

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

**Grade 7 Reading**

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

<b>VESOL Code</b>	<b>VESOL Reporting Category</b>	<b>VESOL Text</b>	<b>VESOL Complexity Continuum</b>
<b>R-7 5</b>	Demonstrate comprehension of <b>fictional</b> texts and use word analysis strategies	Identify a character, setting, or event in a story read to the student or that the student reads.	The story including a character, setting, or event could range from two medium sentences with five to seven words to a paragraph with up to five sentences.

**Instructional Example: Vocabulary Cards-Fiction**

**Objective:** Students will identify a character, setting, or event in a story 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:*

Reading material-words and sentences

Index cards, individual index card boxes (also known as recipe card holders), file folder storage bin

Glue (for attaching pre-printed pictures), card stock

Tactile cues for words use, pre-printed pictures for students, high contrast pictures, picture symbol software (i.e.: Boardmaker Plus, Symbolstix, LessonPix, etc.)

Expressive communication instrument (examples: pencil, keyboard, touchscreen, electronic device for writing/creating vocabulary word/phrase on card)

Single switch or AAC devices as needed

PowerPoint

Assistive Technology supports per individual student's IEP

**Procedures for Instruction:**

*These sample 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 fiction text, create vocabulary cards for each character or 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 sentences are read to the student that contain a character, setting or event. Vocabulary cards with words and pictures are created for a character, the setting and an event from the story. Provide explicit instruction to explain a character is a person, animal, or thing to which things happen in a story.

Introduce “character” vocabulary card with representative graphic to students, explaining why the person, animal, or thing on the card is the character 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 a character in the story. Use dissimilar options so that only one choice is from the story (for example if sentences are about a farmer feeding cows, present “farmer” and “bike” 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 was a character in the story?” providing an opportunity for students to use their means of communication to respond.

Repeat process outlined for setting and event using distractor word/graphic choices that are non-related to the story.

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 a character, setting, or event, and asking students to identify a character, setting, or event from vocabulary cards with associated graphic representations) providing choices that are more similar (for example, if the story is about a farmer feeding cows, provide “farmer” and “mail carrier” as choices) and intersperse choices associated with all three features, (character, setting, and event) when presenting questions (for example, in a story about the farmer feeding the cows, provide a picture of a farm as well as the farmer when asking “Who is the character in the story?”).

**Sample Activity 3**

Read a story of 3-4 sentences that contains a character, setting, or event to the students. Follow the process above for students to select a character, setting or event response when asked, fading or omitting graphic representation on cards as students move toward mastery.

**Sample Activity 4**

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

**Extension Ideas:**

- Embed identifying character, setting and event into all classroom reading and literature discussion, generalizing vocabulary card selection to be a way to respond to questions about text across content and stories.
- Use vocabulary cards as a means for students to answer comprehension questions. Students place vocabulary cards face up on their desks. The teacher asks comprehension questions and students select and display a vocabulary card to answer.
- 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