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

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High School LASSI Progress Monitoring Data Sheet
Building Understanding of Informational Text: <u>Making Choices</u>

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

Materials and Directions for Teacher	*Instructional Cue*	*Student Expected Response* Date:						
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.** volunteer (a person who offers to help)	Reads/selects "volunteer." Matches to picture.						
2. See above.	community (a place where people live)	Reads/selects "community." Matches to picture.						
3. See above.	influence (to affect or change a person, thing, or action)	Reads/selects "influence." Matches to picture.						
4. See above.	media (television, internet, newspapers, radio)	Reads/selects "media." Matches to picture.						
5. See above.	consume (eat)	Reads/selects "consume." Matches to picture.						
6. See above.	advertisement (a notice or announcement)	Reads/selects "advertisement." Matches to picture.						
7. See above.	interview (a face-to-face meeting for a job)	Reads/selects "interview." Matches to picture.						
8. See above.	application (form or paper you fill out for a job)	Reads/selects "application." Matches to picture.						
9. See above.	resume (a written list of your work experiences)	Reads/selects "resume." Matches to picture.						
10. See above.	references (people who know you are a good worker)	Reads/selects "references." Matches to picture.						
11. Give students a copy of the article "*Teens Make Good Volunteers.*"	**Find the title of the article.**	Points to *Teens Make Good Volunteers.*						

12. Give students a copy of the article "*Teens Make Good Volunteers*" and sentence strip with repeated story line.	**We are going to read this article together. I want you to listen for a line in the article about taking care of pets. When I read "Volunteering is <u>important work</u>", I want you to help me read "<u>important work</u>."** (Hold up a sentence strip with the words "Volunteering is <u>important work</u>." Point to the words as you read them, but wait for student to read the underlined words. **Let's practice. "Volunteering is <u>important work</u>."** Then, read the article.	Reads "important work" (e.g., student may use voice output device to say "important work" or speak the words to help read it).						
		NUMBER CORRECT:						

11th Objectives: Identify persuasive words the author uses and determine if the author wants you to like or dislike. Use Article #1 – *Teens Make Good Volunteers* and persuasive writing graphic organizer.

BUILD A GRADE ALIGNED COMPONENT: II. Passage Comprehension

13. Give students a copy of the article "*Teens Make Good Volunteers*", a copy of the Persuasive Writing Graphic Organizer, and corresponding response options for topic, reasons, and signal words. Hint: If students need help, remind them that the title often says what the article is about. Also, point out that the first sentence of the article often says what the article is about.	**Authors have a reason for writing. They want to tell you about their view on a topic. This is known as author's point of view. We are going to use a graphic organizer to help us to find the author's point of view, or the author's reason for writing this article.** Give each student a persuasive writing graphic organizer. **First, let's put the topic on the chart.** Point to the word "topic" at the top of the graphic organizer. **The topic is what the article is about. Here are four possible topics.** Read each of the four possible topics. **- teens play sports** **- parents of teens** **- teens make good volunteers** **- teens are busy people** **What is the topic of this article?**	Selects "teens make good volunteers" from the response options or points to the title of the article. If student does not select/point to "teens make good volunteers", use LIP and point to the words in the title. Affixes the correct response option or writes the words on the graphic organizer (do not score student's ability to place on graphic organizer; score correct selection).					
14. See above.	**The author has three reasons for writing this article. In this article, the author describes one reason in each paragraph.** Point to each paragraph in the article. **The author also uses a signal word in each paragraph to let you know a reason is coming up. The signal words are "first", "next", and "last". I'm going to read the 1st paragraph again. Listen for a reason. The sentence will start with the word "first".** Reread the 1st paragraph. **What is the first reason the author states that teens make good volunteers?** **- First, there are a large number of teens who can volunteer.** **- Nearly 60% of teens aged 12-17 years volunteer.** **- In addition, girls are more likely to volunteer than boys.** **- Teens make good volunteers for three reasons.**	Points to the correct sentence strip from options or reads/points to the correct sentence in the 1st paragraph (i.e., "First, there are a large number of teens who can volunteer."). If more help is needed, limit the number of options from which students select from 4 to 3 options. Options: For this part of the lesson, students can indicate the reason by underlining or highlighting it. Affixes the reason in the "reason 1" box of the graphic organizer (do not score student's ability to place on graphic organizer; score correct selection).					

15. See above.	**What signal word tells you a reason is coming?** **Let's put the signal word on the graphic organizer.**	Selects "first" from options or reads/points to the word "first" in the article. Affixes the signal word "first" on the graphic organizer (do not score student's ability to place on graphic organizer; score correct selection).						
16. See above.	**Another reason the author wrote this article is in the 2nd paragraph. The sentence starts with the word "next". I'm going to read the 2nd paragraph again. Listen for the sentence that starts with the word "next".** Reread the 2nd paragraph. **What is the next reason the author states that teens make good volunteers?** **- Teens are busy people.** **- In addition, they spend 1-2 hours each time they volunteer.** **- Next, teens have time to volunteer.** **- Teens volunteer once or twice a month.**	Points to the correct sentence strip from options or reads/points to the correct sentence in the 2nd paragraph (i.e., "Next, teens have time to volunteer."). If more help is needed, limit the number of options students select from 4 to 3 options. Affixes the reason in the "reason 2" box of the graphic organizer (do not score student's ability to place on graphic organizer; score correct selection).						
17. See above.	**What signal word tells you a reason is coming?** **Let's put the signal word on the graphic organizer.**	Selects "next" from options or reads/points to the word "next" in the article. Affixes the signal word "next" on the graphic organizer (do not score student's ability to place on graphic organizer; score correct selection).						

18. See above.	**You have found 2 reasons. Let's find the last reason. It is in the 3rd paragraph.** Point to the 3rd paragraph. **The sentence starts with the word "last". I'm going to read the 3rd paragraph again. Listen for the sentence that starts with the word "last".** Reread the 3rd paragraph. **What is the last reason the author states that teens make good volunteers? - Most parents of teen volunteers said they have volunteered in the past year. - In addition, teens get their friends to volunteer. - Last, teens influence other people to volunteer. - When asked, 80% of teens said their friends volunteered as well.**	Points to the correct sentence strip from options or reads/points to the correct sentence in the 3rd paragraph (i.e., "Last, teens influence other people to volunteer.") If more help is needed, limit the number of options from which students select from 4 to 3 options. Affixes the reason in the "reason 3" box of the graphic organizer (do not score student's ability to place on graphic organizer; score correct selection).					
19. See above.	**What signal word tells you a reason is coming?** **Let's put the signal word on the graphic organizer.**	Selects "last" from options or reads/points to the word "last" in the article. Affixes the signal word "last" on the graphic organizer (do not score student's ability to place on graphic organizer; score correct selection).					
20. See above.	**Let's review our graphic organizer together.** Point to the topic, reasons, and signal words as you read them. **The words an author chooses will help you know if the author wants you to agree or disagree with them. In this case, the author uses the words "first, next, and last" to list three reasons that teens make good volunteers. Does the author want you to agree with them or disagree with them?**	Selects "agree" from the response options. Hint: If more help is needed, explain that the author is giving reasons for believing that teens make good volunteers.					

21. See above.	This author also uses other words to *persuade* you to agree. Listen as I read a sentence from each paragraph and see if you hear the same phrase in each of the sentences. Read the sentences. - In addition, girls are more likely to volunteer than boys, but just by a little. - In addition, they spend 1-2 hours each time they volunteer. - In addition, teens get their friends to volunteer. What phrase did you hear in each of the sentences? That's right. The author uses the phrase "in addition" to give you a fact that supports each of their reasons.	Selects "In addition" from the response options or points to the words on the sentence strips. Hint: If students need more help, point to the words "in addition" or highlight the words in the article. Affixes the persuasive words "in addition" on the graphic organizer (do not score student's ability to place on graphic organizer; score correct selection).						
		NUMBER CORRECT:						

11th Objective: Determine the author's purpose or point of view. Use Article #2 – *Teens and the Media* and Author's purpose graphic organizer.

22. Present student with Article #2 – *Teens and the Media*, Author's purpose graphic organizer, and response options for Author's purpose graphic organizer.	**The next article we are going to read is about teens and the media.** Give each student a copy of Article #2 – *Teens and the Media*. **I need your help reading the article. When I read, "The media influences what we buy", I want you to help me read "<u>what we buy.</u>"** (Hold up a sentence strip with the words "The media influences <u>what we buy.</u>" Point to the words as you read them, but wait for student to read the underlined words. **Let's practice. "The media influences <u>what we buy.</u>"** Read article #2 – *Teens and the Media*. Some students may be able to read this passage aloud independently.	Reads "what we buy" (e.g., student may use voice output device to say "what we buy" or speak the words to help read it).					
23. See above.	Give each student the author's purpose graphic organizer. **Authors have a purpose for writing. The author's purpose can be to <u>entertain</u> us (just for fun)…**point to the "entertain" column on the graphic organizer, **to <u>persuade</u> us (convince us of something)…** point to the "persuade" column on the graphic organizer, **or to <u>inform</u> us (give us facts)…**point to the "inform" column on the graphic organizer. **I'm going to read a sentence from the article and you decide which column it goes in. Here's the first sentence. "Teens watch 40,000 ads a year through television alone." What is the purpose of this sentence?** **Let's put the sentence in the "inform" category?**	Selects "inform" from response options or points to "inform" column on the graphic organizer. Hint: If students need more help, remind them that when the author's purpose is to inform us, they will tell us facts and reasons. Affixes the response option on the graphic organizer or writes the sentence under the "inform" column (do not score student's ability to place on graphic organizer; score correct selection).					

24. See above.	Let's try another sentence. **"These ads affect the food and beverage choices teens make."** What is the author's purpose?	Selects "inform" from response options or points to the "inform" column on the graphic organizer. Affixes the response option on the graphic organizer or writes the sentence under the "inform" column (do not score student's ability to place on graphic organizer; score correct selection).						
25. See above.	Here's one more. Listen as I read this sentence aloud. **"Parents have the greatest influence over whether teens eat healthy foods."** What is the author's purpose?	Selects "inform" from response options or points to the "inform" column on the graphic organizer. Affixes the response option on the graphic organizer or writes the sentence under the "inform" column (do not score student's ability to place on graphic organizer; score correct selection).						
26. See above.	**Let's look at the graphic organizer.** Read graphic organizer with students. **All of the sentences are in the "inform" column. What is the author's purpose?**	Communicates "yes" either verbally or by pointing to the response option on the response board.						
		NUMBER CORRECT:						

11th Objective: Pose a question and use a KWHL chart to find the answer using 2 or more sources (internet is one). Use Article #3 – *Tips for a Successful Job Interview* and KWHL graphic organizer.							
27. Provide student with Article #3 – *Tips for a Successful Job Interview*, KWHL graphic organizer, and response options for KWHL chart.	Give each student a copy of Article #3 – *Tips for a Successful Job Interview*. **Some of you may want to get a job. Many times, when you are trying to get a job, you will have an interview. Next, we are going to learn some tips for a successful job interview. Point to each tip as I read them.** Read article #3 – *Tips for a Successful Job Interview*. Some students may be able to read this passage aloud independently. Assist students as needed to point to each tip as you read it. (Note: there is no repeated story line for this article.)	Points to each tip as the teacher reads it. Note: If student does not have ability to point or follow along using text pointing, do not score this step.					
28. See above.	**We are going to use the KWHL Chart to help us with this part of the lesson.** Give each student a KWHL chart. **What is the topic of this article?** **Let's put the topic on our KWHL chart.**	Selects "job interview" from response options. If student does not select/point to "job interview", use LIP and point to the words in the title.					
29. See above. *See suggestion about chart and materials regarding this step in LASSI.	**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 job interviews.** Point to the first column of the KWHL chart. **What do you know about job interviews?**	Selects or otherwise communicates some things they know about job interviews. Some response options are provided, but students may think of other responses that are not included. Accept all logical answers that have to do with job interviews. The response options included are: "get a job" "answer questions" Affixes responses in the K column on the KWHL chart (do not score student's ability to place on graphic organizer; score correct selection).					

30. See above.	**In the second column, we write/record the things we want to learn about job interview. What are some things you want to learn about job interviews?**	Selects or otherwise communicates that they want to learn more about "what to wear to an interview." Other responses are acceptable and should be recorded, but the rest of the lesson is based on learning more about what to wear to an interview. Affixes responses in the W column on the KWHL chart (do not score student's ability to place on graphic organizer; score correct selection).						
31. See above.	**The third column on the KWHL chart is where we list some ideas for how we can learn more about what we want to know. What are some ways we can learn more about what we want to know?**	Selects or otherwise communicates one or more of the following possible sources of information: internet, books, videos, people, and library. The response options included are: internet, books, videos, people, and library. Affixes responses in the H column on the KWHL chart (do not score student's ability to place on graphic organizer; score correct selection).						
32. Materials above and computer or interactive whiteboard with internet access.	**One of the things you said you wanted to learn more about is what to wear to a job interview.** Point to "what to wear" on the KWHL chart. **The internet is one of the ways you can learn more about what to wear to a job interview. Let's visit a website that has some pictures of clothes that are appropriate to wear for a job interview.** Assist the students in copying and pasting the following link into a web browser: http://jobsearch.about.com/od/teenstudentgrad/ig/Interview-Attire/ Click on "Enter Gallery" to see the pictures. Students use the "next" and "previous" buttons to go forward and backward. **We can write/record what we learned about the right clothes to wear to an interview in the L column of the KWHL chart.** Point to the L column. **What is one thing that is appropriate for a girl to wear to an interview?**	Selects "sweater" from response options. If more help is needed, use LIP. Affixes the response to the L column of the KWHL chart (do not score student's ability to place on graphic organizer; score correct selection).						

33. See above.	**What is one thing that is appropriate for a boy to wear to an interview?**	Selects "shirt and tie" from response options. If more help is needed, use LIP. Affixes the response to the L column of the KWHL chart.						
34. See above.	**Let's look at the website for examples of what NOT to wear to a job interview.** Assist students in finding the following webpage: http://jobsearch.about.com/od/interviewattire/ig/What-Not-to-Wear---Teens/What-Not-to-Wear---Teens.-5EK.htm Students use the "next" and "previous" buttons to go forward and backward. **What is one thing a girl should NOT wear to an interview?** If needed, assist students in affixing their responses on the KWHL chart.	Selects "teeshirt" from response options. If more help is needed, use LIP. Affixes the response to the L column of the KWHL chart.						
35. See above.	**What is one thing a boy should NOT wear to an interview?** If needed, assist students in affixing their responses on the KWHL chart.	Selects "ball cap" from response options. If more help is needed, use LIP. Affixes the response to the L column of the KWHL chart.						
		NUMBER CORRECT:						

11th Objective: Select an inference, conclusion, or summary statement using 2 or more details from a high school information text. Use Article #4 – *Teens and Part-time Employment*

36. Provide student with a copy of Article #4 – *Teens and Part-time Employment* and response board for Article #4.	**Some of you may want to get a job while you are in high school and after you graduate. Next, we are going to talk about some of the benefits and drawbacks to working part-time.** Read Article #4 - *Teens and Part-time Employment* aloud to students. NOTE: There is not a repeated story line for this article. **Where is the title of the article?**	Points to title of the article. If more help is needed, use LIP.							
37. See above.	**What is the topic of this article?** If help is needed, reread the title again.	Selects "teens and work" from response options. If more help is needed, use LIP.							
38. See above.	**What does the author talk about in the 2nd paragraph?** Point to the 2nd paragraph. If more help is needed, reread the 1st sentence of the 2nd paragraph.	Selects "benefits" from response options. If more help is needed, use LIP.							
39. See above.	**What does the author talk about in the 3rd paragraph?** Point to the 3rd paragraph. If more help is needed, reread the 1st sentence of the 3rd paragraph.	Selects "drawbacks" from response options. If more help is needed, use LIP.							
40. See above.	**What does the author say is the reason for the difference?** Point to the 4th paragraph. If more help is needed, reread the 1st sentence of the 4th paragraph.	Selects "number of hours worked" from response options. If more help is needed, use LIP.							
41. See above.	**What does the author conclude is a good alternative for teens in the 5th paragraph?** Point to the 5th paragraph. If more help is needed, reread the 1st sentence of the 5th paragraph.	Selects "summer employment" from response options. If more help is needed, use LIP.							
42. See above.	**What is the first reason that summer employment is a good alternative?** If more help is needed, reread the 2nd sentence of the 5th paragraph. Have students find the word "first."	Selects "doesn't interfere with school" from response options. If more help is needed, use LIP.							
43. See above.	**What is the second reason that summer employment is a good alternative?** If more help is needed, reread the 3rd sentence of the 5th paragraph. Have students find the word "next."	Selects "free time" from response options. If more help is needed, use LIP.							
44. See above.	**What is the third reason that summer employment is a good alternative?** If more help is needed, reread the 3rd sentence of the 5th paragraph. Have students find the word "last."	Selects "benefits without drawbacks" from response options.							
		NUMBER CORRECT:							

National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 2 High School Informational Text Skills Test

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High School LASSI Unit 2: Informational Text Formative Assessment Cover Sheet

The High School LASSI Informational Text Skills Test is an on demand performance assessment. The skills test should be administered prior to starting a LASSI unit to obtain a baseline score, and after a LASSI unit has been completed to obtain a posttest score. This data can be used to see student growth. Ideally, one additional administration of the skills test can be done during the midpoint of the LASSI instruction in order to monitor progress over time. This test will help the student practice responding in an alternate assessment format.

Student Name: Teacher Name:	Date: Baseline Score	Date: Midpoint Score	Date: Posttest Score	*Decision
Skills Test 1	/ 3	/ 3	/ 3	2 or more independent correct, move to Skills Test 2
Skills Test 2	/ 3	/ 3	/ 3	2 or more independent correct, move to Skills Test 3
Skills Test 3	/ 3	/ 3	/ 3	

INFORMATIONAL TEXT SKILLS TEST 1   (Lexile 480)

"We are going to read a story about the Cold War. After we read, I will ask you some questions." Keep the passage visible to student while administering the skill test.

The Cold War

[1]World War II ended in 1945. [2]Soon after, the Cold War began. [3]The Cold War was the name of a problem between the US and the Soviet Union. [4]The US represented democratic countries of the West. [5]The Soviet Union represented communist countries of Eastern Europe. [6]The Cold War was a historic rivalry between two countries.

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

1. The Cold War was between two countries. Which of these words describe the relationship between the two countries?
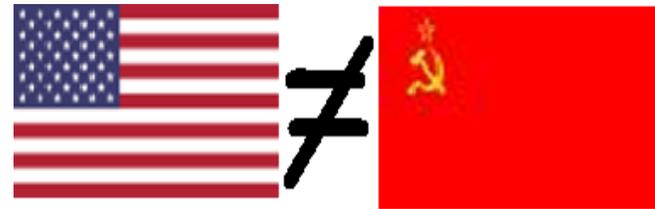
Rivalry	Friendship

2. Look at/touch/point to the card with a summary of the story.

The Cold War was a fight at the North Pole.	The Cold War was a problem between the US and the Soviet Union

3. Look at/touch/point to when the Cold War began.

After 1945.	Before 2010.

🛑 If student receives 1 or fewer correct answers, stop here. If student receives 2 or more correct answers, continue to Part 2.

"We are going to read a story about the Cold War. After we read, I will ask you some questions." Keep the passage visible to student while administering the skill test.

Democracy

[1]The Cold War was about different ideas. [2]The US and the west supported democracy. [3]A democracy is a government controlled by all the people in the country. [4]The Soviet Union supported communism. [5]Communism is a government controlled by a small group of people.

[6]The US never fought a physical battle with the Soviet Union. [7]Instead, they competed in other ways, like proxy wars, the space race, and the arms race. [8]It was called the Cold War because they never fought. [9]The Cold War was a historic rivalry between two countries.

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

Note to Test Administrator: After reading passage and prior to asking each question, ask student, **"Would you like me to read the sentences again before I ask you a question about them?"** Provide a reread of entire passage or specific sentences (when specified in the directions) if student indicates "yes".

We just read about the Cold War. We are going to read part of it again. The word "competed" is in this part. After we read, I will ask you a question about the word "competed."

The US never fought a physical battle with the Soviet Union. Instead, they competed in other ways, like proxy wars, the space race, and the arms race. It was called the Cold War because they never fought.

1. Why did the author use the word "competed" in this part?

To show when the Cold War took place.	1945 MAY
To show that the US and the Soviet Union were working against each other.	USA VS RUSSIA
To show that the Soviet Union was helping the US.	

Here is a summary of the story. Remember, a summary tells you what happened in the story.

[1]The Cold War was a disagreement about ideas. [2]The Soviet Union was communist, but the US was a democracy. [3]The Cold War wasn't a physical battle. [4]The two countries competed in other ways.

2. Which of these sentences shows that the Cold War wasn't a physical battle?

The two countries competed in other ways.	
The Cold War was about winter.	
The Soviet Union was communist.	

3. The Cold War was about different ideas. The author tells us that the Soviet Union supported communism, while the US supported democracy. Why did the author tell us about the different governments of the two countries?

To show that government is very important.
To show that the Cold War started in 1945.
To show that the Soviet Union and the US were different.

 If student receives 1 or fewer correct answers, stop here. If student receives 2 or more correct answers, continue to Part 2.

"We are going to read a story about the Cold War. After we read, I will ask you some questions." Keep the passage visible to student while administering the skill test.

Proxy

[1]The Cold War was made of proxy wars, the arms race, and the space race. [2]The US and the Soviet Union fought in proxy wars. [3]That means that they never fought with each other. [4]They supported different countries that were fighting in other wars instead. [5]The arms race was a contest where the US and the Soviet Union both tried to have the best weapons. [6]The space race was a contest where the US and the Soviet Union both tried to complete space missions first.

[7]The Cold War lasted until 1991. [8]It was over when the Soviet Union collapsed. [9]Instead of one big country, it was now 15 smaller countries. [10}There were no more proxy wars. [11]The arms race was over. [12]The space race was over. [13]The Cold War was a historic rivalry between two countries.

(After reading, teacher/administrator says, "Would you like me to read the sentences again before I ask you a question about them?")

We just read about the Cold War. We are going to read part of it again. The word "collapsed" is in this part. After we read, I will ask you a question about the word "collapsed."

The Cold War lasted until 1991. It was over when the Soviet Union collapsed. Instead of one big country, it was now 15 smaller countries.

1. Why did the author use the word "collapsed" in this part?

To show that the Soviet Union sank into the ocean.	
To show that the Soviet Union won the Cold War.	
To show that the Soviet Union wasn't one country anymore.	

Here is a summary of the story. Remember, a summary tells you what happened in the story.

[1]The Cold War was made of proxy wars, the arms race, and the space race. [2]The US and the Soviet Union helped different countries that were fighting each other. [3]The Soviet Union and the US both tried to have the best weapons and the first space missions. [4]The Cold War ended when the Soviet Union collapsed.

2. Which of these sentences shows that the Cold War was over?

The US and the Soviet Union helped different countries that were fighting each other.	
The Cold War ended when the Soviet Union collapsed.	
The Cold War ended when the US had the first space mission to the moon.	

3. The Cold War ended in 1991. The author tells us that the Cold War consisted of proxy wars, the arms race, and the space race. Why did the author tell us about those three different competitions?

To show that the Cold War was not a physical battle.

To show that the Cold War happened in space.

To show that the Soviet Union won the Cold War.

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