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

Grade 7 Reading

Demonstrate comprehension of **nonfiction** texts and use word analysis strategies

VESOL Code	VESOL Reporting Category	VESOL Text	VESOL Complexity Continuum
R-7 3	Demonstrate comprehension of **nonfiction** texts and use word analysis strategies	Answer questions about a nonfiction text that is read to student or that the student reads.	The nonfiction text could range from two medium sentences with five to seven words to a paragraph with up to five sentences.

Instructional Example: Tell Me A Story

Objective: Students will answer questions about a nonfiction text that is read to students, or that students read themselves.

Vocabulary: Varies with text read

Materials:
Nonfiction text of various length (2 sentences, 3-4 sentences, and 5 sentences about the same topic/person)
Large print and/or regular type words and/or sentences
Manipulatives or tactile cues related to the text, pictures, high contrast pictures as needed, picture symbol software (i.e. Boardmaker Plus, Symbolstix, LessonPix, etc.), large print as needed
Bin may hold objects better than a binder if using large tactile cues
Single switch or AAC device as needed (communication boards, etc.)
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
Teacher reads aloud 2 non-fiction sentences, or students read to themselves. After reading, the teacher presents a printed word, paired with representative graphics or tactile cues, from the text (type of tactile cues and size and type of picture/graphics are determined by student ability level) and provides explicit instruction about the word. The teacher then creates a field of two, placing a printed word paired with representative graphics/tactile cues unrelated to the text beside the text word. Students discriminate to select the word/picture relevant to the text when asked a comprehension question. Students may benefit from partner assisted scanning to indicate their selections. Partner assisted scanning can be used with verbal responses, pointing, head movement, or eye gaze.

Sample Activity 2
Teacher reads aloud 2 non-fiction sentences, or students read to themselves. After reading, the teacher presents a printed word, paired with representative graphics or tactile cues, from the text (type of tactile cues and size and type of picture/graphics are determined by student ability level) and provides explicit instruction about the word. The teacher then creates a field of two, placing a printed word paired with representative graphics/tactile cues unrelated to the text beside the text word. Students discriminate to select the word/picture relevant to the text when asked a comprehension question. Increase field of choices to 3, moving from very dissimilar discriminations to more similar over time. Students may benefit from partner assisted scanning to indicate their selections.

Sample Activity 3
Teacher reads aloud a 3-4 sentence nonfiction passage or students read to themselves. Expand upon activities described above by asking more than one comprehension question per passage.

Sample Activity 4
Students read a nonfiction passage or listen to it read aloud. Students use their means of communication or select from an array of three text cards with pictures, or text only responses, to answer comprehension questions about the passage.

Additional Resources:
Teachers can read text from a website as well as a book. Images from a website can be projected on a wall or screen to increase the size of the text. Websites noted below include text to speech and other assistive technology features.
Find a Book – Look for books based on their Lexile score
Newsela – Current events articles at 5 reading levels; free or paid subscription
Readworks.org
ReadingA-Z, Raz-Kids, or Raz-Plus
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
    - Go/Stop
    - Any other core vocabulary relevant to the text being read