ASOL READING SCOPE AND SEQUENCE MATRIX: HIGH SCHOOL

ASOL *READING* – MATRIX							
Based on the 2010 *English* Standards of Learning							
Reporting Category	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Use word analysis strategies and word reference materials	3E-RW 1 3E-RW 2 3E-RW 3 3E-RW 4 3E-RW 5 3E-RW 6 3E-RW 7	4E-RW 1	5E-RW 1	6E-RW 1	7E-RW 1	8E-RW 1	HSE-RW 1 HSE-RW 2 HSE-RW 3
Demonstrate comprehension of fictional texts	3E-CF 1 3E-CF 2	4E-CF 1	5E-CF 1	6E-CF 1	7E-CF 1	8E-CF 1	HSE-CF 1 HSE-CF 2 HSE-CF 3
Demonstrate comprehension of nonfiction texts	3E-CN 1 3E-CN 2	4E-CN 1	5E-CN 1	6E-CN 1	7E-CN 1	8E-CN 1	HSE-CN 1 HSE-CN 2 HSE-CN 3

REPORTING CATEGORIES	HIGH SCHOOL ASOL BLUEPRINT	UNDERSTANDING THE STANDARD
	HSE-RW 1 (SOL 9.3)	The intent of this standard is that students will increase their independence as learners of vocabulary. Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. Teachers should use a study of cognates (words from the same linguistic family) to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). Students will evaluate the use of figurative language in text. Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. **Connotation** is subjective, cultural and emotional. A stubborn person may be described as being either *strong willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*), *strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone. **Denotation** is a dictionary definition of a word. **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder). An **allusion** is an indirect reference to a person, place, event or thing-- real or fictional. J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible.
Use word analysis strategies and word reference materials	HSE-RW 2 (SOL 10.3)	The intent of this standard is that students will increase their independence as learners of vocabulary. Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). Students will evaluate the use of figurative language in text. Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. **Connotation** is subjective cultural and emotional. A stubborn person may be described as being either *strong willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*). *Strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone. **Denotation** is a dictionary definition of a word. **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder). An **allusion** is an indirect reference to a person, place, event or thing – real or fictional. J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible.
	HSE-RW 3 (SOL 11.3)	The intent of this standard is that students will increase their independence as learners of vocabulary. Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). Students will evaluate the use of figurative language in text. Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. **Connotation** is subjective, cultural, and emotional. A stubborn person may be described as being either *strong willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*). *Strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone. **Denotation** is a dictionary definition of a

		word. **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder). An **allusion** is an indirect reference to a person, place, event, or thing – real or fictional. J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible.
Demonstrate comprehension of fictional texts	HSE-CF 1 (SOL 9.4)	Strategies for reading should be used to develop reading comprehension skills. Students will apply a process for reading as they analyze a variety of literature. They will study classical and contemporary selections that represent literary forms. Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and narrative nonfiction. Students will understand that literary texts can fulfill a social or cultural function depending on the time, location, and purpose of the author. For example, *The Grapes of Wrath,* which focuses on the plight of migrant farmers, affected the conscience of a nation and helped laws to change. Students will understand that parallel plots are plots in which each main character has a separate but related story line that merges together (e.g., *A Tale of Two Cities*). Students will read and analyze one-act and full-length plays. Students will use a variety of reading strategies such as text annotation, QAR (Question-, Answer Relationships), thinking aloud, etc.
	HSE-CF 2 (SOL 10.4)	Students will know the ways that literature is defined by a variety of literary works, themes, and universal themes. They will read a wide range of literary genres from different cultures and time periods in order to gain an appreciation of various cultural histories and recognize similarities in images and themes that connect all peoples. Students will compare and contrast poetic elements that poets use to evoke an emotional response. Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems. Students should understand the difference between a critique and a summary: A **summary** restates what one just read in one's own words, and presents only main details, and maintains an objective voice. A **critique** analyzes what was read, offers interpretations, judgments, and evidence for support. Students will explain ways that characterization in drama differs from that in other literary forms. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. **Close reading** entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history. A complete list of literary devices is included under SOL 9.4 Students will read and analyze poetry, focusing on rhyme, rhythm, and sound. Students will compare and contrast poetic elements that poets use to evoke an emotional response. Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems.
	HSE-CF 3 (SOL 11.4)	Students will understand literature as it relates to the cultural and historical period in which it was written. More specifically, students will recognize how authors are influenced by the ideas and values of their times. For this reason, literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written. Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written. Students will read, analyze, critique, and compare a variety of contemporary and traditional poetry. A list of poetic elements and techniques is included in the "Essential Knowledge, Skills, and Processes" column for English SOL 9.4 Students will read and critique a variety of dramatic selections. A complete list of literary devices is found in Essential Knowledge, Skills, and Processes column for SOL 9.4. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. **Close reading** entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that

		contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text, including considering relationships to other texts or social or cultural history.
Demonstrate comprehension of nonfiction texts	HSE-CN 1 (SOL 9.5)	The intent of this standard is that students will read and analyze a variety of nonfiction, i.e., informational/factual prose materials. Students will understand the purpose of text structures and use those features to locate information, such as: problem-solution, cause and effect, ordered sequence, definition or description with a list. Students will understand before-, during-, and after-reading strategies. Students will use a variety of reading strategies such as text annotation, QAR (Question Answer Relationship), thinking aloud, etc.
	HSE-CN 2 (SOL 10.5)	Students need to be skilled readers of nonfictional texts and technical manuals and have the ability to apply different reading strategies when engaging with a variety of such materials. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.
	HSE-CN 3 (SOL 11.5)	Students will read, understand, and use a variety of informational texts. They will develop specific reading skills in order to generalize ideas, make predictions, and follow directions. They will identify and analyze the steps in their own reading process in order to broaden their critical understanding. Students should recognize persuasive techniques such as: ad hominem – means "to the man" does not argue the issue, instead it argues the person; red herring – is a deliberate attempt to divert attention; straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and begging the question – assumes the conclusion is true without proving it; circular argument. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.