

**Virginia Essentialized Standards of Learning (VESOL)
Instruction Resource
Reading Sample Activities**

High School Reading

Demonstrate comprehension of fictional texts and use word analysis strategies

VESOL Code	Reporting Category	VESOL Text	Complexity Continuum
R-HS 2	Demonstrate comprehension of fictional texts and use word analysis strategies	Answer questions about a fiction passage that is read to student or that student reads.	The passage could range from four medium sentences with five to seven words up to two paragraphs with five to seven sentences each.

Instructional Example

Objective:

Students will be able to answer comprehension questions after reading or listening to a short passage of text.

Vocabulary:

Who, what, when, where, why; other vocabulary, dependent on the text being read

Materials:

Sample activities range across a continuum of complexity and may include things such as:

- Variety of text types (storybooks, novels, short stories, poems, fables, fairy tales, plays, comic books, song lyrics, dialogue, etc.)
- Variety of genres (adventure, mystery, science fiction, historical fiction, etc.)
- Paragraphs ranging from 4 sentences to two paragraphs with 5 sentences each
- Large print with related images, props that relate to the text, word/symbol pairings that represent potential answers choices, printed words that represent potential answer choices
- [Symbolated text should only be used with uncommon or fringe words](#)
- Assistive technology supports per individual student’s IEP

Procedures for Instruction:

These instructional activities can be used at various points on the complexity continuum, depending upon student ability. Many possibilities exist for lesson creation between the examples presented here. It is important to start instruction where the student is currently functioning and implement the appropriate instructional strategy with them. Once data indicate that the student is ready for the next level of instruction, proceed to it after reviewing the level the student has mastered. Let the data be your guide.

Sample Activity 1

The lesson begins with the teacher introducing the text to include title, author, text type, and genre. If possible, allow the student access to a hard copy of the text. The teacher will read the entire passage of text once through without stopping. (This models fluency for the student.) During subsequent readings of the passage, the teacher may pause to highlight specific concepts, define words, make connections to pictures, ask questions, allow the student to ask questions, or interact with related props.

The teacher can use a think aloud strategy to model processing a question, reflecting, and giving a response. During instruction, questions can be spread throughout the lesson (formative assessment), rather than quizzing individual students at the end (summative assessment).

Sample Activity 2

Work in small groups and use a [gradual release of responsibility strategy](#). Ask a question prior to reading the passage and add inflection to key words that the student should listen for.

Sample Activity 3

Work in small groups and use a [gradual release of responsibility strategy](#). Give a clue about the question you will ask prior to reading the passage. (ex. *Let's read this paragraph and listen for clues about the setting; where the character lives*).

Sample Activity 4

Work in small groups. Ask multiple questions about the text. Encourage students to ask relevant questions of you and peers.

Additional Resources:**Communication**

- [36 Location Universal Core Board](#)
- Core Vocabulary and Reading: Core words that can be modeled and targeted during lessons:
 - Turn (the page)
 - It/That
 - Look/see
 - Any other core vocabulary relevant to the text being read