and Skills	Notes
8-10	Unit 2 Visualize/ Analyze Character	3.5 a, b, d, f, h	Apply knowledge of characterization by: <ul style="list-style-type: none"> - describe a character's attributes - use evidence from the text to support generalizations - identify the narrator of a story - explain how the actions of characters contribute to the sequence of events 	
11-13	Unit 3 Determine Text Importance / Identify Sequence of Events	*3.5 a, b, d, e 3.6 f	3.6 g, h (nonfiction) <ul style="list-style-type: none"> - summarize information found in nonfiction text by identifying important details that support the main idea 3.6 c <ul style="list-style-type: none"> - use text features to preview; make, confirm, and revise predictions 	*identifying sequence of events is not a 3 rd grade SOL. The focus of this unit should be to explain how the actions of characters contribute to the sequence of events in fiction and to summarize information in nonfiction.
14-16	Unit 4 Summarize and Synthesize / Analyze Story Elements	3.5 e, i Realistic Fiction	<ul style="list-style-type: none"> - Poetry - use important plot events to summarize fictional text, literary nonfiction, and poetry 	*poetry is not expressly taught through Benchmark *This unit mainly focuses on identifying characters, setting and plot; however, the SOL states 3 rd graders need to be comparing and contrasting story elements.
17-19	Unit 5 Make Connections/Make Inferences	3.5 b, d, g, h 3.6 b, d, e		*making inferences isn't a 3 rd grade SOL, but drawing conclusions is and that maybe as we teach and test, the language should be changed from: "what clues support the inference that..." To "what conclusion can your draw from..."

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School Week	Content	Standards of Learning	EKS to Embed Essential Knowledge and Skills	Notes
20-22	Unit 6 Fix-Up Monitoring/ Evaluate Fact & Opinion		3.6 a - author's purpose (provide information, explain a process, and persuade)	*this unit focuses on fact/opinion, which is not a 3rd grade SOL.
23-25	Unit 7 Make Inferences/ Make Predictions	3.5 b, c	3.5 c use specific details to make, confirm, and revise predictions 3.6 c use text features to preview; make, confirm, and revise predictions	
26-28	Unit 8 Determine Text Importance / Compare and Contrast	3.5 b, d 3.6 d, f	~compare and contrast characters, setting, and plot in at least two versions of the same story (e.g. Cinderella)	
29-31	Unit 9 Make Connections / Identify Cause and Effect	3.5 b 3.6 b		* Cause & Effect is not a 3rd grade SOL
32-34	Unit 10 Make Inferences / Draw Conclusions	3.5 h 3.6 e		