



National Center and State Collaborative

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

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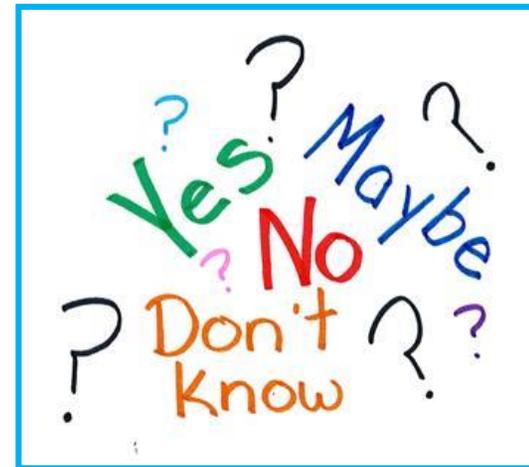
# LASSIS: Language Arts Sample Systematic Instruction Script

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**Theme: Making Choices**

**Grade Band:** High School

**Focus:** Using Informational Text



Topic	Access Points	Florida Standard	Essential Understanding	LASSI Objectives
AUTHOR'S PURPOSE	LAFS.11-12.RI.2.AP.6c Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.	LAFS.11-12.RI.2.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Identify an author's point of view.  Match details to an author's point of view.	1. Identify persuasive words the author uses and determine if the author wants you to like or dislike.

<b>Topic</b>	<b>Access Points</b>	<b>Florida Standard</b>	<b>Essential Understanding</b>	<b>LASSI Objectives</b>
COMPREHENSION	LAFS.11-12.RI.1.AP.1a Use two or more pieces of evidence to support inferences, conclusions or summaries of text or an adapted grade-appropriate text.	LAFS.11-12.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<p>Make an inference from an informational text.</p> <p>Identify a conclusion from an informational text.</p> <p>Identify a summary from an informational text.</p> <p>Identify details to support the inference, conclusion, or summary.</p>	2. Select an inference, conclusion, or summary statement using 2 or more details from a high school informational text (how do you know).
AUTHOR'S POINT OF VIEW	LAFS.11-12.RI.2.AP.6a Determine the author's point of view or purpose in a text.	LAFS.11-12.RI.2.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	<p>Identify what an author tells about a topic.</p> <p>Identify the author's opinion about the topic.</p>	3. Determine the author's purpose or point of view.
ANSWERING QUESTIONS	LAFS.11-12.RI.3.AP.7a Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	LAFS.11-12.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<p>Locate information within a text related to a given topic.</p> <p>Determine the usefulness of the information for a given topic.</p>	4. Pose a question, use KWHL with 2 or more sources (internet is one).
Be sure to provide specific practice to students on the skills that correspond to their grade level.				

**Materials Needed:** Print the article summaries, table, and graphic organizers provided. Print, cut, and laminate (if desired) response boards and response options found at the end of this lesson. We recommend that every student be given a copy of the article summaries, the table, and graphic organizers. Note that the article summaries are written in Level 3 text (no picture icons; the Lexile level of the summarized text is about half the grade-level text). See notes on “Build Towards Grade Level Competence” for moving students towards grade-level text (Level 4). Teachers may modify the articles by adding the vocabulary picture icons, simplifying sentences, and deleting nonessential sentences (Level 2 text). We have also provided a Level 2 text example 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., “We need your help.”) For students with the most significant or multiple disabilities, objects can be used to augment the story (e.g., objects to represent home, school, work, and friends).

**BUILD ESSENTIAL UNDERSTANDING** (See teacher materials for article summaries, the table, and response options.)

**INTRODUCE TEXT** (attention getter activity) **Here are some pictures (or objects) of choices you make every day.** Show pictures or objects that represent some of the choices young people make (e.g., job, hobbies, friends, food, clothes). **Some of the choices you make are small. For example, what you will wear to school or what to eat for a snack when you get home. Other choices are bigger. For example, what you will do after you graduate from high school. You make choices every day. What is one choice you have made today?** Pause for students to share their experiences. **In this lesson, we are going to talk about making choices. We will read some articles together. We will also visit some websites on the Internet. Before we get started, let’s read the important vocabulary words from our articles.**

**INTRODUCE VOCABULARY** Objective: Identify and define key words related to the story.

*READER OPTION:* Student reads each sight word and matches it to the picture.

*LISTENER OPTION:* Teacher reads the word, student finds the picture. (More support: some students may need to select an object paired with the picture (e.g., objects to represent media, samples of advertisements, resumes and applications).

**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).

Step	Teacher shows (or reads) each word	Student Response
1.	volunteer (a person who offers to help)	Reads/selects “volunteer.” Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a 0-sec delay round so students learn the words without error. Then use a delayed round (e.g., 4-sec) to give students an opportunity to anticipate the correct response. 
2.	community (a place where people live)	Reads/selects “community.” Matches to picture.
3.	influence (to affect or change a person, thing, or action)	Reads/selects “influence.” Matches to picture.
4.	media (television, internet, newspapers, radio)	Reads/selects “media.” Matches to picture.
5.	consume (eat)	Reads/selects “consume.” Matches to picture.

6.	advertisement (a notice or announcement)	Reads/selects “advertisement.” Matches to picture.
7.	interview (a face-to-face meeting for a job)	Reads/selects “interview.” Matches to picture.
8.	application (form or paper you fill out for a job)	Reads/selects “application.” Matches to picture.
9.	resume (a written list of your work experiences)	Reads/selects “resume.” Matches to picture.
10.	references (people who know you are a good worker)	Reads/selects “references.” Matches to picture.
<b>BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION</b>		
<b>Step</b>	<b>Teacher Says/Does</b>	<b>Student Response</b>
11.	Give students a copy of article #1 – Teens Make Good Volunteers. <b>Where is the title of the article?</b> (Note: teachers may choose to skip this step in future lessons.) Teacher reads title. <b>The title of our first article is “Teens Make Good Volunteers.”</b>	Points to title at the top of the page. If student needs help, use LIP. <b>REMEMBER TO PRAISE EACH CORRECT RESPONSE!</b>
12.	<b>One of the decisions you may make is whether to volunteer in your community. Volunteers are people who offer to help others, usually by performing a job. There are many jobs that you could choose from. For example, animal shelters need people to care for the animals.</b> Give other examples based on what you know your students are interested in. <b>Volunteer jobs are very important. Let’s read an article about teen volunteers. I need your help reading the article. When I read, “Volunteering is important work”, I want you to help me read “<u>important work!</u>”</b> (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. <b>Let’s practice. “Volunteering is <u>important work!</u>”</b> Read article #1 – <i>Teen Make Good Volunteers.</i>	Reads “important work.” (e.g., student may use voice output device to say “important work” or speak the words to help read it).



**READ ADAPTED TEXT:** Read article #1 – *Teens Make Good Volunteers*. Some students may be able to read this passage aloud independently.

**READER OPTION:** Use the sight words as the response options.

**LISTENER OPTION:** Use the pictures as the response options.

**11<sup>th</sup>** 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.

Step	Teacher Says/Does	Student Response
13.	<p><b>Authors have a reason or purpose 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 in this article.</b> Give each student a persuasive writing graphic organizer. <b>First, let’s put the topic on the chart.</b> Point to the word "topic" at the top of the graphic organizer. <b>The topic is what the article is about. Here are four possible topics.</b> Read each of the four possible topics.</p> <ul style="list-style-type: none"> <li>- <b>teens play sports</b></li> <li>- <b>parents of teens</b></li> <li>- <b>teens make good volunteers</b></li> <li>- <b>teens are busy people</b></li> </ul> <p><b>What is the topic of this article?</b> Assist students as needed to affix or write the topic on the graphic organizer.</p>	<p>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.</p>  <p>Affixes the correct response option or writes the words on the graphic organizer.</p> <p>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.</p>
14.	<p><b>The author has three facts to support the purpose or 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 1<sup>st</sup> 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?</b></p> <ul style="list-style-type: none"> <li>- <b>First, there are a large number of teens who can volunteer.</b></li> <li>- <b>Nearly 60% of teens aged 12-17 years volunteer.</b></li> <li>- <b>In addition, girls are more likely to volunteer than boys.</b></li> </ul>	<p>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 students select from 4 to 3 options.</p> <p>Options: For this part of the lesson, students can indicate the reason by underlining or highlighting it.</p> <p>Affixes the reason in the “reason 1” box of the graphic organizer.</p>

	<p><b>- Teens make good volunteers for three reasons.</b> Assist students as needed to affix the reason in the “reason 1” box of the graphic organizer.</p>	
15.	<p><b>What signal word tells you a fact is coming?</b></p> <p><b>Let’s put the signal word on the graphic organizer.</b> Assist students as needed to affix the signal word on the graphic organizer.</p>	<p>Selects “first” from options or reads/points to the word “first” in the article.</p> <p>Affixes the signal word “first” on the graphic organizer.</p>
16.	<p><b>Another fact to support the purpose or reason the author wrote this article is in the 2<sup>nd</sup> paragraph. The sentence starts with the word “next.” I’m going to read the 2<sup>nd</sup> paragraph again. Listen for the sentence that starts with the word “next.” Reread the 2<sup>nd</sup> paragraph. What is the next fact to support the purpose or reason the author states that teens make good volunteers?</b></p> <ul style="list-style-type: none"> <li>- Teens are busy people.</li> <li>- In addition, they spend 1-2 hours each time they volunteer.</li> <li>- Next, teens have time to volunteer.</li> <li>- Teens volunteer once or twice a month.</li> </ul> <p>Assist students as needed to affix the reason in the “reason 2” box of the graphic organizer.</p>	<p>Points to the correct sentence strip from options or reads/points to the correct sentence in the 2<sup>nd</sup> 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.</p> <p>Affixes the reason in the “reason 2” box of the graphic organizer.</p>
17.	<p><b>What signal word tells you a fact to support the purpose or reason is coming?</b></p> <p><b>Let’s put the signal word on the graphic organizer.</b> Assist students as needed to affix the signal word on the graphic organizer.</p>	<p>Selects “next” from options or reads/points to the word “next” in the article.</p> <p>Affixes the signal word “next” on the graphic organizer.</p>
18.	<p><b>You have found 2 facts to support the purpose or reasons. Let's find the last fact to support the purpose or reason. It is in the 3<sup>rd</sup> paragraph. Point to the 3<sup>rd</sup> paragraph. The sentence starts with the word “last.” I’m going to read the 3<sup>rd</sup> paragraph again. Listen for the sentence that starts with the word “last.” Reread the 3<sup>rd</sup> paragraph. What is the last fact to support the purpose or reason the author states that teens make good volunteers?</b></p>	<p>Points to the correct sentence strip from options or reads/points to the correct sentence in the 3<sup>rd</sup> paragraph (i.e., "Last, teens influence other people to volunteer.") If more help is needed, limit the number of options students select from 4 to 3 options.</p> <p>Affixes the reason in the “reason 3” box of the graphic organizer.</p>

	<ul style="list-style-type: none"> <li>- Most parents of teen volunteers said they have volunteered in the past year.</li> <li>- In addition, teens get their friends to volunteer.</li> <li>- Last, teens influence other people to volunteer.</li> <li>- When asked, 80% of teens said their friends volunteered as well.</li> </ul> <p>Assist students as needed to affix the reason in the “reason 3” box of the graphic organizer.</p>	
19.	<p><b>What signal word tells you a fact to support the purpose or reason is coming?</b></p> <p><b>Let’s put the signal word on the graphic organizer.</b> Assist students as needed to affix the signal word on the graphic organizer.</p>	<p>Selects “last” from options or reads/points to the word “last” in the article.</p> <p>Affixes the signal word “last” on the graphic organizer.</p>
20.	<p><b>Let’s review our graphic organizer together.</b> Point to the topic, reasons, and signal words as you read them. <b>The author chooses words to persuade you. The author wants you to agree with his or her point of view. In this case, the author uses the words “first, next, and last” to list three facts to support the purpose or reasons that teens make good volunteers. Does the author want you to agree with them or disagree with them?</b></p>	<p>Selects “agree” from the response options.</p> <p>Hint: If more help is needed, explain that the author is giving reasons for believing that teens make good volunteers.</p>
21.	<p><b>This author also uses other words to <i>persuade</i> 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.</b> Read the sentences.</p> <ul style="list-style-type: none"> <li>- In addition, girls are more likely to volunteer than boys, but just by a little.</li> <li>- In addition, they spend 1-2 hours each time they volunteer.</li> <li>- In addition, teens get their friends to volunteer.</li> </ul> <p><b>What phrase did you hear in each of the sentences?</b></p> <p><b>That’s right. The author uses the phrase “in addition” to give you a fact that supports each of their reasons.</b></p>	<p>Selects “In addition” from the response options or points to the words on the sentence strips.</p> <p>Hint: If students need more help, point to the words “in addition” or highlight the words in the article.</p> <p>Affixes the persuasive words “in addition” on the graphic organizer.</p>

	Assist students as needed to affix the persuasive words on the graphic organizer.	
<b>11th</b> Objective: Determine the author’s purpose or point of view. Use article #2 – <i>Teens and the Media</i> and Author’s Purpose graphic organizer.		
Step	Teacher Says/Does	Student Response
22.	<p><b>I am going to read another article. The topic of this article is teens and the media. Remember, the topic is what the article is about.</b> Give each student a copy of article #2 – <i>Teens and the Media</i>. <b>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>”</b> (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. <b>Let’s practice. “The media influences <u>what we buy.</u>”</b> Read article #2 – <i>Teens and the Media</i>. Some students may be able to read this passage aloud independently.</p>	<p>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).</p>
23.	<p>Give each student the author’s purpose graphic organizer. <b>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. <b>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?</b></b></p> <p><b>Let’s put the sentence in the “inform” category?</b></p> <p>Assist students as needed to affix the sentence on the graphic organizer.</p>	<p>Selects “inform” from response options or points to “inform” column on the graphic organizer.</p> <p>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.</p> <p>Affixes the response option on the graphic organizer or writes the sentence under the “inform” column.</p>

24.	<p><b>Let's try another sentence. "These ads affect the food and beverage choices teens make." What is the author's purpose?</b></p> <p>Assist students as needed to affix the sentence on the graphic organizer.</p>	<p>Selects "inform" from response options or points to the "inform" column on the graphic organizer.</p> <p>Affixes the response option on the graphic organizer or writes the sentence under the "inform" column.</p>
25.	<p><b>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?</b></p> <p>Assist students as needed to affix the sentence on the graphic organizer.</p>	<p>Selects "inform" from response options or points to the "inform" column on the graphic organizer.</p> <p>Affixes the response option on the graphic organizer or writes the sentence under the "inform" column.</p>
26.	<p><b>Let's look at the graphic organizer.</b> Read graphic organizer with students. <b>All of the sentences are in the "inform" column. What is the author's purpose? Yes, the purpose is to inform the reader about a topic. What was the topic of this article? That's right! The purpose of this article is to inform the reader about teens and media.</b></p>	<p>Selects "inform" from response options or points to the "inform" column on the graphic organizer.</p> <p>Selects "teens and media" from response options.</p>
<p><b>11th</b> Objective: Pose a question and use a KWHL chart to find the answer using two or more sources (internet is one). Use article #3 – <i>Tips for a Successful Job Interview</i> and KWHL graphic organizer.</p>		
27.	<p>Give each student a copy of article #3 – <i>Tips for a Successful Job Interview</i>. <b>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.</b> Read article #3 – <i>Tips for a Successful Job Interview</i>. Some students may be able to read this passage aloud independently.</p> <p>Assist students as needed to point to each tip as you read it. (Note: there is no repeated story line for this article.)</p>	<p>Points to each tip as the teacher reads it.</p>
28.	<p><b>We are going to use the KWHL Chart to help us with this part of the lesson.</b> Give each student a KWHL chart. <b>What is the topic of this article?</b></p>	<p>Selects "job interview" from response options.</p> <p>If student does not select/point to "job interview", use LIP and point to the words in the title.</p> 

	<p><b>Let's put the topic on our KWHL chart.</b> Assist students as needed to affix the response option "job interview" or write the words "job interview" in the topic line on the KWHL chart.</p>	
29.	<p><b>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.</b> Point to the first column of the KWHL chart. <b>What do you know about job interviews?</b></p> <p>Option: Teachers may do this activity with the whole class or with smaller groups of students. Teachers may want to put a large KWHL chart on the board to record students' responses as the lesson progresses. Students can also complete individual KWHL charts by affixing response options or writing their responses on the chart.</p> <p>Assist students as needed in affixing their responses on the KWHL chart.</p>	<p>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.</p> <p>The response options included are:  "get a job"  "answer questions"</p> <p>Affixes responses in the K column on the KWHL chart.</p>
30.	<p><b>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?</b></p> <p>Assist students as needed in affixing their responses on the KWHL chart.</p>	<p>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.</p> <p>Affixes responses in the W column on the KWHL chart.</p>
31.	<p><b>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?</b></p> <p>If needed, assist students in affixing their responses on the KWHL chart.</p>	<p>Selects or otherwise communicates one or more of the following possible sources of information: internet, books, videos, people, and library.</p> <p>The response options included are: internet, books, videos, people, and library.  Affixes responses in the H column on the KWHL chart.</p>
32.	<p><b>One of the things you said you wanted to learn more about is what to wear to a job interview.</b> Point to "what to wear" on</p>	<p>Selects "sweater" from response options. If more help is needed, use LIP.</p>

	<p>the KWHL chart. <b>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.</b> Assist the students in copying and pasting the following link into a web browser: <a href="http://jobsearch.about.com/od/teenstudentgrad/ig/Interview-Attire/">http://jobsearch.about.com/od/teenstudentgrad/ig/Interview-Attire/</a></p> <p>Click on "Enter Gallery" to see the pictures. Students use the "next" and "previous" buttons to go forward and backward.</p> <p><b>We can write/record what we learned about the right clothes to wear to an interview in the L column of the KWHL chart.</b> Point to the L column. <b>What is one thing that is appropriate for a girl to wear to an interview?</b></p> <p>If needed, assist students in affixing their responses on the KWHL chart.</p>	<p>Affixes the response to the L column of the KWHL chart.</p>	
<p>33.</p>	<p><b>What is one thing that is appropriate for a boy to wear to an interview?</b></p> <p>If needed, assist students in affixing their responses on the KWHL chart.</p>	<p>Selects "shirt and tie" from response options. If more help is needed, use LIP.</p> <p>Affixes the response to the L column of the KWHL chart.</p>	
<p>34.</p>	<p><b>Let's look at the website for examples of what NOT to wear to a job interview.</b> Assist students in finding the following webpage: <a href="http://jobsearch.about.com/od/interviewattire/ig/What-Not-to-Wear---Teens/What-Not-to-Wear---Teens.-5EK.htm">http://jobsearch.about.com/od/interviewattire/ig/What-Not-to-Wear---Teens/What-Not-to-Wear---Teens.-5EK.htm</a></p> <p>Students use the "next" and "previous" buttons to go forward and backward. <b>What is one thing a girl should NOT wear to an interview?</b></p> <p>If needed, assist students in affixing their responses on the KWHL chart.</p>	<p>Selects "teeshirt" from response options. If more help is needed, use LIP.</p> <p>Affixes the response to the L column of the KWHL chart.</p>	
<p>35.</p>	<p><b>What is one thing a boy should NOT wear to an interview?</b></p> <p>If needed, assist students in affixing their responses on the KWHL chart.</p>	<p>Selects "ball cap" from response options. If more help is needed, use LIP.</p>	

	<b>Be sure to complete all of the steps of the KWHL chart and end with a review of what was Learned.</b>	Affixes the response to the L column of the KWHL chart.	
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**11th** Objective: Select an inference, conclusion, or summary statement using two or more details from a high school information text. Use article #4 – *Teens and Part-time Employment*

Step	Teacher Says/Does	Student Response	
36.	Give students a copy of article #4 – <i>Teens and Part-time Employment</i> . <b>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.</b> Read article #4 - <i>Teens and Part-time Employment</i> aloud to students. NOTE: There is not a repeated story line for this article. <b>Where is the title of the article?</b>  <b>You're right. The title of this article is "<i>Teens and Part-time Employment</i>."</b>	Points to title of the article. If more help is needed, use LIP.	
37.	<b>What is the topic of this article?</b> If help is needed, reread the title again.	Selects "teens and work" from response options. If more help is needed, use LIP.	
38.	<b>What does the author talk about in the 2<sup>nd</sup> paragraph?</b> Point to the 2 <sup>nd</sup> paragraph. If more help is needed, reread the 1st sentence of the 2 <sup>nd</sup> paragraph.	Selects "benefits" from response options. If more help is needed, use LIP.	
39.	<b>What does the author talk about in the 3<sup>rd</sup> paragraph?</b> 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.	<b>What does the author say is the reason for the difference?</b> 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.	<b>What does the author conclude is a good alternative for teens in the 5<sup>th</sup> paragraph?</b> Point to the 5th paragraph. If more help is needed, reread the 1st sentence of the 5 <sup>th</sup> paragraph.	Selects "summer employment" from response options. If more help is needed, use LIP.	

42.	<b>What is the first reason that summer employment is a good alternative?</b> If more help is needed, reread the 2 <sup>nd</sup> sentence of the 5 <sup>th</sup> paragraph. Have students find the word “first.”	Selects “doesn’t interfere with school” from response options. If more help is needed, use LIP.	
43.	<b>What is the second reason that summer employment is a good alternative?</b> If more help is needed, reread the 3 <sup>rd</sup> sentence of the 5 <sup>th</sup> paragraph. Have students find the word “next.”	Selects “free time” from response options. If more help is needed, use LIP.	
44.	<b>What is the third reason that summer employment is a good alternative?</b> If more help is needed, reread the 3 <sup>rd</sup> sentence of the 5 <sup>th</sup> paragraph. Have students find the word “last.”	Selects “benefits without drawbacks” from response options.	
<b>We are finished reading about making choice. Thank you for reading with me today.</b>			

### **ADDITIONAL TEXTS TO EXTEND AND ENRICH THE LESSON**

Choose additional texts to extend and enrich the lesson from grade-level texts and online resources. Some online resources to consider include:

#### College Bound

- Virginia's College Guide for Students With Disabilities  
[http://www.doe.virginia.gov/special\\_ed/transition\\_svcs/outcomes\\_project/college\\_guide.pdf](http://www.doe.virginia.gov/special_ed/transition_svcs/outcomes_project/college_guide.pdf)
- Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities  
<http://www2.ed.gov/about/offices/list/ocr/transition.html>

#### Volunteer Work

- To look for organizations to volunteer with in your area check with your local United Way at: [www.unitedway.org](http://www.unitedway.org)
- Look at the Youth Volunteer Corps of America, for volunteer opportunities: [www.yvca.org](http://www.yvca.org)
- An article about teenagers and volunteering: <http://philanthropy.com/article/Half-of-American-Teenagers/135278/>

#### The Influence of the Media

- *The Merchants of Cool* (Frontline PBS, PDF is available for teachers): <http://www.pbs.org/wgbh/pages/frontline/shows/cool/>

#### Paid Employment

- *Helping Students with Cognitive Disabilities Get a Job*: <http://nichcy.org/wp-content/uploads/docs/ta3.pdf>
- *Preparing Students with Disabilities for School-to-Work Transition and Postschool Life*:  
<http://www.nasponline.org/resources/principals/Transition%20Planning%20WEB.pdf>

NOTE TO TEACHER: Repeat the lesson using articles and other informational texts found in grade-level textbooks and from online resources.

When selecting articles:

1. Select an age-appropriate informational text.
2. Summarize the text (e.g., 700 - 900L).
3. Identify important key vocabulary.
4. Include graphs, tables, charts, etc.
5. Include a variety of text structures (e.g., sequence/process; events/enumeration/description; compare-contrast).
6. Include articles with a variety of purposes (i.e., inform, persuade, entertain).
7. Use graphic organizers to help students compare/contrast, identify main idea/topic, and retell key details.
8. Ask a variety of questions, including "wh" questions that are found on the page (i.e., factual recall) and from you head (i.e., inferential).
9. Develop response options for receptive responding.
10. Have fun!

**BUILD TOWARDS GRADE-LEVEL COMPETENCE (Level 4 Text)**

See **ADDITIONAL TEXTS TO EXTEND AND ENRICH THE LESSON** for Level 4 texts to use to build towards grade-level competence.

**BUILD TOWARDS INDEPENDENT READING (Level 2 text)**

*READER OPTION (this step is optional for students who are learning to read independently):* **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).

Step	Teacher shows each word (do not read it)	Student Response
1.	teen	Reads "teen." Points to teen. (If student needs help on these words, show how to sound it out /t/ /e/ /e/ /n/.)
2.	help	Reads "help." Points to help.
3.	name	Reads "name." Points to name.
4.	joy	Reads "joy." Points to picture of joy.
5.	hope	Reads "hope." Points to picture of emotion/hope.

Have the student read the text aloud (or silently) and then answer each comprehension question.

<p style="text-align: center;">Level 2 Article – I am a Teen Volunteer</p> <p>Hi. My name is Hamza. I am a teen. I want to be a volunteer. But I am afraid I cannot because I have a disability. I do not want to mess up.</p> <p>I decide to try it anyway. I like to help people.</p> <p>I found out I can do a lot of things.</p> <p>I have a lot to offer. It makes me feel good to volunteer.</p> <p>I have been serving my community ever since.</p> <p>I hope the things I have learned can help you.</p> <p>Being a volunteer is important.</p> <p>Volunteers help make communities better.</p> <p>Good luck! I hope volunteering brings joy to you and others.</p>	<p>Comprehension Questions:</p> <p><b>What did Hamza want to be?</b> (a volunteer)</p> <p><b>Why did Hamza think she could not volunteer?</b> (she has a disability)</p> <p><b>How does Hamza feel when she volunteers?</b> (good)</p> <p><b>Why does Hamza think being a volunteer is important?</b> (make communities better)</p>
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<b>GENERALIZATION ACROSS MATERIALS - Repeat this lesson using the article "Have a Great Freshman Year"</b>		
<b>Article</b>	<b>"Wh" questions</b>	<b>Determine Author's Purpose</b>
Read "Have a Great Freshman Year"	<p><b>What is the title of the article?</b> (How to Have a Great Freshman Year)</p> <p><b>How does the author organize the article?</b> (Tip #1, etc.)</p> <p><b>What does the author conclude all freshman students want?</b> (friends)</p> <p><b>What does the author recommend new students do to have a great year?</b> (get involved)</p>	<p>Use the Author's Purpose graphic organizer to determine the purpose the author has for writing the article. Place the following sentences in the correct column (i.e., inform, persuade, entertain).</p> <ul style="list-style-type: none"> <li>- I am sharing what I learned my freshman year so that you can have a great freshman year, too.</li> <li>- It is very important to meet with the Head of Safety to come up with a plan in case of fire or drills, tornado, or medical issues.</li> <li>- It is important for people to get to know you because one day you may need to ask them for assistance or support.</li> <li>- Meet with your professors by yourself so they can get to know you.</li> </ul>
<p><b>REAL LIFE READING.</b> After completing the lesson, send a copy of each article and a list of comprehension questions with a response board home for homework practice. Bring a copy of a local newspaper to class and have students read the titles and look at the pictures. Incorporate the use of graphs, maps, and charts into daily instruction. Also, bring into the classroom various job applications to discuss and complete. Find on-line job applications on the Internet and compare the differences between written and online applications.</p>		

# LASSI: Unit 2 High School Informational Text

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## Article #1 – Teens Make Good Volunteers

Vocabulary: volunteer, community

Teens make good volunteers for three reasons. First, there are a lot of teens who can volunteer. In a recent study, nearly 60% of teens aged 12-17 years volunteered in some type of community service. That is about 15 million teens. In addition, girls are more likely to volunteer than boys, but just by a little.

Next, teens have time to volunteer. Teens are busy people. They juggle responsibilities at school, home, and afterschool activities such as sports and jobs. Despite these demands on their time, many teens make time to volunteer. Teens volunteer once or twice a month. In addition, they spend 1-2 hours each time they volunteer.

Last, teens influence other people to volunteer. Most parents of teen volunteers are volunteers too. In addition, teens get their friends to volunteer. When asked, 80% of teens said their friends volunteered as well.

Volunteering is important work!

## Article #2 – Teens and the Media

By Melissa Hudson



Vocabulary: influence, media, consume, advertisement

Television, newspapers, radio, and the Internet are part of the media. The media greatly influences the choices teens make using advertisements. Teens watch 40,000 ads a year on television alone. Additionally, the more television minutes they watch, the more calories they consume. Moreover, the snacks they consume while watching television are often less healthful choices.

The marketers of food and beverages know teens are a captive audience. They develop their ads to appeal to them. These ads affect the food and beverage choices teens make. It works like this. Teens watch ads on television. Let's use an ad for an energy drink as an example. The energy drink is mostly empty calories and has little nutritional value. But, the ad makes it look delicious. Teens want the energy drink. They ask their parents to buy it.

The media influences what we buy.

Parents have the greatest influence over whether teens eat healthy foods. However, media and advertising also greatly influences what teens *want* to eat. As a result, the media can undermine parental influences, helping to fuel the epidemic of childhood obesity.

To counteract the influence of the media, health professionals recommend four actions. First, teach youth to be critical of the media they see so they can separate “good” from “bad” media. Second, set limits on television viewing and do not allow television in the bedroom. Third, educate youth about the influence of media and advertising. Finally, use the same powerful techniques exerted by the media to promote good food choices in teens.

The media influences what we buy.

## Article #3 –Tips for a Successful Job Interview

By Melissa Hudson



Vocabulary: interview, application, resume, references,

You have your first job interview! The best way to impress your interviewer during the interview is to follow a few simple rules.

**Rule #1 - Dress Appropriately.** The most important rule for teen interviewing is to dress appropriately. The clothes you will wear to an interview are different from the clothes you would wear to the mall or out with friends.

**Rule #2 - Practice Interviewing.** Ask a family member or friend to ask you some questions, so you can practice your answers. You can find a list of common interview questions on the Internet.

**Rule #3 - Be Prepared.** Don't just show up for the interview. The more information you have, the better impression you will make on the interviewer. Bring the following information with you to the interview: job application, resume, and references.

**Rule #4 - Be Polite.** It's essential to have good manners when interviewing. Shake your interviewer's hand. Don't sit until you are invited to. Don't slouch in your chair. Don't use slang or swear. Be polite, positive, and professional throughout the interview.

**Rule #5 - Know Your Schedule.** Know what days and hours you are available to work. The employer will ask. Also know how you are going to get to and from work, if you don't drive.

**Rule #6 - Be On Time.** Arrive at the interview site a few minutes early. If you're not sure where to go, get directions ahead of time. Make sure you have a ride.

## Article #4 - Teens and Part-time Employment

By Melissa Hudson

<sup>1</sup> Getting a part-time job is a decision many teens will make while they are in high school. Teens hold a variety of different jobs, including: lawn mowing, delivering newspapers, babysitting, grocery stores, clothing stores, movie theaters, theme parks, summer camps, pet stores/groomers, and dog walking. For many teens, the experience is positive. For other, though, the experience may be negative. Let's take a close look at both.

<sup>2</sup> There are several benefits to part-time employment. First, teens gain valuable work experiences. Second, they can learn money management skills. Third, teens have a constructive way to spend their free time. Fourth, teens learn to manage their time and develop good work habits. Last, teens gain useful job skills as well as a sense of responsibility and independence.

<sup>3</sup> On the other hand, there can be some drawbacks for teens who work. First, working teens have less time to do their homework. Next, working teens are absent from school more and have lower grades. Last, teens who work are less involved in school activities.

<sup>4</sup> Whether teens experience the benefits or negative consequences from part-time employment seems to depend on the amount of time they work each week. For example, students that work 10 hours or less a week gain the benefits of employment, while students that work over 20 hours a week suffer the negative consequences of work.

<sup>5</sup> Summer employment is an excellent alternative. First, it does not interfere with school. Next, it provides teens with a constructive way to spend their free time. Last, it allows teens to get all the benefits of employment without overtaxing their busy school schedules.

## Level 2 Text – I am a Teen Volunteer

By Melissa Hudson

Vocabulary: teen, help, name, joy, hope

Hi. My name is Hamza. I am a teen. I want to be a volunteer.

But I am afraid I cannot because I have a disability. I do not want to mess up.

I decide to try it anyway. I like to help people.

I found out I can do a lot of things.

I have a lot to offer. It makes me feel good to volunteer.

I have been serving my community ever since.

I hope the things I have learned can help you.

Being a volunteer is important.

Volunteers help make communities better.

Good luck! I hope volunteering brings joy to you and others.

## Generalization Article – Have a Great Freshman Year

By Melissa Hudson



For me, my first year of college was very different than high school. For example, in college, I had more responsibilities and work than I did in high school. Also, in college I had to find the help I needed. In high school, I had a whole group of people to help me, including my physical therapist, occupational therapist, and speech therapist. I am sharing what I learned my freshman year so that you can have a great freshman year, too.

First, start early. I started visiting colleges in my sophomore year of high school. Make sure to get an appointment with the disability services office to discuss what they have to offer you. The disability services office (or the person in charge of disability accommodations/access) can make or break your choice in colleges.

I can have a great freshman year.

Second, create a plan. Once you decide on a college, schedule another meeting with the disability services office to discuss the plan for your accommodations. Meet with the Campus Life Office to talk about dorm life and whether or not you will have a roommate. It is very important to meet with the Head of Safety to come up with a plan in case of fire or drills, tornado, or medical issues

Third, find the support you need. If you have to hire a Personal Care Attendant (PCA), hiring a good PCA is essential to a successful year. I was fortunate; my disability coordinator suggested I place an advertisement on the school's website.

Fourth, have a social life. Almost as important as going to classes is going to social events. It is important for people to get to know you because one day you may need to ask them for assistance or support.

I can have a great freshman year.

Fifth, get to know college staff. It is very important to get to know the staff at the college. Not just the professors, but also the security officers, housekeepers,

secretaries, and cafeteria workers. I am on a first name basis with many of the workers in the dining hall.

Sixth, meet with your professors. Meet with your professors by yourself so they can get to know you. Your note taker can sit with you or anywhere in the room. Make sure your professors get a copy of your 504 plan (or other college plan/paperwork describing your accommodations). Remind them that there are many ways for you to participate in class. You can raise your hand. You can be an active listener. You can even laugh at the instructor's jokes.

During the first days, most freshmen are looking for the same things - friends. My number one piece of advice is to get involved. Also, stay determined, keep up with your studies, and follow these tips. If you do, your first year in college will be great.

I can have a great freshman year.



National Center and State Collaborative

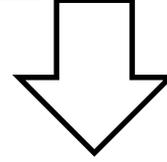
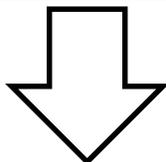
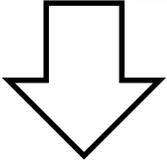
# **Language Arts Sample Systematic Instruction Script (LASSIS): Unit 2 High School Informational Text Graphic Organizers**

Diane Browder  
Melissa Hudson  
Angel Lee  
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October 2013

## Persuasive Writing Graphic Organizer

Topic:



Reason 1:

Reason 2:

Reason 3:

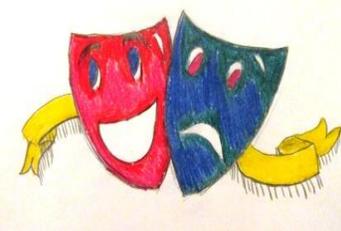
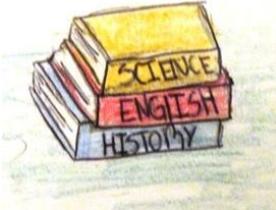
Signal word:

Signal word:

Signal word:

Other persuasive words:

## Identifying Author's Purpose

<p><b>Entertain</b> (Just for Fun)</p> 	<p><b>Persuade</b> (Convince us)</p> 	<p><b>Inform</b> (Give us the facts)</p> 

## KWLH Chart

Topic: _____			
What I KNOW	What I WANT to Learn	HOW I Can Find Out	What did I LEARN