

# Waynesboro Public Schools

301 Pine Avenue Waynesboro, Virginia 22980

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

Revised: August 15, 2020



## Fourth 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.

### 4th Grade Benchmark Alignment Document (July 28, 2020 )

August 15, 2020

School Week	Content	Standards Of Learning	EKS to Embed Essential Knowledge and Skills	Notes
1-4	First 30 Days	4.1 Using effective oral communication skills in a variety of settings 4.1a: listen actively and speak using appropriate discussion rules 4.1b: contribute to group discussions across content areas 4.1c: orally summarize information expressing ideas clearly 4.1d: ask specific questions to gather ideas and opinions from others 4.1e: use evidence to support opinions and conclusions 4.1f: connect comments to the remarks of others 4.1g: use specific vocabulary to communicate ideas 4.1h: demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work 4.1i: work respectfully with others, and show value for individual contributions 4.5 Read and demonstrate comprehension of fictional texts, literacy nonfiction texts, and poetry 4.5 d: identify genre 4.5 f: identify conflict and resolution 4.5 i: Compare/contrast details in		

		<p>literary and informational nonfiction texts</p> <p>4.5 j: Identify cause and effect relationships</p> <p>4.5 k: use reading strategies throughout the reading process to monitor comprehension</p> <p>4.6 Read and demonstrate comprehension of nonfiction texts</p> <p>4.6a: use text features such as type, headings, and graphics to predict and categorize information</p> <p>4.6f: distinguish between cause and effect</p> <p>4.6 h: use reading strategies throughout the reading process to monitor comprehension</p> <p>4.6 i: Read with fluency, accuracy, and meaningful expression</p>		
<p>Ongoing:</p> <p>4.1 a-i using effective oral communication skills in a variety of settings; 4.4 a, b, d, and e focus on expanding vocabulary; 4.4 b using knowledge of roots and affixes to understand meanings of words (Word Study focus in addition to reading in text)</p> <p>4.5 b identify the theme; 4.6 b is visited every Week 3 of each unit. 4.5 k and l and 4.6 h and i focus on using reading strategies to monitor comprehension and reading with fluency, accuracy, and meaningful expression as well as opportunities for writing about what is read to demonstrate comprehension of text</p>				
5-7	Unit 1: Ask Questions, Main Idea and Supporting Details	<p>4.4 a (<i>multi-meaning words</i>)</p> <p>4.5 a (<i>sequence of events</i>)</p> <p>d (<i>Biography</i>) e</p> <p>4.6 c, d</p>	4.4 c use word reference materials	4.4 c during Week 3 when focusing on multiple meaning words
8-10	Unit 2: Determine	4.5 a ( <i>sequence of events</i> ), c, d		4.5 a plot, setting, and

	Text Importance and Identify Sequence of Events	( <i>personal narrative</i> ), h, i,		characters are covered in Week 2 when using a personal narrative
11-13	Unit 3: Visualize and Make Inferences	4.5 a, d ( <i>Historical fiction</i> ) g 4.6 e	4.5 k- use specific details to make, confirm, or revise predictions	4.5 g sensory words should be used in the whole group lessons while working on visualization  Compare and contrast inferences and predictions
14-16	Unit 4: Fix-Up Monitoring and Summarize Information	4.4 b ( <i>antonyms</i> ) 4.5 c, d ( <i>realistic fiction</i> ), f ( <i>section of text</i> ), g, h, i 4.6 c, d		4.4 b during Week 3
	Functional Text		4.5 d ( <i>functional text</i> ) 4.6 a- use text features b- explain author's purpose c- identify main idea, e- draw conclusions and make inferences	Could use month/holiday related texts
17-19	Unit 5: Determine Text Importance and Compare and Contrast	4.4 b (synonyms) 4.5 a-c, d ( <i>Trickster tales/Folklore</i> ) f, h, i		4.4b (synonyms) during Week 2 and 3
	Functional Text		4.5 d ( <i>functional text</i> ) 4.6 a- use text features b- explain author's purpose c- identify main idea, e- draw conclusions and make inferences	Could use month/holiday related texts

20-22	Unit 6: Make Connections and Identify Cause and Effect	4.5 i, j 4.5 a-c 4.5 d ( <i>Pourquoi tale/Folklore</i> ) 4.6 b, f		
23-25	Unit 7: Make Inferences and Draw Conclusions	4.5 a-c 4.5 d ( <i>Fairy tales</i> ) 4.5 h, i 4.6 e	4.5 k- use specific details to make, confirm, or revise predictions	Compare and contrast inferences and predictions
26-28	Unit 8: Summarize and Synthesize/ Evaluate Author's Purpose	4.5 a-c 4.5 d ( <i>Tall tales</i> ) 4.5 i 4.6 b		4.5 i Compare and Contrast Week 2
29-31	Unit 9: Make Connections/Distinguish and Evaluate Fact and Opinion	4.5a 4.5 d ( <i>persuasive letters</i> ) 4.5 i ( <i>not sure if it is covered yet</i> ) 4.6 g		4.5a (Author's purpose) Week 3
32-34	Unit 10- Asking Questions and Make Judgements	4.4 b 4.5 a-c 4.5 d ( <i>fables</i> ) 4.6 d		4.4b (synonyms) Week 2