ASOL READING SCOPE AND SEQUENCE MATRIX: GRADE 7

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	GRADE 7 ASOL BLUEPRINT	UNDERSTANDING THE STANDARD
Use word analysis strategies and word reference materials	7E-RW 1 (SOL 7.4)	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 come to understand 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., *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 continue the study of figurative language and use context to help determine the meaning of words. Students will begin to notice connotations of words and use reference books and context to determine the nuances of connotative language.
Demonstrate comprehension of fictional texts	7E-CF 1 (SOL 7.5)	The intent of this standard is that students will begin to analyze text including fiction, narrative nonfiction, and poetry. Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author's craft makes an impact on readers. Students will compare and contrast narrative and poetic forms and recognize poetic devices in prose and poetry. Students will read at and beyond the literal level, including **making inferences** – 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 opening of the story. **Voice** shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. **Mood** refers to the emotional atmosphere produced by an author's use of language. **Tone** refers to an attitude a writer takes toward a subject. Students will understand how authors use keywords and images to craft a message and establish tone. Teachers will model higher-order thinking processes with materials at the students' instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.
Demonstrate comprehension of nonfiction texts	7E-CN 1 (SOL 7.6)	The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of nonfiction texts. Students will use and understand the internal and external text structures common to textbooks and other nonfiction text. An author's viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative. Teachers will model the higher-order thinking processes with materials at the students' instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. Students will work collaboratively and with teacher support to move toward higher-order thinking with instructional level 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 a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.