

**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 1 | Demonstrate comprehension of nonfiction 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: Personal Dictionary

Overview: Like a word wall, a personal dictionary gives a student an individualized reference resource. The difference between a word wall and a personal dictionary is that students not only have access to the word itself, but also to a definition of the word. Sample dictionary pages are included at the end of this document.

Objective: Students will understand the meaning of words in nonfiction passages.

Vocabulary: Dictionary, personal, words used varies based on text

Materials: *Sample activities range across a continuum of complexity and may include materials such as:*

Variety of appropriate nonfiction texts

3-ring binder per student, alphabetic dividers per student, paper or Velcro sensitive pages, highlighters three-hole punch, index cards

Use cardstock and a file folder storage bin if using large tactile cues; may hold the objects better than an index card

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, large print as needed

Single switch and/or AAC device as needed

Switch and switch interface for computer use if using a digital dictionary

Microsoft PowerPoint or Google Slides for digital dictionaries

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: A personal dictionary can be made using a 3-ring binder and alphabetic tabs. As students learn new vocabulary, spelling, content or sight words, they can be added to their dictionaries along with a definition. The definition can be as simple as a picture of the word such as “airplane” or it can be a sentence with more description. This will depend on the needs and reading ability of the individual students. Words are added one at a time as they are encountered and are put on separate sheets of paper – one page per word. Pages should be filed under the alphabetic divider according to the first letter of the word. Students should be taught to go to their personal dictionary to locate and discern the meaning and spelling of words they either encounter or want to write.

A personal dictionary can be used both as a tool to determine the meaning of unfamiliar words or as a tool to help students spell words they wish to use in their writing. The key is to teach students how and when to use them and to keep them handy for student access.

Sample Activity 1

Teacher reads a short nonfiction passage and models creating a personal dictionary page for a new word. Teacher points to or highlights the word then “searches” for a picture to represent the word (tactile object or picture search). Then drawing upon scaffolded supports and evidence-based practices, students create the same page to add to their personal dictionary. 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.

Next, the teacher reads a new short passage and asks students which word they want to add to their personal dictionaries.

Sample Activity 2

Teacher reads a short nonfiction passage to students, highlights a new vocabulary word that students will add to their personal dictionaries, and provides explicit instruction for the meaning of the word. Students are then presented with two pictures, one that represents that word, and one that does not. Students select which picture best represents the word. Students receive feedback, including error correction, for their choice. Appropriate graphic representations are then added to the word page and pages are either added to binders or virtual dictionaries.

Students using a digital dictionary will use their means of communication to select words and/or pictures to create new slides or use switches to advance a PowerPoint or Google Slide to select a specific word with a graphic that appeared in the text.

Sample Activity 3

Teacher reads a nonfiction aloud or students read to themselves. Using scaffolded supports and evidence-based practices, such as least-to-most prompts, students highlight a word in the passage that they would like to add to their personal dictionaries. Following the procedure above, each student creates a new page to add to their personal dictionaries adding the word and a definition, rather than a picture.

Sample Activity 4

Students use a personal dictionary to add unknown words they encounter in sentences. Using context clues or “search” tools, students create a new page with the word and definition they can remember and add to their binders or digital dictionaries.

Extension Ideas:

- Dictionary scavenger hunt. Students place their dictionaries on their desks. Give them a list of pictures representing words in their dictionaries. Have the students locate the words and copy the print word next to it. Engage peers with students who do not use a pencil to write. The student can locate the page and the peer can print the word.
- Before students read a new text, the teacher highlights words that are likely unfamiliar. Teachers support students as they create dictionary pages for unfamiliar words and place them in their personal dictionaries. When students encounter the new text, the teacher will stop at each highlighted word and ask students what it means. If students do not know, they look it up in their personal dictionaries to share what it means. Find or Define it! Students place their dictionaries on their desks and then take turns selecting an index card with a word written on it from a jar or other container. When it is their turn, students may choose to define the word, find it in their dictionary or pass and lose a point. Students get a point for each word they find or define correctly. Students with high points can win a preferred activity predetermined by the teacher or selected on a choice wheel.
- Students highlight unfamiliar figurative language or phrases when reading (idioms, similes, metaphors, etc.). The teacher provides explicit instruction as to the meaning of each figure of speech and the words representing it. Students will find or draw a picture to represent its meaning and place it in their personal dictionaries. Students use their dictionaries to look up the meaning of figurative language at other times.
- Peers can help read text to students or help to highlight words in text that students do not know. Words encountered in or associated with the community can also be included in the dictionary.
- Students add words encountered during the day that are part of the schedule, or are part of functional routines and activities in personal dictionaries.
- The personal dictionary can be created online using Boardmaker Plus software so that a student can access his/her dictionary with a switch and scanning. Digital dictionaries can also be printed and placed in a binder. Dictionary pages can be created by peers or teachers working with students who do not write either by typing definitions on the computer or by engaging a peer or teacher to write the definition for the student.

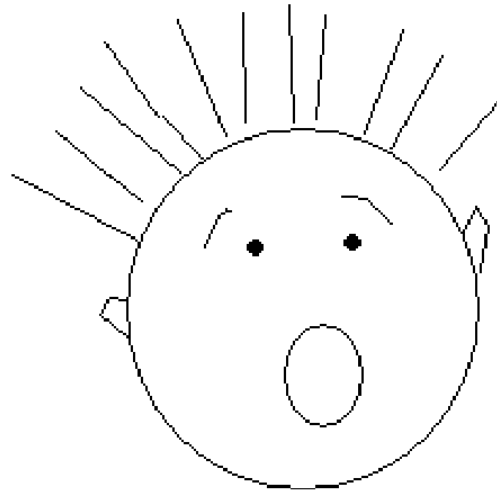
- Dictionaries are personalized for each student, providing students a choice of paper colors and sizes. Students can choose font type and size for virtual dictionaries (Font size should be of a size the student can see).
- Use an “[All-Turn-It Spinner](#)” and switch if desired to help student select words to be defined.
- Use a switch and switch interface to progress through digital slides/pages
- Access online dictionaries that include pictures matched to words

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
 - Any other core vocabulary relevant to the text being read

Sample Dictionary Page: Low Complexity



Afraid

Afraid

Afraid

Adjective: To be scared or frightened

e.g. I was *afraid* of the big dog.

Sample Dictionary Page: High Complexity