



National Center and State Collaborative

# **Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 Elementary Vocabulary and Acquisition**

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# LASSIS: Language Arts Sample Systematic Instruction Script

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**Key Text:** Excerpt from *Because of Winn Dixie*

**Grade Band:** Elementary (Grades 3-5)

**Focus:** Building Understanding of Words and Stories



Topic	Access Points	Florida Standards	Essential Understanding	LASSI Objectives
WORD STUDIES	LAFS.3.RF.4.AP.4b Identify grade level words with accuracy.	LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.4a. Read grade-level text with purpose and understanding.4b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Identify frequently used nouns.  Identify high frequency words.	1. Identify and define key words related to the story.
	LAFS.4.RF.3.AP.3b Identify grade level words with accuracy and on successive attempts.	LAFS.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately	Identify frequently used words (e.g., EDL 2 or 3)  Identify second, third, and fourth grade words.	

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		unfamiliar multisyllabic words in context and out of context.		
PASSAGE COMPREHENSION	<p>LAFS.3.RL.1.AP.1b Answer questions (literal and inferential) and refer to text to support your answer.</p> <p>LAFS.3.SL.1.AP.2a Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>LAFS.4.RL.1.AP.2b Identify relevant words and phrases throughout the text to determine the theme of a story, drama or poem; refer to text to support answer.</p>	<p>LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Recall information in a text (e.g., repeated story lines).</p> <p>Predict what might happen in a text.</p> <p>Refer to text to support a prediction.</p> <p>Identify the topic of a text or information presented in diverse media.</p> <p>Identify a supporting detail of the topic in a text or information presented in diverse media.</p> <p>Determine the topic of story or poem.</p> <p>Identify details from text that support a topic.</p> <p>Answer simple questions about the theme of a story, drama, or poem.</p>	<p>2. Answer “who”, “what”, and “where” questions.</p> <p>3. Confirm or change a prediction about main idea of story using at least two details from story.</p> <p>4. Select the theme of the story when given four options and match to a supporting detail in the text.</p>

Topic	Access Points	Florida Standards	Essential Understanding	LASSI Objectives
	<p>LAFS.5.RL.1.AP.1a Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>LAFS.5.RL.1.AP.1b Refer to specific text evidence to support inferences.</p>	<p>LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Recall details in a text</p> <p>Explain what a text says</p> <p>Identify details from the text that contribute to explaining what text actually says.</p> <p>With prompting and support, make basic inferences about a story, poem, or drama.</p> <p>With prompting and support, find places in the text that help support inferences made.</p>	
<p>USING CONTEXT CUES</p>	<p>LAFS.4.L.3.AP.4a Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning</p>	<p>LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p>Recall the meaning of frequently used nouns.</p> <p>Identify multiple meaning words up to two grade levels below the student's grade level.</p> <p>Identify the context in which the unknown word is being used by looking at the text before and after it.</p> <p>List the possible meanings of an unknown word by using the context (words surrounding the unknown</p>	<p>Fill in sentence using new vocabulary word based on context cues.</p>

Topic	Access Points	Florida Standards	Essential Understanding	LASSI Objectives
	<p>LAFS.5.L.3.AP.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.</p>	<p>LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase..</p>	<p>word).</p> <p>Use a dictionary to verify the meaning guessed by using the surrounding words.</p> <p>Recall the meaning of frequently used nouns.</p> <p>Identify multiple meaning words up to two grade levels below the student's grade level.</p> <p>Identify the context in which the unknown word is being used by looking at the text before and after it.</p> <p>List the possible meanings of an unknown word by using the context (words surrounding the unknown word).</p> <p>Use a dictionary to verify the meaning guessed by using the surrounding words.</p>	<p>Select picture that best illustrates sentence with an unknown or multiple meaning word by using context cues in sentence.</p>

Be sure to provide specific practice to students on the skills that correspond to their grade level.

**Materials Needed:** Print, cut, and laminate response boards and response options attached to the end of this lesson. Also print the story. We recommend putting the story in a three ring binder with page protectors. Note that the stories are written in Level 3 text (no picture icons; Lexiled at about half grade level). See notes on "Build Towards Grade Level Competence" for moving students towards grade level text (Level 4). Teachers may modify the story by adding the vocabulary picture icons, simplifying sentences, and deleting

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nonessential sentences (Level 2 text). We also have provided some Level 2 text examples in the “Build Towards Independent Reading” section. The repeated story line is written simply (Level 1 text) and can be emphasized for students with emergent literacy (e.g., “And he smiled”). For students with the most significant or multiple disabilities, augment the story using objects such as a toy dog to represent Winn-Dixie or a grocery bag for the grocery store. Although response options are provided, when appropriate, allow students to generate their own responses.				

### BUILD ESSENTIAL UNDERSTANDING: Teaching Story Elements

**3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>** Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)

**INTRODUCE TEXT** (i.e., attention getter activity) Show a picture of several pets (you may have students bring pictures of their pets). Ask students how they got their pet. Show the book *Because of Winn Dixie*. **We are going to be reading a book about a pet that has a funny name.**

Step	Teacher Says/Does	Student Response
1.	<b>Find the title of our book.</b>	Points to title. (Teacher reads title. If student needs help, use LIP.) <b>REMEMBER TO PRAISE EACH CORRECT RESPONSE!!!!!!!</b> 
2.	<b>Find the author of our book. The author is the person who wrote our story.</b>	Points to author. (Teacher reads author's name. If student needs help, use LIP.) 
3.	<b>What kind of pet is our book about? Let the title and picture help you.</b>	Communicates "dog". (Give student 4 pictures or objects; if does not point to "dog", use LIP and point to dog on book cover.) 
4.	<b>A character is a person in a story. Listen while I read the first two sentences of our first chapter. (Read 1<sup>st</sup> two sentences). "Who" asks for the name of a character. Who is the character in our story?</b>	Selects Opal. (Option: Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text. Also remind student "who" asks for a person's name.  Option: Use examples/non-examples of characters/ not characters.
5.	<b>Sometimes a character can be an animal. Another character in our story is Winn Dixie. Who is Winn Dixie?</b>	Communicates "dog". (Give student 4 pictures or objects; if does not point to "dog", use LIP and point to dog on book cover.) 
6.	<b>The setting is a place in our story. Listen for the setting in the next two sentences. (Read next two sentences). "Where" asks for the setting, a place in our story. Where is the setting?</b>	Selects Florida. (Give student 4 pictures from which to make a selection.) If not correct, use the LIP for finding answer in text.  Option: Use examples/non-examples of settings/ not setting. 

7.	<p><b>I have a special job for you to do today while I read the chapter. I want you to listen for what Winn Dixie does. He's a happy dog who smiles a lot. When I read "and he smiled", I want you to help me read "smiled."</b> (Hold up a sentence strip with the words "And he smiled." Point to the words as you read them, but wait for student to read the last word.) <b>Let's practice "And he..."</b></p>	<p>Reads "smiled" (e.g., student may use voice output device to say "smiled" or speak the word to help read it).</p>
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**BUILD A GRADE-ALIGNED COMPONENT: I. WORD STUDY**

<p><b>3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup></b> Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)</p>		
<p><i>READER OPTION:</i> Student reads each sight word and matches it to the picture.</p>		
<p><i>LISTENER OPTION:</i> Teacher reads the word, student finds the picture. (More support: some students may need to select an object paired with the picture. E.g., use a small figure of a girl to represent Opal, man for preacher, grocery bag for groceries, dog for Winn Dixie, orange for Florida).</p>		
<p><b>Before we read our story, let's review some key words we will find in the first chapter. Read (or listen for) the word and then show me the picture that goes with the word. (Go through the vocabulary at a rapid pace.)</b></p>		
Step	Teacher shows (or reads) each word	Student Response
8.	Opal	 <p>Reads/ selects "Opal." Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a no delay round so students learn the words without error. Then use a delayed round for students to anticipate the correct response).</p>
9.	Preacher	Reads/ selects "Preacher." Matches to picture.
10.	Grocery store	Reads/ selects "Grocery store." Matches to picture.
11.	Winn Dixie	Reads/ selects "Winn Dixie." Matches to picture.
12.	Smile	Reads/ selects "smile." Matches to picture.
13.	Florida	Reads/ selects "Florida." Matches to picture.
14.	Store	Reads/selects "store." Matches to picture.
<p><b>3<sup>rd</sup></b> Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)</p>		
<p><i>READER OPTION (this step is optional for students who are learning to read independently):</i> <b>Sometimes we can read a new words by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture.</b> (You may substitute words and pictures related to phonics skills your students are learning).</p>		

<b>Step</b>	<b>Teacher shows each word (do not read it)</b>	<b>Student Response</b>
15.	dog	Points to picture of dog. (If student needs help on these words, show how sound it out /d/ /o/ /g/.)
16.	cat	Points to picture of cat.
17.	sit	Points to picture of person sitting.
18.	sun	Points to picture of sun.
19.	can	Points to picture of can.

## BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION

<p><b>3<sup>rd</sup>, 5<sup>th</sup></b> Objective: Confirm or change a prediction about main idea of story using at least two details from story. (See materials for response options)</p>		
<p><b>Before we start reading, I want you to think about what this chapter is about. Remember, we talked about the fact that Winn Dixie is a dog. Did you know Winn Dixie is the name of a grocery store? I shop at (name a local grocery store). Where does your family shop? Opal shops at Winn Dixie.</b></p>		
<p><b>READ ADAPTED TEXT:</b> <u>Read Chapter 1 aloud</u> (some students may be able to read this passage aloud for you.)</p>		
Step	Teacher Says/Does	Student Response
20.	<p><b>Which of these do you think the story will be about?</b></p> <ul style="list-style-type: none"> <li>-A preacher goes to church</li> <li>-A girl buys apples at the grocery store</li> <li>-A girl finds a dog at a grocery store</li> <li>-A dog buries a bone</li> </ul>	<p>Selects one sentence (Note: any answer is okay for now; this is their guess. If doing this with a group, have each student respond and tally how many “votes” each answer gets.)</p>
21.	<p><b>I am going to read our chapter aloud now. Follow along with me. Remember you are going to help me read “smiled” when I say “And he...” Ready?</b></p> <p>(Read the chapter aloud. When you get to “And he smiled”, read the sentence once. Then repeat “And he...” Wait for student to read “smiled.” NOTE: You may have some students help read other key vocabulary words when you come to them.)</p>	<p>Reads “smiled” (may use voice output device). Use LIP if does not respond correctly.</p>
22.	<p><b>Now let’s see what our story was really about. (Show the sentence strips again.) We have to find a fact in our story to back up our choice. Let’s review the facts. Here are some facts.</b></p> <p>(Display 3 facts).</p> <ul style="list-style-type: none"> <li>-The preacher sent Opal to the store.</li> <li>-A dog was in the store.</li> <li>-Opal took the dog home.</li> </ul> <p><b>What happened first?</b></p>	<p>Communicates “The preacher sent Opal to the store.” (This may be communicated by pointing to the first picture/sentence strip or reading it. Option: you might have student put the number 1 by the first fact). Use LIP if student does not respond correctly.</p>
23.	<p><b>What happened next?</b></p>	<p>Communicates “A dog was in the store.”</p>



24.	<b>What happened last?</b>	Communicates "Opal took the dog home."	
25.	<b>So what was our story about?</b> <b>-A preacher goes to church</b> <b>-A girl buys apples at the grocery store</b> <b>-A girl finds a dog at the grocery store</b> <b>-A dog buries a bone</b>  <b>Match the fact to the answer.</b>	Matches "A girl finds a dog in the grocery store" to "A dog was in the store." Use LIP if student does not respond correctly.	

<b>3<sup>rd</sup></b> Objective: Answer basic comprehension questions: "who", "what", and "where" questions		
<b>Let's answer some questions about our story. Remember to think about what we read to find the <i>right</i> answer.</b> Use laminated vocabulary and picture cards. <i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options.		
<b>Step</b>	<b>Teacher Says/Does</b>	<b>Student Response</b>
26.	<b>"Who" asks for the character- a person or animal.</b> <b>Who found the dog in the store?</b>	Selects "Opal." (If student does not get correct answer for these questions, reread portion of text with correct answer and ask again. See LIP for text in <i>Instructional Resource Guide</i> for more detail.)
27.	<b>"Where" asks for the place our story occurred.</b> <b>Where did the preacher send Opal?</b>	Selects "grocery store."
28.	<b>"What" asks for a fact from our story. What did Winn Dixie do when he saw Opal?</b>	Selects "smile."
	Generalization: On future days if you reread this chapter, you might try different "wh" questions so students do not memorize the answers. E.g., Who was Opal's dad? (preacher). Where was Winn Dixie? (grocery store)	

<b>3<sup>rd</sup>, 4<sup>th</sup></b> Objective: Select the theme of the story when given four options and match to a supporting detail in the text.	
<b>You are doing a great job with our story today! Let's try something a little harder. Remember our author is Kate DiCamillo. The <u>theme</u> is the topic the story is about. Let's work together to find our theme.</b> Use "Theme Response Board", vocabulary cards and pictures, and the "What is the theme of our story?" response board.	

Step	Teacher Says/Does	Student Response
29.	<p><b>Let's begin by finding some facts about our main character. Who is Opal's father?</b></p> <p>(Write each fact under Opal's name. Write "Preacher.")</p>	<p>Communicates "Preacher." (Use the vocabulary words you taught earlier for students to make their responses.) Use LIP if does not respond correctly.</p> 
30.	<p><b>Does Opal have a mother?</b></p> <p>(Write "No mother")  <b>She must be lonely with no mother.</b></p>	<p>Communicates "no."</p>
31.	<p><b>Opal just moved to Florida. Sometimes when we are new in town we don't have many friends. Does Opal have any girls or boys as friends in our story?</b></p> <p>(Write "No friends")  <b>She must be lonely with no friends.</b></p>	<p>Communicates "no."</p>
32.	<p><b>Which of these might be the theme of our story?</b></p> <ul style="list-style-type: none"> <li>-A dog as a friend</li> <li>-A boy as a friend</li> <li>-The fun of grocery shopping</li> <li>-Different kinds of dogs</li> </ul>	<p>Communicates "A dog as a friend."          (If does not respond correctly, don't correct yet. Go to next step and then come back to this step.)</p>
33.	<p><b>Let's find something she does that shows us Winn Dixie is her friend. I'm going to reread a part of the story.</b>          (Read only p. 4). <b>Who understood Opal?</b></p> <p><b>A friend understands. So we know Winn Dixie is her friend.</b></p>	<p>Communicates "Winn Dixie" Use LIP if does not respond correctly; rereading part of text that gives the answer "Winn Dixie understood what I meant".</p> 

## BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES

<b>4<sup>th</sup>, 5<sup>th</sup> BUILD A GRADE-ALIGNED COMPONENT</b> – Fill in sentence using new vocabulary word based on context cues. (See materials for response board)		
<b>You have done such a great job with our story today. Let’s do one more thing to become super readers. Let’s play “Guess the Word”.</b> This game uses words that have more than one meaning. Give each student several pictures including the correct responses.		
Step	Teacher Says/Does	Student Response
34.	<p><b>Here is our first one. “The preacher sent me to the grocery store. I walked into the produce section.”</b></p> <p><b>Who can find what produce means?</b></p> <p><b>Hint: Here’s the hint “sent me to the grocery store. It’s in a grocery store.”</b></p>	<p>Selects picture of fruits and vegetables. (To make this a game, give student a point for each correct answer. Students may compete as teams; or if only one student, let student try to get correct answer faster than you do.)</p> <p>If not correct, restate the hint shown on the left.</p>  <p>If student does not make correct response, use examples/non-examples of what you find in a grocery store.</p>
35.	<p><b>Here’s our next passage. “The manager was going to send the dog to the pound, but I kept him.”</b></p> <p><b>Who can find what pound means?</b></p> <p><b>Hint: Here’s the hint “send the dog”. It’s somewhere dogs go when they have no home.</b></p>	<p>Selects picture of dog in a cage (pound).</p> <p>Use same strategy for prompting as above/ and same game format.</p>
36.	<p><b>Here’s another passage, “He had always told me to help others. Winn Dixie needed my help...I gave Winn Dixie a bath.”</b></p> <p><b>Who can find what “help others” means?</b></p> <p><b>Hint: Here’s the hint, “Winn Dixie needed my help. I gave Winn Dixie a bath.” Giving a dog a bath helps the dog to be clean.</b></p>	<p>Selects picture of cleaning (not literally a dog bath).</p>
37.	<p><b>Sometimes a word can have more than one meaning.</b></p>	<p>Selects picture of dog pen.</p>

	Let's try a few. A "pen" can be something I use to write (show picture of writing pen). A "pen" can also be something a dog stays in (show dog pen). What does pen mean in this sentence- "A dog was in a pen."	If not correct, restate the types of pens shown in italics on the left and let the student try again.
38.	What does pen mean in this sentence- "I write with a pen."	Selects writing pen.
39.	Let's do another word. The word "pound" can be something we do with a hammer (pretend to pound the table). Or, a "pound" can be a place where dogs go that do not have a home. What does pound mean in this sentence. The manager said, "Put Winn Dixie in the pound."	Selects picture of dog pound.
40.	What does pound mean in this sentence- "I pound the nail."	Selects picture of hammer pounding nail.
	Note: To help students generalize, try other multiple meaning words in future lessons. Point out these words in everyday activities.	

**You did a wonderful job with our story today.**

### OPTIONAL WRITING ACTIVITIES:

There are two writing activities. The first activity can be done daily, or after reading a chapter or group of chapters. The second activity can be used as a culminating activity at the end of the book.

**Daily:** Create a scrapbook of each character introduced in the chapter(s). You can use this website:

<http://www.scholastic.com/winndixie/scrapbook.htm>

This is a way to incorporate technology. Students can create a picture of each character based on what they envision after hearing the story read to them by using the options provided.

Then, they can look for character descriptions in the story and add using a keyboard, adapted keyboard, speech-to-text software, or by dictating what to write to the teacher.

This can be done without this website, using pictures printed from the internet, or cut from magazines.



### Culminating Activity:

Create a book report about *Because of Winn Dixie* in the shape of the “mistake tree” from Miss Gloria Dump’s back yard. See the sample on the right. The top of the tree will have the title, author, setting, and character descriptions. Students can find these details in the story and either write or use the book as a model to copy the information from and type/print. The character descriptions can be derived from the character scrapbook created after reading each chapter(s). These can be pasted on bottles that are hanging from the tree, as described in the book. The trunk of the tree is a book summary that can be created using student input or by having students fill-in the blanks.



NOTE TO TEACHER: Repeat the lesson using these targets

Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Passages for using context clues
5, 6, 7	neighborhood howl church librarian- Miss Fanny bear mouse	Winn Dixie makes a lot of friends. <ul style="list-style-type: none"> <li>Winn Dixie howled so loud he had to go in the church, and he made friends.</li> <li>Opal spent time at the library with Winn Dixie.</li> <li>Miss Fanny and Winn Dixie became friends.</li> </ul>	Making Friends <ul style="list-style-type: none"> <li>“The people in the church were happy.”</li> <li>“She let Winn Dixie into the library and we became friends.”</li> </ul>	Who can find what “howled” means? Hint: Here’s the hint, “he howled so loud the other dogs in the neighborhood would howl back.”
8	healthy proud Sweetie Pie collar expensive Gertrude’s Pets birthday party	Opal got a job and made a friend because of Winn Dixie. <ul style="list-style-type: none"> <li>Winn Dixie got a new collar at the pet store.</li> <li>Opal got a job at Gertrude’s Pets.</li> <li>They met Sweetie Pie and got invited to a birthday party.</li> </ul>	Helping Others <ul style="list-style-type: none"> <li>“I made friends with Miss Fanny, got a job at Gertrude’s Pets, and got invited to a birthday party, all because of Winn Dixie.”</li> </ul>	Who can find what “proud” means? Hint: Here’s the hint, “he was very proud of how good he looked.”
9-10	listen witch heart Gloria Dump	Opal met Gloria Dump, because of Winn-Dixie. <ul style="list-style-type: none"> <li>Winn-Dixie ran to Gloria Dump.</li> <li>Opal followed and ate a peanut butter sandwich with Gloria Dump.</li> <li>Gloria Dump listened to Opal talk about her mom.</li> </ul>	Not Judging Others <ul style="list-style-type: none"> <li>“The boys told me that the lady that owned the house was a witch.”</li> <li>“She was not a witch, she was very nice.”</li> </ul>	Who can find what “listen” means? Hint: Here’s the hint, “She listened to me talk about my mom.”
11	thunderstorm scared thunder house	Winn-Dixie is afraid of thunderstorms. <ul style="list-style-type: none"> <li>Opal let Winn-Dixie come inside the house.</li> <li>Winn-Dixie was shaking and crying.</li> <li>Opal couldn’t calm him down.</li> </ul>	Helping Others <ul style="list-style-type: none"> <li>“The Preacher told me that Winn-Dixie had feared that he could not control.”</li> <li>“He said that Winn-Dixie would calm down after the storm was over.”</li> </ul>	Who can find what “scared” means? Hint: Here’s the hint, “I let Winn-Dixie in our house, because he was so scared.”

Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Passages for using context clues
12-13	closed Otis music guitar animals listening	<p>Otis plays magical music.</p> <ul style="list-style-type: none"> <li>• When the pet shop is closed, Otis plays his guitar for the animals.</li> <li>• The animals come out of their cages to listen to Otis' music.</li> <li>• Sweetie Pie, Opal, Winn-Dixie, and Gloria Dump all come to listen to Otis' music.</li> </ul>	<p>Music</p> <ul style="list-style-type: none"> <li>• "The animals were sitting still and listening."</li> <li>• "Every day Winn-Dixie and I went to the pet store to watch Otis play his magical guitar music. Sweetie Pie came too. I even told Ms. Gloria Dump about the magical music."</li> </ul>	<p>Who can find what "closed" means? Hint: Here's the hint, "Winn-Dixie and I went to Gertrude's Pets. The sign on the door said CLOSED."</p>
14-17	jail rich mom bad choices Civil War candy factory	<p>Otis made a bad choice.</p> <ul style="list-style-type: none"> <li>• Otis had gone to jail.</li> <li>• Mrs. Dump told Opal that sometimes nice people do bad things.</li> <li>• Opal wondered if her mom had made a bad choice.</li> </ul>	<p>Helping others</p> <ul style="list-style-type: none"> <li>• "Sometimes Miss Block has fits like Winn-Dixie and she shakes all over. Winn-Dixie lays with her to comfort her when she shakes."</li> </ul>	<p>Who can find what "rich" means? Hint: Here's the hint, "He started his own candy factory after the war. He became rich."</p>
18-21	presents book sad animals party candy	<p>Opal gave her friends candy.</p> <ul style="list-style-type: none"> <li>• Gloria Dump thought the candy tasted sad.</li> <li>• The preacher thought the candy tasted good, but sad too.</li> <li>• Otis thought is tasted like jail.</li> <li>• Sweetie Pie thought it tasted like not having a dog.</li> </ul>	<p>Giving</p> <ul style="list-style-type: none"> <li>• "I brought her two presents."</li> <li>• "I gave the Preacher a piece of candy."</li> <li>• "I gave Otis a piece of the candy."</li> <li>• "I gave Sweetie Pie a piece of candy."</li> </ul>	<p>Who can find what "presents" means? Hint: Here's the hint, "I brought Gloria Dump two presents, candy and a book."</p>
22-26	prayer rain parrot lost love	<p>Winn-Dixie got lost at Opal's party.</p> <ul style="list-style-type: none"> <li>• It started to storm, and Winn-Dixie was outside.</li> <li>• Opal and the Preacher went out to look for Winn-Dixie.</li> <li>• They found Winn-Dixie at the party, listening to Otis' magical</li> </ul>	<p>Perseverance</p> <ul style="list-style-type: none"> <li>• "The Preacher wanted to stop looking. I didn't want to stop looking."</li> <li>• "The Preacher started to cry. He said he didn't give up on my mom."</li> </ul>	<p>Who can find what "prayer" means? Hint: Here's the hint, "The Preacher said a prayer before we ate."</p>

Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Passages for using context clues
		music.		

Students can also act out chapters by assigning different roles to each student. Nonverbal students can read their lines using an alternative communication device.

**BUILD TOWARDS GRADE LEVEL COMPETENCE (Level 4 Text):** Read the chapters covered in the lesson above aloud to the students but use the actual non-adapted text. This will provide students with an opportunity to hear more complex vocabulary, literary elements that may have been removed when creating the adapted text, and the author's tone. *Because of Winn Dixie* can be read in a Southern accent making it entertaining for students. Here are some comprehension questions to use for each chapter.

Chapters	"Wh" questions	Additional vocabulary to teach for this chapter
1-2	Why did Opal name the dog Winn-Dixie? What did Opal want to buy at the store? Where did Opal find the dog? How did Opal's dad remind her of a turtle?	produce, the pound, stray, exception, missionary
3-4	How old was Opal when her mom left? Why did Opal think that she was like Winn-Dixie? What was the tenth thing the preacher told Opal about her mom?	orphans, constellations, memorize, alcoholism
5-6	Who was Opal's first friend in town (besides Winn-Dixie)? What did the librarian think that Winn-Dixie was? How does Opal know that Winn-Dixie doesn't want to be left alone?	applauded, pews
7-8	What book did Miss Franny use to chase the bear? What will Sweetie Pie do when she turns six? What is Winn-Dixie's talent?	peculiar, advanced, prideful, allowance, dust bunnies
9-10	What was Winn-Dixie eating when Opal found him? What does Gloria use to see people with, instead of her eyes? What kind of tree did Gloria give Opal?	identical, hollered, jungle
11-12	What is Winn-Dixie afraid of? How did the animals get back in their cages? Why did Otis feel sorry for the animals?	pathological, spell, criminal

<b>Chapters</b>	<b>“Wh” questions</b>	<b>Additional vocabulary to teach for this chapter</b>
13-14	Why does Winn-Dixie like to visit Gloria? Why does Opal get mad at the Dewberry boys?	roundabout, shame, imitated
15-16	Why was Opal worried about Gloria Dump? Who was Littmus W. Block? What did Opal do to help Gloria?	fit, slavery, enlisted, notion, vermin, typhoid fever, Yankees
17-18	Why did Littmus W. Block decide to build a candy factory? What is the secret ingredient in the Littmus Lozenge? What does the lozenge taste like?	lozenge, manufactured, melancholy, apology, “idle conversation”
19-20	Why was Otis put in jail? What did Sweetie Pie think the lozenge tasted like? What theme did Opal and Sweetie Pie want for the party?	barbeque, theme
21-22	How did Opal know that Otis was at the party? What did Otis bring to the party? What did Opal mistake for a growling in Winn-Dixie’s stomach?	convinced, frilly, Dump Punch, wobble, swayed, shimmery
23-24	Why did Sweetie Pie say that Winn-Dixie couldn’t be lost? Who went with Opal to look for Winn-Dixie? What was the one thing the Preacher was thankful Opal’s mother left behind?	teeter, downpour
25-26	Where was Winn-Dixie hiding? How did Opal’s friends get Winn-Dixie to come out? What did Dunlap do to surprise Opal?	wheezed, myths, hymns, strummed

**BUILD TOWARDS INDEPENDENT READING (Using text at 1<sup>st</sup> to 2<sup>nd</sup> grade reading level.)** Have the student read the Independent Reader steps aloud (or silently) and then answer each comprehension question. You can also cut the sentences apart and have students put them in order to retell the story.

My name is Opal. My dad is a preacher.  
We just moved to Naomi, Florida.  
My dad sent me to a grocery store. Winn Dixie.  
I walked to the produce.  
A dog was in the store!  
The manager yelled "A dog is in the store! Put him in the pound!"  
I took the dog home.  
Dad said, "Clean him up."  
I gave the dog a bath.  
And he smiled.  
The End.

Questions:

1. Who is Opal's dad? (preacher)
2. Where was the dog? (grocery store)
3. What did Opal do to help? (bath)

**GENERALIZATION ACROSS MATERIALS.** Repeat this lesson using a poem instead of a story. Here is a poem and the responses you can use. The poems are provided in the student materials along with a response board.

Poem	“Wh” questions	Topic/ main idea/ theme	Context clues	Other ideas: Sequencing
Read aloud this poem: “A Bird Came Down the Walk.” <i>The Complete Poems of Emily Dickinson.</i> Boston: Little, Brown, 1960. (1893)*	Who came down the walk? (bird) What did he bite? (worm) Where did he hop? (wall) Who did he let pass? (beetle)	What is this poem about? -What the bird does -Building a birdhouse -A dog in a store	“Then he drank a dew from a convenient grass.”  Let’s find out what dew is. What did he drink? (dew) Where is it? (on grass) What do we find on grass in morning? (wet) What is dew? (wetness on grass)	Have students draw pictures for each action the bird takes (or provide pictures and have student put them in sequence)  -eating the worm -drinking the dew -hopping past the beetle -glancing with his eyes -taking the crumb

\* Access this poem here: <http://www.poets.org/viewmedia.php/prmMID/20949>

**REAL LIFE READING.** After completing a chapter in class, send a copy of the chapter and a list of comprehension questions with a response board home for homework practice. Also allow the student to review completed chapters during free time to encourage reading as a leisure pursuit. This book could be paired with teaching making a purchase in a grocery store or a trip to an animal shelter or veterinarian to learn about pet care. Florida is the state mentioned in this story. This creates an opportunity for students to read their own state name or recognize it on a map.



National Center and State Collaborative

# **Language Arts Sample Systematic Instruction Script (LASSIS): Unit 1 Elementary Vocabulary and Acquisition Progress Monitoring**

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**Elementary LASSI Progress Monitoring Data Sheet**  
**Building Understanding of Words and Stories: Because of Winn Dixie**

*Directions: Score each step during instruction or as soon as the lesson is complete. Score the step as unprompted correct with a "+." Use a system to code level of prompting required for incorrect responses (e.g., V = verbal prompt, G = gesture, P = physical). Graph the number of unprompted correct responses to monitor progress.*

**BUILD ESSENTIAL UNDERSTANDING: Teaching Story Elements**

<i>Materials and Directions for Teacher</i>	<i>Instructional Cue</i>	<i>Student Expected Response</i> <i>Date:</i>						
1. Present student with book cover.	<b>Find the title of our book.</b>	Points to title.						
2. Present student with book cover.	<b>Find the author of our book. The author is the person who wrote our story.</b>	Points to author.						
3. Present student with book cover.	<b>What kind of pet is our book about? Let the title and picture help you.</b>	Communicates "dog."						
4. Present student with adapted text and response cards.	<b>A character is a person in a story. Listen while I read the first two sentences of our first chapter. (Read 1<sup>st</sup> two sentences.) "Who" asks for the name of a character. Who is the character in our story?</b>	Selects Opal.						
5. Present student with adapted text and response cards.	<b>Sometimes a character can be an animal. Another character in our story is Winn Dixie. Who is Winn Dixie?</b>	Communicates "dog."						
6. Present student with adapted text and response cards.	<b>The setting is a place in our story. "Where" asks for the setting, a place in our story. Where is the setting?</b>	Selects Florida.						
7. Present student with adapted text, sentence strip, and voice output device if necessary.	<b>I have a special job for you to do today while I read the chapter. I want you to listen for what Winn Dixie does. He's a happy dog who smiles a lot. When I read "and he smiled", I want you to help me read "smiled." (Hold up a sentence strip with the words "And he smiled." Point to the words as you read them, but wait for student to read the last word.) Let's practice "And he..."</b>	Reads "smiled."						
		NUMBER CORRECT:						

## BUILD A GRADE ALIGNED COMPONENT: I. Word Study

3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)

8. Present student with adapted text, vocab response cards, and picture response cards.	<b>Before we read our story, let's review some key words we will find in the first chapter. Read (or listen for) the word and then show me the picture that goes with the word.</b> (Go through the vocabulary at a rapid pace). Teacher shows (or reads) each word. <b>Opal.</b>	Reads/ selects "Opal." Matches to picture.							
9. See above.	<b>Preacher.</b>	Reads/ selects "Preacher." Matches to picture.							
10. See above.	<b>Grocery store.</b>	Reads/ selects "Grocery store." Matches to picture.							
11. See above.	<b>Winn-Dixie</b>	Reads/ selects "Winn-Dixie." Matches to picture.							
12. See above.	<b>Smile</b>	Reads/ selects "Smile." Matches to picture.							
13. See above.	<b>Florida</b>	Reads/ selects "Florida." Matches to picture.							
14. See above.	<b>Store</b>	Reads/ selects "Store." Matches to picture.							
		NUMBER CORRECT:							
3 <sup>rd</sup> Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)									
15. Present student with picture response cards.	<i>(This step is optional for students who are learning to read independently):</i> <b>Sometimes we can read new words by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture.</b> (You may substitute words and pictures related to phonics skills your students are learning). (Show, do not say) dog	Points to picture of dog.							
16. See above.	(Show, do not say) cat	Points to picture of cat							
17. See above.	(Show, do not say) sit	Points to picture of person sitting.							
18. See above.	(Show, do not say) sun	Points to picture of sun.							

19. See above.	(Show, do not say) can	Points to picture of can.						
		NUMBER CORRECT:						
<b>3<sup>rd</sup>, 5<sup>th</sup></b> Objective: Confirm or change a prediction about main idea of story using at least two details from story. (See materials for response options)								
20. Provide student with adapted text and sentence strips.	<p><b>Before we start reading, I want you to think about what this chapter is about. Remember, we talked about the fact that Winn Dixie is a dog. Did you know Winn Dixie is the name of a grocery store? I shop at</b> (name a local grocery store). <b>Where does your family shop? Opal shops at Winn Dixie.</b></p> <p><b>Which of these do you think the story will be about?</b>  <b>-A preacher goes to church</b>  <b>-A girl buys apples at the grocery store</b>  <b>-A girl finds a dog at a grocery store</b>  <b>-A dog buries a bone</b></p>	Selects one sentence						
21. Provide student with adapted text and voice output device if needed.	<p><b>I am going to read our chapter aloud now. Follow along with me. Remember you are going to help me read “smiled” when I say “And he...” Ready?</b>  (Read the chapter aloud. When you get to “And he smiled”, read the sentence once. Then repeat “And he...” Wait for student to read “smiled.”)</p>	Reads “smiled” (may use voice output device).						
22. Provide student with adapted text, sentence strips and fact response strips.	<p><b>Now let’s see what our story was really about.</b> (Show the sentence strips again.) <b>We have to find a fact in our story to back up our choice. Let’s review the facts. Here are some facts.</b> (Display 3 facts).  <b>-The preacher sent Opal to the store.</b>  <b>-A dog was in the store.</b>  <b>-Opal took the dog home.</b>  <b>-What happened first?</b></p>	Communicates “The preacher sent Opal to the store.” (This may be communicated by pointing to the first picture/sentence strip or reading it. Option: you might have student put the number 1 by the first fact).						
23. See above.	<b>What happened next?</b>	Communicates “A dog was in the store.”						
24. See above.	<b>What happened last?</b>	Communicates “Opal took the dog home.”						

25. See above.	<b>So what was our story about?</b> -A preacher goes to church -A girl buys apples at the grocery store -A girl finds a dog at the grocery store -A dog buries a bone  <b>Match the fact to the answer.</b>	Matches "A girl finds a dog in the grocery store" to "A dog was in the store."							
		NUMBER CORRECT:							
<b>3<sup>rd</sup></b> Objective: Answer "who", "what", and "where" questions									
26. Provide student with adapted text, sight word response cards, and picture response cards.	<b>Let's answer some questions about our story. Remember to think about what we read to find the <i>right</i> answer.</b> <i>READER OPTION:</i> Use the sight words as the response options. <i>LISTENER OPTION:</i> Use the pictures as the response options <b>Who" asks for the character- a person or animal. Who found the dog in the store?</b>	Selects "Opal."							
27. See above.	<b>"Where" asks for the place our story occurred. Where did the preacher send Opal?</b>	Selects "grocery store."							
28. See above.	<b>"What" asks for a fact from our story. What did Winn Dixie do when he saw Opal?</b>	Selects "smile."							
		NUMBER CORRECT:							
<b>3<sup>rd</sup>, 4<sup>th</sup></b> Objective: Select the theme of the story when given four options and match to a supporting detail in the text.									
29. Provide student with adapted text and response cards.	<b>You are doing a great job with our story today! Let's try something a little harder. Remember our author is Kate DiCamillo. The theme is the topic the story is about. Let's work together to find our theme.</b>  <b>Let's begin by finding some facts about our main character. Who is Opal's father?</b>	Communicates "Preacher."							
30. See above.	<b>Does Opal have a mother?</b>  (Write "No mother") <b>She must be lonely with no mother.</b>	Communicates "no."							

31. See above.	<p><b>Opal just moved to Florida. Sometimes when we are new in town we don't have many friends. Does Opal have any girls or boys as friends in our story?</b></p> <p>(Write "No friends")  <b>She must be lonely with no friends.</b></p>	Communicates "no."						
32. See above.	<p><b>Which of these might be the theme of our story?</b></p> <p><b>-A dog as a friend</b>  <b>-A boy as a friend</b>  <b>-The fun of grocery shopping</b>  <b>-Different kinds of dogs</b></p>	Communicates "A dog as a friend."						
33. See above.	<p><b>Let's find something she does that shows us Winn Dixie is her friend. I'm going to reread a part of the story.</b>  (Read only p. 4). <b>Who understood Opal?</b></p> <p><b>A friend understands. So we know Winn Dixie is her friend.</b></p>	Communicates "Winn Dixie"						
		NUMBER CORRECT:						

### BUILD A GRADE ALIGNED COMPONENT

4<sup>th</sup>, 5<sup>th</sup> Fill in sentence using new vocabulary word based on context cues. (See materials for response board)

34. Present student with adapted text and response cards.	<p><b>You have done such a great job with our story today. Let's do one more thing to become super readers. Let's play "Guess the Word".</b> Give each student several pictures including the correct responses.  <b>Here is our first one. "The preacher sent me to the grocery store. I walked into the produce section."</b></p> <p><b>Who can find what produce means?</b></p> <p><b>Hint: Here's the hint "sent me to the grocery store. It's in a grocery store."</b></p>	Selects picture of fruits and vegetables.						
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35. See above.	<p><b>Here's our next passage. "The manager was going to send the dog to the pound, but I kept him."</b></p> <p><b>Who can find what pound means? Hint: Here's the hint "send the dog". It's somewhere dogs go when they have no home.</b></p>	<p>Selects picture of dog in a cage (pound).</p> <p>Use same strategy for prompting as above/ and same game format.</p>						
36. See above.	<p><b>Here's another passage, "He had always told me to help others. Winn Dixie needed my help....I gave Winn Dixie a bath."</b></p> <p><b>Who can find what "help others" means? Hint: Here's the hint, "Winn Dixie needed my help. I gave Winn Dixie a bath." Giving a dog a bath helps the dog be clean.</b></p>	<p>Selects picture of cleaning (not literally a dog bath).</p>						
37. See above.	<p><b>Sometimes a word can have more than one meaning. Let's try a few. A "pen" can be something I use to write (show picture of <i>writing pen</i>). A "pen" can also be something a dog stays in (show <i>dog pen</i>). What does pen mean in this sentence- "A dog was in a pen."</b></p>	<p>Selects picture of dog pen.</p> <p>If not correct, restate the types of pens shown in italics on the left and let the student try again.</p>						
38. See above.	<p><b>What does pen mean in this sentence- "I write with a pen."</b></p>	<p>Selects writing pen.</p>						
39.	<p><b>Let's do another word. The word "pound" can be something we do with a hammer (pretend to pound the table). Or, a "pound" can be a place where dogs go that do not have a home. What does pound mean in this sentence. The manager said, "Put Winn Dixie in the pound."</b></p>	<p>Selects picture of dog pound.</p>						
40.	<p><b>What does pound mean in this sentence- "I pound the nail."</b></p>	<p>Selects picture of hammer pounding nail</p>						
		NUMBER CORRECT:						