



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 2 Middle School Informational Text Progress Monitoring

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Student Name: _____

Middle School LASSI Progress Monitoring Data Sheet

Building Understanding of Informational Text: Taking Flight

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 Date:</i>							
1. Show vocab word and corresponding picture with 3 distracters for student to match word to picture. *If student does not have expressive communication, read the word and have student point to the correct word in an array.	Read (or listen for) the word and then show me the picture that goes with the word. wings	Reads/selects "wings." Matches to picture.							
2. See above.	feathers	Reads/selects "feathers." Matches to picture.							
3. See above.	movement	Reads/selects "movement." Matches to picture.							
4. See above.	flap	Reads/selects "flap." Matches to picture.							
5. See above.	hot air balloon	Reads/selects "hot air balloon." Matches to picture.							
6. See above.	aircraft	Reads/selects "aircraft." Matches to picture.							
7. See above.	kite	Reads/selects "kite." Matches to picture.							
8. See above.	space	Reads/selects "space." Matches to picture.							
9. Provide student with copy of article #1.	Where is the title of the article?	Points to title							
10. Provide student with copy of article #1, sentence strip, and AAC device if necessary.	I need your help reading the article. Listen for a line in the article about flying. When I read, "People had many ideas about flying", I want you to help me read "about flying." Let's practice. "People had many ideas about flying."	Reads "about flying." (e.g., student may use voice output device to say "about flying" or speak the words to help read it).							
		NUMBER CORRECT:							

<p>6th, 7th, 8th Objectives: Retell details from informational text and select an inference, conclusion, or summary statement using two or more details from the informational text. Use article #1 - <i>Early Ideas about Flying</i> and the Flow Chart graphic organizer.</p>						
11. Present student with article #1, sentence strips, and Flow Chart.	<p>We are going to use a Flow Chart to help us retell some details from the article. First, let's put the topic on the chart.</p> <p>The topic is what the article is about. Here are four possible topics.</p> <ul style="list-style-type: none"> - what wings are made of - the man on the moon - ideas about flying - Greek legends <p>What is the topic of this article?</p>	<p>Selects "ideas about flying" from the response options or points to the title of the article.</p> <p>Affixes the correct response option or writes the words on the Flow Chart (do not score student's ability to place on graphic organizer; score correct selection).</p>				
12. See above.	<p>There is a lot of information in this article. We want to include only the most important details in our Flow Chart. In informational text, the most important details in a paragraph are often in the 1st sentence of the paragraph. In this article, we have 4 paragraphs.</p> <p>The paragraphs are numbered 1-4. I have made sentence strips of the first sentence in each paragraph.</p> <ul style="list-style-type: none"> - The ancient Greeks believed only the Gods could fly. - In our culture, people wrote stories about strange ways to fly. - Birds inspired people to explore new ideas about flying. - After trying many things, people were finally able to fly. - Early ideas about flying. <p>We can use the 1st sentence of each paragraph to retell important details about the article. What is the 1st sentence in the 1st paragraph?</p>	<p>Points to the correct sentence strip from options or reads the 1st sentence of the 1st paragraph</p> <p>Affixes the correct response option or writes the words on the Flow Chart.</p>				
13. See above.	<p>Let's find the 1st sentence in the 2nd paragraph.</p> <p>What is the 1st sentence of the 2nd paragraph?</p>	<p>Points to the correct sentence strip from options or reads the 1st sentence of the 2nd paragraph (i.e., "In our culture, people wrote stories about strange ways to fly.").</p> <p>Affixes the correct response option or writes the words on the Flow Chart.</p>				

Student Name: _____

14. See above.	Let's find the 1st sentence in the 3rd paragraph. What is the 1st sentence of the 3rd paragraph?	Points to the correct sentence strip from 3 options or reads the 1st sentence of the 3rd paragraph (i.e., "Birds inspired people to explore new ideas about flying."). Affixes the correct sentence strip to the 3rd box of the Flow Chart.						
15. See above.	Let's find the 1st sentence in the 4th paragraph. What is the 1st sentence of the 4th paragraph?	Points to the correct sentence strip from options or reads the 1st sentence of the 4th paragraph (i.e., "After trying many things, people were finally able to fly."). Affixes the correct sentence strip to the 4 th box of the Flow Chart.						
16. See above.	Now the Flow Chart is complete. What were some early ideas about flying?	Communicates "Greeks thought only Gods could fly" or something similar. If more help is needed, simplify the response required (e.g., students can point to the picture of "Greek Gods" on the sentence strip).						
17. See above.	Good. You have found 1 detail from the article. What is another detail?	Communicates "In our culture, people wrote stories about strange ways to fly." If more help is needed, simplify the response required (e.g., students can point to the picture of "story" on the sentence strip).						

Student Name: _____

18. See above.	Excellent. You have found 2 details from the article. What is another detail?	Communicates "Birds inspired people to explore new ideas about flying." If more help is needed, simplify the response required (e.g., students can point to the picture of "birds" on the sentence strip).						
19. See above.	Wow! You have found 3 details in this article. Can you find one more detail?	Communicates "After trying many things, people were finally able to fly." If more help is needed, simplify the response required (e.g., students can point to the picture of "fly" on the sentence strip.).						
20. See above.	I want to ask you some questions about the flying machine da Vinci made. Listen as I read the 3rd paragraph again. Was da Vinci's flying machine successful?	Communicates "no." If more help is needed, reread the last sentence in the 3rd paragraph.						
21. See above.	What did the flying machine have?	Communicates "wings". If more help is needed, point to the picture of the ornithopter and reread the sentence with the correct answer.						
22. See above.	Who made the machine move?	Communicates "people". If more help is needed, point to the person and reread the sentence with the correct answer.						
23. See above.	Why do you think da Vinci's flying machine was not successful?	Communicates "because people got tired and stopped flapping the wings" or something similar. See note about prompting in LASSI.						
		NUMBER CORRECT:						

Student Name: _____

6th Objective: Use a graphic organizer to locate and summarize information from a variety of sources. (Use the KWHL Chart with selected You Tube videos and a photograph of the Wright Brothers first airplane.)						
24. Provide student with KWHL chart and response options.	<p>We are going to use the KWHL Chart to help us with this lesson. Who remembers our topic for this lesson?</p> <p>Let's put the topic on our KWHL chart.</p>	<p>Selects "flying" from response options.</p> <p>Affixes the response option for "flying" or writes the word "flying" in the topic line on the KWHL chart (do not score student's ability to place on graphic organizer; score correct selection).</p>				
25. See above.	<p>The KWHL chart can help us organize what we know and what we want to learn about a topic. In the first column, we write/record what we know about flying.</p> <p>What do you know about flying?</p>	<p>Selects or otherwise communicates some things they know about flying. Note: some response options are provided for students who are not able to generate a response. Accept all plausible responses (i.e., something about flying).</p>				
26. See above.	<p>In the second column, we write/record the things we want to learn about flying. What are some things you want to learn about flying?</p>	<p>Selects or otherwise communicates that they want to learn more about "how does a bird fly" and "who invented the first airplane."</p> <p>Affixes responses in the W column on the KWHL chart.</p>				
27. See above.	<p>The third column on the KWHL chart is where we list some ways we can learn more about what we want to know. What are some ways we can learn more about what we want to know about flying?</p>	<p>Selects or otherwise communicates one or more of the following possible sources of information: internet, books, videos, people, and library.</p> <p>Affixes responses in the H column on the KWHL chart.</p>				

Student Name: _____

<p>28. Provide student with KHWL chart, You Tube video or other online information, and response options.</p>	<p>One of the things you said you wanted to learn more about is how birds fly.</p> <p>The internet is one of the ways you can learn more about this. Let's watch a short video about how birds fly. http://www.youtube.com/watch?v=au60WLv0tck</p> <p>We can summarize the information we learn and put it in the L column of the KHWL chart. To summarize how a bird flies, let's answer some questions about what you saw in the video. How many movements does a bird make with its wings?</p>	<p>Communicates "2" either verbally or by selecting the correct response option.</p> <p>*See note in LASSI.</p>						
<p>29. See above.</p>	<p>How does the inner part of the wing move?</p>	<p>Communicates "up and down" either verbally or by selecting the correct response option</p>						
<p>30. See above.</p>	<p>How does the outer part of the wing move?</p>	<p>Communicates "in a circle" either verbally or by selecting the correct response option.</p>						
<p>31. See above.</p>	<p>What did you learn about how birds fly?</p> <p>Let's put what we learned about how a bird flies in the L column of the KHWL chart.</p>	<p>Communicates "Birds fly with their wings."</p> <p>Affixes the response to the L column of the KHWL chart.</p>						
<p>32. See above.</p>	<p>*Another thing we want to learn more about is who invented the first airplane.</p> <p>Let's watch a video about the people who invented the first airplane. http://www.youtube.com/watch?v=sJdOaVcS2JE</p> <p>Who invented the first airplane?</p> <p>*Note: This step is dependent on what your students communicated as to what they wanted to know earlier. If they selected other things, please find a video to answer the questions they posed.</p>	<p>Communicates "the Wright Brothers" either verbally or by selecting the correct response option.</p>						
<p>33.</p>	<p>Let's see if we can remember how the Wright brothers solved the three problems. We can watch the video again if we need to. Remember the problems were lift, control, and power. The first problem was lift. How did they solve the first problem?</p>	<p>Communicates "made kites" or another acceptable answer either verbally or by selecting the correct response option.</p>						

Student Name: _____

34.	The second problem was control. How did they solve the second problem?	Communicates "made gliders" or another acceptable answer either verbally or by selecting the correct response option.						
35.	The third problem was power. How did they solve the third problem?	Communicates "used an engine" or another acceptable answer either verbally or by selecting the correct response option.						
36. See above.	<p>This is a picture of the first airplane invented by Wilbur and Orville Wright. Remember that we can use text features to give us more information. A caption is a text feature. Captions give us more information about a photograph or other visual. They are short; usually only a few sentences. Listen as I read the caption under the picture.</p> <p>Why did the Wright Brothers fly their plane near the beach?</p> <p>That's right. We know the wind helps lift the plane off the ground.</p>	Communicates "wind" either verbally or by selecting the correct response option.						
		NUMBER CORRECT:						

Student Name: _____

<p>7th, 8th Objective: Use a graphic organizer to compare and contrast the information two authors provide on a topic. Use a graphic organizer to determine points of disagreement between two authors. Use article #2 – <i>Kite Flying</i> and a T-Chart graphic organizer.</p>						
37. Provide student with article #2, response options, and T-Chart graphic organizer.	<p>The next thing we are going to talk about is something that flies without wings - a kite. Kites are fun to make and fun to fly. Did you know that there is even a national kite flying day?</p> <p>This year the national kite flying day was February 8th. We are going to read two articles about kite flying. Each article was written by a different author. Each author wrote their best tips for flying a kite. We will use a T-Chart graphic organizer to identify which tips they agree on (point to agree column on graphic organizer) and which tips they disagree on (point to disagree column on graphic organizer). Let's read the article together.</p> <p>What is the topic of these articles?</p>	Selects "kite flying" from response options.				
38. See above.	<p>The first tip we are going to compare is the best season to fly a kite. In article #1, what season does the author say is best for fly a kite?</p>	Selects "spring" from response options. If students need more help, reread the 1 st paragraph of article #1.				
39. See above.	<p>In article #2, what season does the author say is best for flying a kite?</p>	Selects "fall" from response options. If students need more help, reread the last sentence in the 2 nd paragraph of article #2.				
40. See above.	<p>The author of Article #1 says spring is the best season and the author of Article #2 says fall is the best season. Do the authors agree or disagree about the best season to fly a kite? Let's put "season" in the Disagree column on the T-Chart graphic organizer.</p>	Selects "disagree" from response options. Affixes "season" to the Disagree column on the T-Chart graphic organizer (do not score student's ability to place on graphic organizer; score correct selection).				
41. See above.	<p>The next tip we are going to compare is wind speed. In article #1, what wind speed does the author say is best to fly a kite?</p>	Selects "4-12 mph" from response options. If students need more help, reread the 2 nd paragraph of article #1.				

Student Name: _____

42. See above.	In article #2, what wind speed does the author say is best for flying a kite?	Selects "5-25 mph" from response options. If students need more help, reread the 2 nd paragraph of article #2.						
43. See above.	The author of article #1 says wind speeds from 4-12 mph are the best and the author of article #2 says wind speeds of 5-25 mph are best. Do the authors agree or disagree about the best wind speeds for flying a kite? Let's put "wind speed" in the Disagree column on the T-Chart graphic organizer.	Selects "disagree" from response options. Affixes "wind speed" to the Disagree column on the T-Chart graphic organizer.						
44. See above.	Another tip we are going to compare is time of day. In article #1, what time of day does the author say is best for flying a kite?	Selects "afternoons" from response options. If students need more help, reread the 3 rd paragraph of article #1.						
45. See above.	In article #2, what time of day does the author say is best for flying a kite?	Selects "afternoons" from response options. If students need more help, reread the 1 st paragraph of article #2.						
46. See above.	The authors of article #1 and article #2 both say that afternoons are the best time of day for kite flying. Do the authors agree or disagree about the best time of day for flying a kite? Let's put "time of day" in the Agree column on the T-Chart graphic organizer.	Selects "agree" from response options. Affixes "time of day" to the Agree column on the T-Chart graphic organizer.						
47. See above.	The last tip we are going to compare is the best place for flying a kite. In article #1, where does the author say is the best place for kite flying?	Selects "beaches" from response options. If students need more help, reread the 3 rd paragraph of article #1.						
48. See above.	In article #2, where does the author say is the best place for kite flying?	Selects "beaches" from response options. If students need more help, reread the 3 rd paragraph of article #2.						
49. See above.	The authors of article #1 and article #2 both say that beaches are the best place for kite flying. Do the authors agree or disagree about the best place for flying a kite? Let's put "place" in the Agree column on the T-Chart graphic organizer.	Selects "agree" from response options. Affixes "place" to the Agree column on the T-Chart graphic organizer.						
			NUMBER CORRECT:					

8th Objective: Identify the author's claim.						
50. Provide student with advertisement, website, and fact or claim response options.	<p>We have one more type of flying to talk about in this lesson - space flight. There is a special place in Huntsville, Alabama, where you can learn about space. It is the U.S. Space and Rocket center. You can visit a museum for a day or spend a week or two at space camp learning to be an astronaut. You can learn more about the U.S. Space and Rocket center on their website at: http://www.spacecamp.com/museumHome.</p> <p>Give each student a copy of the advertisement or have them copy and paste the link into an internet browser to bring up the webpage.</p> <p>Let's look at the webpage together. Read the webpage together.</p> <p>Name one thing on the website.</p>	Communicates one thing from the website (e.g., picture of astronaut, link for additional pages). Answers will vary. No response options are provided.				
51. See above.	<p>When you visit sites on the internet, it is important to know statements that are fact from statements that are claims. A fact is something you can prove. A claim is someone's opinion of what they think. For example, this ad says the center has over 1,500 artifacts from America's achievement in space exploration.</p> <p>Is this a fact or a claim?</p> <p>This is a fact because it is something that can be proved. You could count all the artifacts to see if this is true.</p>	Communicates a "fact."				
52. See above.	<p>Another statement from the ad says that Dr. Wayne Clough is the secretary of the Smithsonian Institute. Is this a fact or a claim?</p> <p>You're right. This is a fact because it is something that can be proved. You could prove that Dr. Clough is the secretary of the Smithsonian Institute.</p>	Communicates a "fact."				

Student Name: _____

53. See above.	<p>Another statement in the ad says that the U.S. Space and Rocket Center has "The best space collection on the planet!" Point to the statement. Is this a fact or a claim?</p> <p>This is a claim because it is what someone thinks. It is their opinion. I may think another collection of space artifacts is better.</p>	Communicates a "claim."						
		NUMBER CORRECT:						

OPTIONAL: BUILD TOWARDS INDEPENDENT READING (Using text at 1st to 2nd grade reading level.)								
1. Provide student with article.	<p><i>READER OPTION (this step is optional for students who are learning to read independently):</i> Before we read the article, let's try to read some words from the article. Sometimes we can read a new word by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture. (You may substitute words and pictures related to phonics skills your students are learning). <i>fly</i></p>	Reads "fly." Points to fly. (If student needs help on these words, show how sound it out /f/ /l/ /y/.)						
2. See above.	<i>moon</i>	Reads "moon." Points to moon.						
3. See above.	<i>jet</i>	Reads "jet." Points to jet.						
4. See above.	<i>flap</i>	Reads "flap." Points to a picture of flapping.						
5. See above.	<i>hot</i>	Reads "hot." Points to picture of something hot.						
6. See above.	<i>geese</i>	Reads "geese." Points to picture of geese flying.						
Comprehension Questions (score separately in grid to right)	<p>What did people think flying was? (magic) Who wrote stories about flying? (people) Who went to the moon with geese? (the Man on the Moon) What do people watch? (birds) How did the wings of the first flying machine move? (up and down) Was it successful? (no) What did man first fly in? (hot air balloon)</p>	<p>(magic) (people) (the Man on the Moon) (bird) (up and down) (no) (hot air balloon)</p>						
		NUMBER CORRECT:						