

## ASOL READING SCOPE AND SEQUENCE MATRIX: GRADE 6

<b>ASOL READING – MATRIX</b>							
<b>Based on the 2010 <i>English Standards of Learning</i></b>							
<b>Reporting Category</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>High School</b>
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 6 ASOL BLUEPRINT	UNDERSTANDING THE STANDARD
Use word analysis strategies and word reference materials	6E-RW 1 (SOL 6.4)	<p>The intent of this standard is that students will become independent learners of vocabulary. Teachers should choose vocabulary from context. Students will be exposed to prefixes, 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— <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).</p> <p>Figurative language will be introduced and, students will continue the use of context to help determine the meaning of unfamiliar words. Students will be introduced to word relationships and nuances in word meanings. Determine the meaning of words and phrases as they are used as figurative language. Students will develop independence with reference books to determine meaning, pronunciation, and origin of words.</p>
Demonstrate comprehension of fictional texts	6E-CF 1 (SOL 6.5)	<p>The intent of this standard is that students will read at and beyond the literal level in a variety of genres, including fiction, narrative nonfiction, and poetry, and understand the structures and characteristics of stories and poems. 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 become independent readers of age-appropriate text and will activate background knowledge and summarize or paraphrase text to demonstrate understanding. <b>Imagery</b> is the use of words to recreate sensory impressions. Verbal imagery is most often visual, but imagery may also be words that recreate sound, smell, taste, or touch impressions. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</p>
Demonstrate comprehension of nonfiction texts	6E-CN 1 (SOL 6.6)	<p>The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of nonfiction texts. 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 become independent and knowledgeable about the use of libraries and technology for doing research. Teachers will collaborate to help students apply reading skills in a variety of content texts. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</p>