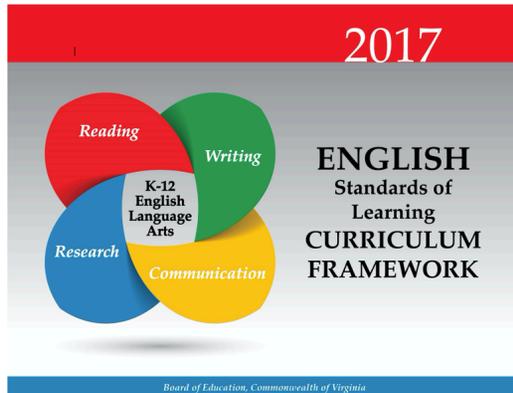


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Revised: August 15, 2020



First Grade 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.

1st Grade Benchmark Alignment Document (August 15, 2020)

School Week	Content	Standards Of Learning	EKS to Embed Essential Knowledge and Skills	Notes
	On-going skills	1.1a,b,c,d,e,f,g,l,j, k,l 1.2a,b,c,d 1.3a,b,c, d, e, f 1.4a,b,c 1.5a,b,c,d,e,f,g,h 1.6a,b,c,d,e 1.7a,b,c,d,e,f,g,h 1.8 a,b 1.9a,b,c,e,i 1.10a,b,c,e,f,h 1.11a,b 1.12b,c,d,e,g,h 1.13a,b,c 1.14a		These skills are directly or indirectly embedded in all 1 st grade Benchmark units

1-4	First 30 Days	1.1a,b,c,d,e,f,g,h,i ,j,k,l 1.2a,b,c,d 1.3a,b,c,d,e,f	<ul style="list-style-type: none"> *use appropriate pencil grip (1.11) *print all capital letters and lowercase letters in sequence and in random order (1.11) *print first and last names, beginning each with a capital letter (1.11) *use manuscript number formation (1.11) *give simple two-step directions (1.11) *apply the alphabetic principle when writing words (1.12) *capitalize the pronoun I (1.13) *capitalize days of the week and months of the year (1.13) *capitalize names of people (1.13) *use resources in the classroom to spell words (1.13) *use tools to produce and publish writing (1.13) *share writing with others (1.13) *use words of time and position including first, second, next, on, under, beside, and over, to give directions orally (1.1) *use verbs to give directions orally (1.1) *sort picture cards by initial, medial, and final phonemes (1.3) *recognize that a sentence starts with a capital letter (1.4) *differentiate between vowels and consonants (1.5) *use singular and plural nouns (1.7) *use adjectives to describe nouns (1.7) *use verbs to identify actions (1.7) 	<p>Same for Weeks 1-6</p> <p>These are procedural skills that are a primary focus during the first 30 days, but will continue to be practiced and be viewed as an expectation throughout the year.</p>

5-7	<p align="center">Unit 1 Main Idea and Details/Story Elements- Character/Setting Nonfiction</p>	<p>1.6b,c 1.7a,b,c,d,e 1.9h 1.10.d,g 1.12c 1.2c,d 1.9 i</p>	<p>*Demonstrate comprehension by writing about what is read (1.9) *read various nonfiction forms including letters, lists, recipes, newspaper, and magazines (1.10)</p>	<p>Identifying a theme (1.9h) is not explicitly taught, but would fit well in this unit as it could support main idea</p> <p>Participate in creative dramatics (1.2d) is week 3 for every unit</p>
8-10	<p align="center">Unit 2 Visualize/Character Analysis Fiction</p>	<p>1.7c,g,h 1.9a,b,d,e,f,g 1.2c,d 1.9 h, i</p>	<p>*demonstrate comprehension by writing about what is read (1.9)</p>	<p>Identifying a theme (1.9h) is not explicitly taught, but would fit well in this unit as it could support character analysis</p>

<p>11-13</p>	<p>Unit 3 Determine Text Importance/Identify Sequence of Events Nonfiction (life cycles)</p>	<p>1.1b 1.2b 1.6b,c 1.7a,b,d 1.9a,b1.9d,e 1.10b,d,e,f 1.12c 1.14b,c,d,e</p> <p>1.2c,d 1.9 i</p>	<p>*use words of time and position, including first, second, next, on, under, beside and over, to give directions orally (1.1) *use verbs to give directions orally (1.1) *use simple reference materials (1.8) *use a picture dictionary to find meaning of unfamiliar words (1.8) *generate ideas for topics based on interest or content areas (favorite animal, life cycles, etc.) (1.14) *work collaboratively to generate questions to gather information (1.14) *use provided sources to answer questions or solve problems (1.14) *use templates (e.g., graphic organizers, charts, graphs) to organize information (1.14)</p>	
<p>14-16</p>	<p>Unit 4 Summarize and Synthesize/Analyze Story Elements Fiction</p>	<p>1.2a,b,c 1.4a,b 1.5a,b,c,d,e 1.6a,b,c,d,e 1.9a,b,c,e,f,g 1.2c,d 1.9h,i</p>	<p>*talking about words and their meanings as they are encountered in stories, poems, and conversations (1.2) *providing reactions to stories and poems (1.2) *write narratives that include at least two sequenced events, with details, and a conclusion (1.12) *generate ideas for topics based on interest or content areas (favorite animal, life cycles, etc.) (1.14) *work collaboratively to generate questions to gather information (1.14) *use provided sources to answer questions or solve problems (1.14) *use templates (e.g., graphic organizers, charts, graphs) to organize information (1.14)</p>	<p>1.14 can be the focus during several of the units depending on teacher preference Identifying a theme (1.9h) is not explicitly taught, but would fit well in this unit as it supports analyzing story elements</p>

17-19	<p align="center">Unit 5 Make Connections & Inferences Nonfiction</p>	1.1e 1.2b 1.4c 1.6e 1.7a,b,c,e,f,g,h 1.9a,b,c,d 1.10a,b,c,d,e,f,g,h 1.2c,d 1.9h,i	*asking and answering questions about what is said in order to gather additional information or clarify something not understood (1.2)	
20-22	<p align="center">Unit 6 Fix Up Monitoring/Summarize Information Nonfiction</p>	1.1e 1.2c,d 1.4c 1.5a,b,c,d,e,f,g,h 1.6a,b,c,d,e 1.7d,f,g,h 1.9d,e,f,g,l 1.10a,b,c,h 1.14a,b,c,d,e 1.2c,d 1.9 i	*generate ideas for topics based on interest or content areas (favorite animal, life cycles, etc.) (1.14) *work collaboratively to generate questions to gather information (1.14) *use provided sources to answer questions or solve problems (1.14) *use templates (e.g., graphic organizers, charts, graphs) to organize information (1.14)	1.14 can be the focus during several of the units depending on teacher preference
23-25	<p align="center">Unit 7 Make Inferences/Make Predictions Fiction</p>	1.1a,b,c,d,f,g,hj,k, l 1.2a,b,c,d 1.4a,b,c 1.5a,b,c,d,e,f,g,h 1.6a,b,c,d,e 1.7b 1.9a,b,c,d, 1.10e 1.11a,b 1.12a,b,cd,g 1.13a,b,c 1.2c,d 1.9h,i	*write to express an opinion and give a reason (1.12)	Identifying a theme (1.9h) is not explicitly taught, but would fit well in this unit as it supports making inferences

26-28	<p align="center">Unit 8 Determine Text Importance/Compare and Contrast Nonfiction</p>	<p>1.6a,b,c,d 1.7a,b,c,d,e 1.9d,e 1.10b,c,d,d 1.12a,b,c 1.2c,d 1.9h,i</p>		
29-31	<p align="center">Unit 9 Make Connections/Cause and Effect Nonfiction</p>	<p>1.2a 1.7a,b,c,d,e,f,g,h 1.9d,e,f,g 1.10a,b,c,d,e,f, 1.14 1.2c,d 1.9h,j</p>	<p>*generate ideas for topics based on interest or content areas (favorite animal, life cycles, etc.) (1.14) *work collaboratively to generate questions to gather information (1.14) *use provided sources to answer questions or solve problems (1.14) *use templates (e.g., graphic organizers, charts, graphs) to organize information (1.14)</p>	<p>1.14 can be the focus during several of the units depending on teacher preference</p>
32-34	<p align="center">Unit 10 Make Inferences/Draw Conclusions Nonfiction</p>	<p>1.6b,d,e 1.7a,b,c 1.9d,e, 1.10a,b,c,d,e 1.2c,d 1.9h,j</p>		