

ASOL READING SCOPE AND SEQUENCE MATRIX: GRADE 8

ASOL READING – MATRIX							
Based on the 2010 <i>English Standards of Learning</i>							
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	GRADE 8 ASOL BLUEPRINT	UNDERSTANDING THE STANDARD
Use word analysis strategies and word reference materials	8E-RW 1 (SOL 8.4)	The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words. Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. 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., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). Students will evaluate the use of figurative language and analogies 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.
Demonstrate comprehension of fictional texts	8E-CF 1 (SOL 8.5)	The intent of this standard is that students will continue to develop an understanding of each literary form and its characteristics. Students will understand that some literary characteristics are common to more than one form. Students will read at and beyond the literal level, including making inferences , i.e., making judgments or drawing conclusions based on what an author has implied. The initiating event is the incident that introduces the central conflict in a story; it may have occurred before the story opens. Tone is used to express a writer’s attitude toward the subject. Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer — the capacity to elicit a response from the reader. Mood refers to the emotional atmosphere produced by an author’s use of language. Point of view is the way an author reveals events and ideas in a story. With an omniscient or “all knowing” point of view, a narrator sees all, hears all, and knows all. By contrast, a limited point of view depicts only what one character or narrator sees, hears, and feels. The point of view may be first person, narrated by someone outside the story or a character within the story. The point of view may also be third person, limited or omniscient, depending on what is known of the story. A symbol is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In both prose and poetry, concrete objects used as symbols stand for larger ideas or feelings. The general characteristic of poetry, i.e., its suggestiveness, makes possible the expression of complex feelings and experiences in a few words. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.
Demonstrate comprehension of nonfiction texts	8E-CN 1 (SOL 8.6)	The intent of this standard is that students will analyze a variety of nonfiction sources and teachers will model the higher-order thinking processes with materials at the students’ independent reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. Teachers will collaborate with students to help them apply reading skills in a variety of content texts. Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize. An author’s viewpoint refers to his or her bias or subjectivity toward the subject. Students will work collaboratively and with teacher support to move toward higher-order thinking, using instructional-level reading materials. Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. Students will use evaluation and conclusion to make reasonable inferences about what has been read by combining new information with what was known prior to reading. Students will understand that an author’s credentials and experiences contribute to his/her viewpoint. To critique text requires that a critical (but not necessarily negative) judgment be made. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.

Revised-June 2014