

ASOL READING SCOPE AND SEQUENCE MATRIX: GRADE 4

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 4 ASOL BLUEPRINT	UNDERSTANDING THE STANDARD																
Use word analysis strategies and word reference materials	4E-RW 1 (SOL 4.4)	<p>The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words. Affixes are added to root words to form new words (e.g., prefixes, suffixes). Prefixes are added to the front of the root (e.g., like→dislike). Suffixes are added to the end of the root (e.g., short→shorten). Homophones are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints). Antonyms are opposites (e.g., off/on, fast/slow). Synonyms are words that have similar meanings (e.g., small, little, tiny). Students will use word-reference materials to learn new words. Students will use vocabulary from content areas.</p>																
Demonstrate comprehension of fictional texts	4E-CF 1 (SOL 4.5)	<p>The intent of this standard is that students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry. Narrative nonfiction is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies). Students will also learn how authors craft their purpose and message by the choice of language, setting, characters, and specific information. Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization). Students will learn how to identify major events and supporting details. Students will identify sensory words and describe the effect those particular words have on the reader. Students will use reading strategies throughout the reading process to monitor comprehension. Strategies include: draw conclusions/make inferences about text; and make, confirm, and revise ongoing predictions. To determine a student’s functional reading level for a specific text consider these word accuracy rates from Virginia’s Phonological Awareness Literacy Screening (PALS): independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected. Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.</p> <table border="1" data-bbox="642 1003 1209 1159"> <thead> <tr> <th><u>Percentile</u></th> <th><u>Fall WCPM</u></th> <th><u>Midyear WCPM</u></th> <th><u>Spring WCPM</u></th> </tr> </thead> <tbody> <tr> <td>90</td> <td>145</td> <td>166</td> <td>180</td> </tr> <tr> <td>75</td> <td>119</td> <td>139</td> <td>152</td> </tr> <tr> <td>50</td> <td>94</td> <td>112</td> <td>123</td> </tr> </tbody> </table> <p>Hasbrouck, J.E., & Tindal, G.A., 2006</p> <p>The table above presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fourth-grade students reading fourth-grade text: When fully developed, reading <i>fluency</i> refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*</p>	<u>Percentile</u>	<u>Fall WCPM</u>	<u>Midyear WCPM</u>	<u>Spring WCPM</u>	90	145	166	180	75	119	139	152	50	94	112	123
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		*Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. <i>Scientific Studies of Reading</i> . (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.
Demonstrate comprehension of nonfiction texts	4E-CN 1 (SOL 4.6)	The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization). Before reading, students use text structures to predict and categorize information. During reading, students formulate questions and make and revise ongoing predictions and inferences, using given information. After reading, students confirm or dismiss previous predictions and inferences. Students also summarize content by identifying important ideas and providing details. Teachers should provide opportunities for students to make connections between what they read in the selection and their prior knowledge.