

**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>
R-7 1	Demonstrate comprehension of <b>fictional</b> texts and use word analysis strategies	Students will understand the meaning of words in passages that are read to the student or that the student reads.	The words could be shown with or without a graphic representation or could appear in a sentence.

**Instructional Example: Vocabulary 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 understand the meaning of words in fiction passages.

**Vocabulary:** Varies based on text used

**Materials:**

Appropriate fiction text

Index cards, pre-printed pictures for students, glue (for attaching pre-printed pictures)

Tactile cues for words used, Picture symbol software (i.e.: Boardmaker Plus, Symbolstix, LessonPix, etc.), pictures, and/or high contrast pictures, words and/or sentences

Individual index card boxes (also known as recipe card holders)

Cardstock and a file folder storage bin (may hold the objects better than an index card) if using large tactile cues

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

Single switch or 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.*

**Procedure:** When introducing a new fiction text, create vocabulary cards for unfamiliar words or concepts introduced in the story. 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**

Provide explicit instruction to show and say a vocabulary word to students. Pair the word with a photograph, drawing or symbol of that word. Repeat several times, asking students to identify the word paired with the picture using their means of communication. Present two pictures/symbols/drawings paired with words. Word choices should be very different in length and pictures different in shape and color. Students discriminate between the two choices to select the requested word. Continue in like fashion, expanding the choice field to three pictures/words which are more similar in size and shape. Students discriminate picture/words and select the correct word from a field of three choices. As students reach mastery in selecting vocabulary words, scale up instruction by showing a word with a graphic representation and ask, "What is this word?"

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 on above by showing students a word and asking students to use their means of communication to select the correct graphic representation of the word, first from two choices and then from a field of three. Continue in like fashion with all vocabulary words, moving to, "What is this word?" so that students use their means of communication to read each word.

**Sample Activity 3**

Vocabulary cards are shown to the student with a small graphic on the card during initial instruction. Fade size and presence of the pictures until students are able to read cards with no graphic representation. Create a field of three cards with no graphic displays and ask a student to select a requested word. Continue in like fashion with all vocabulary words, moving to "What is the word?" for word cards with no pictures.

**Sample Activity 4**

Students identify the meaning of a word in a sentence by matching it to a correct text or picture definition. Teacher or students read a sentence. The teacher selects a word in the sentence and then asks students to select which picture or text definition matches that word. Initial instruction might be a field of two very dissimilar choices, and build to correct selection from a field of three more similar choices.

**Extension Ideas-**

- Students keep vocabulary boxes on their desks, adding new words as new content is learned. Students use vocabulary cards during class discussions about content or text read and other circumstances where the words might apply.
- Students place vocabulary cards face up on their desks. The teacher asks comprehension questions and students select and display a corresponding vocabulary card for their response.
- Involve 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, and 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 a 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)
  - It/That
  - Look/See
  - Go/Stop
  - Same/Different
  - Any other core vocabulary relevant to the text being read