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 6	Demonstrate comprehension of **nonfiction** texts and use word analysis strategies	The student will Identify an individual, event, or idea in nonfiction text that is read to the student or that the student reads.	The nonfiction text including an individual, event, or information could range from two medium sentences with five to seven words to a paragraph with up to five sentences.

Instructional Example: Individual, Event, Idea Concept Cards

Overview: Use of vocabulary cards is an effective vocabulary development strategy to increase word knowledge, provide concept links, and support participation in class discussion about content for all learners, including those who do not speak.

Objective: Students will identify an individual, event or idea in nonfiction read to them or that they read.

Vocabulary: Varies based on text used

Materials: *Sample activities range across a continuum of complexity and may include materials such as:*
Nonfiction text ranging from 2-3 sentences, to paragraphs of 5 sentences or more
Index cards, glue, pre-printed pictures for students
Tactile cues for words used, Picture symbol software (i.e.: Boardmaker Plus, Symbolstix, LessonPix, etc.), pictures, and/or high contrast pictures, word and/or sentence, large print as needed
Individual index card boxes (also known as recipe card holders)
Cardstock and a file folder storage bin if using large tactile cues (may hold the objects better than an index card)
Expressive communication instrument (examples: pencil, keyboard, touchscreen, electronic device for writing/creating vocabulary word/phrase on card); single switch of AAC device as needed
PowerPoint
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.

Vocabulary Cards
Procedure: When introducing a new non- fiction text, create vocabulary cards for each important individual as they are introduced in the story. Vocabulary cards can also be created for unfamiliar words from the text, settings, or new concepts. Vocabulary cards are index cards with the new vocabulary word printed on it and either a preprinted picture or student drawn illustration demonstrating the meaning of the vocabulary word. Vocabulary words are then stored in individual index card boxes for on-going and easy student access.

Sample Activity 1
Two medium length non-fiction sentences that contain an individual, event or idea are read to the students. Vocabulary cards with words and pictures are created for "individual," "event," and "idea" from the passage. The teacher provides explicit instruction to explain who the individual is, the event, and/or idea within the text.
Introduce the "individual" vocabulary card with representative graphic to students, explaining why the person on the card is the individual in the story. Read the two sentences again and ask students to use their means of communication to select from a field of two which card is the "individual" in the story. Use dissimilar options so that only one choice is from the story (for example if sentences are about Abraham Lincoln, present the President's picture and name and a current sports celebrity as choices). As mastery is achieved, expand the field to three choices. Teachers may also add an interrogative when students make their selections, asking "Who is the individual in this passage?" providing an opportunity for students to use their means of communication to respond.
Repeat process outlined for "event" and "idea" using distractor word/graphic choices that are non-related to the passage.
Some students may benefit from partner assisted scanning when selecting their response. Partner assisted scanning can be used for verbal responses, pointing, head movement or eye gaze and can be used at any complexity level of instruction.

Sample Activity 2
Build upon the process above, (reading two medium length sentences to the students that contain an individual, event and idea, and asking students to identify the individual, event or idea from vocabulary cards with associated graphic representations) providing choices that are more similar (for example, if the story is about Abraham Lincoln, provide the name/picture of Abraham Lincoln and President Washington or President Obama as choices) and intersperse choices associated with all three features, (individual, event or idea) when presenting questions (for example, in a story about Abraham Lincoln, provide a picture of the Civil War as well as the President when asking "Who is the character in the story?").

Sample Activity 3
Three to four sentences are read to students that contain an individual, event or idea. Follow the process above for students to select an individual, idea or event from the passage when asked, fading or omitting graphic representations on cards as students move toward mastery.

Sample Activity 4
A paragraph of 5 or more sentences that contains an individual, event or idea is read to students. Building upon the process above, students identify the individual, idea or event from the text by selecting the corresponding vocabulary card or choosing from a word bank.

Extension Ideas:
- Write cloze sentences on the board leaving out individuals, events or ideas. E.g., In his famous "I have a Dream Speech" _____ called for equality for all." Students take turns selecting the corresponding vocabulary card to fill in the blank to complete the sentence.
- Write a group PowerPoint book summarizing a nonfiction text. Students select vocabulary cards to create sentences for the book. Print the book out for each student as a review.
- Engage peers in creating sentences, writing group books, participating in class discussions and in competitive activities, such as number of vocabulary words used or number of uses of a word.
- Embed vocabulary words in functional and daily routines, as well as other content instruction.
- Individual content vocabulary words can be programmed into single switch voice output devices for use in class competitions for students who require use of AAC. During a class competition to use vocabulary words, a peer can assist a student who is using a single switch by providing sentences where the student can "fill in the blank" with their pre-programmed word.

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)
  - Who
  - Where
  - Go/Stop
  - Any other core vocabulary relevant to the text being read